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# École Boundary Elementary - School Plan

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**Revised School Plan: May 15, 2019**

*The original School Plan was a three-year school plan and was created over the course of the 2016 - 2017 school year to be implemented from September 2017 – June 2020. All goals would have been reported on by the end of the 2019-2020 school year. The numbering of goals, strategies, and measures do not indicate their importance. Numbers are used only to identify one goal from another. Since the School Plan is a living document, it is continuously undergoing a cycle of visioning, planning, implementing, monitoring, evaluating, adapting and communicating of progress. Therefore, the School Plan continues to be in effect for three years. The full version of the School Plan has an update on the progress of the goals after the first year of implementation (school year 2017 – 2018) which includes the progress of the Math Learning and Social Responsibility goals as part of the Progression Update. The school plan was also revised at the end of the school year 2017-2018 in June 2018, which included the addition of an Inclusive Education goal. Thus, the full version of the School Plan also includes an update on the progress of the goals after the second year of implementation (school year 2018-2019). To view the full version of the School Plan, including the Progression Update for Year 1 and 2, please contact the school principal.*

*The School Plan Committee (consisting of students, parents, teachers, educational assistants, and administrators) has met several times during the school year (2018-2019) to share the progress, monitor, evaluate, and adapt the school plan. All teaching staff and educational assistants had the opportunity to provide input on the goals, objectives, strategies and measures. Thus, the revised version of the School Plan (Revised as of May 15, 2019) is shared below. This revised version of the School Plan will be implemented from September 2019 onwards.*

## Mission Statement

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To provide a safe, caring, positive environment in which all learners are challenged to their full potential socially, academically, and physically

## Intellectual Development

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Goal 1: To foster the culture of communication among students, staff, and the community of École Boundary around math learning

Objective 1.1: To increase the collaboration, among staff, by teaming together to identify strategies, resources, and professional development needs to improve student learning in math

### Strategies:

- Schedule dedicated times to address math planning and professional development (ex. staff meetings, collaboration day, professional development days, etc.)
- Develop intervention/strategies based on shared goals from the scope and sequence in math learning and results from students' assessment

### Measures:

1. Document the number of days where staff met and the number of participants.
2. Document and share the outcomes of meetings with staff and parents.
3. Document student performance over time using student assessments

## Human and Social Development; Career Development

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Goal 2: To foster the culture of communication among students, staff, and the community of École Boundary around social responsibility, diversity, and Indigenous Worldviews

Objective 2.1: To increase student understanding of what it means to be personally and socially responsible by having the staff and parent community implement a consistent approach (common language and teaching strategies)

Strategies:

- Continue to implement a consistent school-wide approach to problem-solving (such as the Second Step program)

Measures:

1. Document the number of days where staff met to discuss social responsibility and/or Second Step and share the outcomes of meetings with staff and parents
2. Survey a sampling of students in targeted grades prior to implementation and after to see if they can identify the steps to solve a problem.
3. Gather anecdotal information from EA's about student performance before and after the implementation of the strategies above.

Objective 2.2: To increase the sense of community by collaborating to explore identity and honour diversity among students, staff, and the parent community

Strategies:

- Schedule time for staff to collaborate and plan to implement strategies for differentiation
- Provide opportunities for team-building activities to strengthen relationships and explore identity among students and staff
- Share stories which honour diversity with our student, staff, and parent community

Measures:

1. Document the number of days where staff, students, and/or parents met and the number of participants.
2. Document and share the outcomes of meetings with staff and parents.
3. Document and share observations of changes in the learning environment that depict the honouring of diversity in our community over time

Objective 2.3: To develop a sense of culture and collective responsibility among students, staff, and the parent community through the integration of Indigenous Worldviews

Strategies:

- Schedule times for staff to collaborate and plan to integrate the First Peoples Principles of Learning and Indigenous Worldviews
- Provide opportunities for District Aboriginal Education Team and/or community resources to share with students and staff
- Share stories and resources focused on Indigenous Worldviews with the parent community

Measures:

1. Document the number of days where staff, students, and/or parents met and the number of participants.
2. Document and share the outcomes of meetings with staff and parents.
3. Document and share observations of changes in the learning environment that depict integration of Indigenous Worldviews within our community over time.