

Burnaby School District – School Plan Forest Grove Elementary 2026 2027

Our Story:

Who we are?

Forest Grove Elementary is located on the territories of the hən̓q̓əmin̓əm̓ and s̓k̓w̓x̓w̓ú7mesh speaking people. We are part of a unique community in North East Burnaby, situated in a beautiful forest at the base of Burnaby Mountain.

Our school aims to be a welcoming connection point. We strive to create a caring and engaging learning community that is safe for all. The partnership of families, students, staff and community members make us who we are. We work alongside a variety of community services including a school-based daycare, an on-site City of Burnaby Parks and Recreation office, a Family Strong Start Centre, community groups like Sprouting Chefs and partnerships with UBC and SFU Teacher Education Departments (including a community based module).

Our school community is interconnected and intergenerational. Many parents attended the school themselves and choose to remain in community so their children can maintain these connections. As well, we are home to Burnaby Schools only District Mandarin Language Arts Program with families joining us from all over Burnaby and the lower mainland.

We are a diverse group of 294 students in Kindergarten through Grade 7, who bring many strengths and stretches. We have a strong Indigenous Education program, in partnership with our District team, to support educational outcomes for our Indigenous students who make up 7% of our population. 18% of our students have a Ministry designation and are part of a larger group of students at our school with disabilities and diverse abilities. 26% of our students are English Language Learners and speak additional languages to English at home, with 21 languages represented from all around the world.

The Forest Grove staff collaborates openly and works hard, with Equity, Inclusion and Reconciliation in mind, to meet the needs of all the students we serve and to create a unified community.

What are we doing well?

Data driven processes guide our responsive planning

- Our school team works transparently to adjust interventions to support student success.

We collaborate to centre Inclusive practices

- Purposeful communication supports flexible, individualised planning.

We cultivate thriving partnerships

- Family, Community, District and school-based systems of interconnected supports.

We engage with Place Conscious Education

- We take seriously our responsibility to be stewards of the land.

Our students & families feel welcome & represented

- 71%-80% of students & families surveyed feel welcome at school and like school is a place they belong (SLS, EDI, MDI, CHEQ).

How do we know?

Our Administrative Team and School Based Team (SBT) work closely with Teachers, Education Assistants, and District partners to collaboratively collect formal and informal data. We use this data to monitor student progress, guide instruction and create targeted interventions.

What data are we looking at?

- District Literacy Screeners & Diagnostics
- English Language Learner assessments
- FSA results
- Learning Support Services assessments & data collection
- Ministry Student Learning Survey (SLS)
- Report Card & Attendance data
- Teacher observations and informal assessments
- UBC Early & Middle Years Development instruments (EDI & MDI)
- UBC Childhood Experience Questionnaire (CHEQ)

Literacy: How does the direct teaching of reading strategies impact the yearly growth in proficiency of students who are currently assessed as achieving emerging or developing on the Proficiency Scale?

- **Focus:** Support direct instruction of foundational skills, informed by common assessments and screeners, across classroom contexts & tiers. 65% of students of the students assessed at the Grade 4 level were Proficient or Extending while 83% of students at the Grade 7 level were assessed at that same level of proficiency. 86% of students believe they are continuing to get better at reading (up from 67% last year) (SLS, FSA).

Social Emotional Learning (SEL): How does a focus on growing intentional connections between adults and vulnerable students as well as building student to student connections impact the overall sense of school connectedness and belonging?

- **Focus:** Intentionally foster diverse & multidisciplinary opportunities for interconnected relationships. 74% of students surveyed can name multiple adults at school they think care about them.

Strategies: (to support our focus)

Transparent, data driven Response to Intervention (RTI) planning for Tier 1, 2, and 3 students to guide targeted, timely supports.

- Clear delineation of roles and responsibilities for key processes among Admin, classroom teachers, Education Assistants, School Based Team (SBT) members (Learning Support Services teachers, English Language Learner teachers, Counsellor) alongside open communication with families.

Grow shared understanding through staff and family education & capacity building.

- Honour that behaviour is communication and that behaviours have functions.
- Common assessments to guide data collection to inform planning over time

Explicit teaching of school wide common language and shared with families.

- For example: WITS (Walk away, Ignore, Talk it out, Seek Support), Zones of Regulation, Positive Behaviour Support (PBS) around safe & expected choices using resources like Everyday Speech, and Growth Mindset.