

**North Vancouver School District**  
**SCHOOL PLAN for 2014-2015**

**School:** École Boundary Elementary School  
**Address:** 750 East 26<sup>th</sup> Street  
North Vancouver, BC V7A 1K4  
**Phone** 604-903-3260

**School/Community Context:**

École Boundary Elementary School is a vibrant and welcoming community. This is evident even in approaching the school, which is fronted by shrubbery, picnic tables and a covered play area with well-used four-square courts, hopscotch and a thoroughly ball-marked wall. Beside and behind the school are more play areas, including a "soccer/basketball cage", playing field, swings, two playground equipment sets, "the big rock" to climb on, and a narrow but popular side and back "forest". These outdoor spaces are all well loved and well used. In front of the school is a row of tubs of lush green potato plants, or "spuds in tubs" planted and tended by Kindergarten students.

On entering the school, the foyer is a large, open area, in which student artwork is proudly displayed. This continues down the hallways, with current displays reflecting environmental themes. There are mobiles of salmon, made by Grade 4 and 5 students, mobiles for Earth Day, made by Kindergarten students, with help from their Grade 7 buddies, and pastel depictions of the four natural elements "l'air, la terre, l'eau et le feu" made by our Grade 6 Late French Immersion students. Display space is always at a premium, as classes love to share their work.

Visitors to the school, itinerant teachers, teachers on call and families all seem to feel welcome at Boundary. We appreciate the contributions to our community of all who walk through our doors. Our front office staff are very conscious of the first impression they create and of the hospitality they extend. Our full and part time staff members take pride in welcoming people to our school. The staff room is a buzzing, happy place before and after school. During the day, the hallways, classrooms and any flexible spaces are well utilized by happy, engaged learners. Teachers, Educational Assistants and Support Staff members provide leadership and support to students in a variety of ways. Programs are tailored to student needs, almost seamlessly, as staff differentiate their instruction and allow for students to show evidence of their learning in a variety of ways. Formative assessment, in the form of ongoing feedback as children are learning, is a valued teaching strategy. Staff members communicate well and continuously with each other, so that there is a cohesive team approach to engaging and supporting our learners.

Our programs include Learning Assistance and Support for students with special needs. Community programs off-site also support these students, just as the Zone Gifted programs off-site support our students designated as Gifted. We are one of two sites in the District to offer a Late French Immersion program for Grade 6 and 7 students from around the District. These are all part of ways to support learning and engagement and they contribute to the vibrancy of our community.

We have a very popular optional band program for our Grade 5, 6 and 7 students, who arrive early in the morning for practice. We also have very busy extra-curricular programs, which see students participating in basketball, cross country, volleyball and track and field. These programs are

supported by staff members and volunteer help from parents and Argyle secondary leadership students. We have a Student Council, with representatives from Grades 1 through 7 and have recently initiated a Student of the Week program in which we highlight the achievements or special qualities of students, with an anticipated rotation until all students have been acknowledged. Our students provide leadership in a variety of ways, such as being lunch monitors, band monitors or ball-cart monitors, setting up for assemblies, providing valet service and making announcements.

Our community extends to the very young, as we are home to the Lynn Valley Strong Start program, and the more senior members of our community, as we host a "Brown Bag Lunch" program, in which local seniors' homes bring their residents once a month, to share lunch with a different group of students. Strollers and walkers are common at Boundary. We are supported by a very dynamic and caring Parent Advisory Council, the Boundary Community School Association. They work tirelessly to support our school, through fundraisers, such as a pancake breakfast, weekly hot lunch program, parent social evening, and will host a carnival with the help of the local Lions Service Club. They offer a Boundary Bobcats t-shirt to each new student and teacher, as a welcome to our school. They truly represent the Boundary spirit.

Our Boundary mission statement is "to provide a safe, caring, positive environment in which all learners are challenged to their full potential socially, academically and physically". We believe that this is evident in the many qualities of our school described above.

**Demographics (2013-2014 school year):**

Total number of students 341 Male 169 Female 172

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	43	41	48	34	39	32	27	19
Fr Imm							29	26

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL(ELL)
18 94	1 = 0%	27 = 8%	13 = 4%	25 = 7%

**Progress Analysis:**

**Review of School Goals – Previous Year(s)**

**Previous School Plan Goal 1:**

To increase the writing performance of students as they move from Primary to Intermediate grades, where there are increased demands for writing skills, as measured by school-wide writes and associated evidence gathered through the DIBELS assessment.

**Objective 1.1:**

To improve primary students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards

**Trend Data Table:**

<b>Key Performance Measure:</b> School Wide Write Percent of primary students meeting, fully meeting or exceeding expectations			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13 School Wide Write	77%	85%	78%
2013-14 School Wide Write			76%

**Evidence:** (Qualitative) - While DIBELS testing does not provide a direct indicator of writing skill development, it does offer associated measures. Given this fact and the time and energy devoted to using this instrument, DIBELS assessment results are being included in this goal area.

<b>Qualitative Baseline</b>	Using the DIBELS assessment 38 primary students were identified as requiring Intensive Support in 2012. Retesting takes place in June of each school year.
<b>Qualitative Target</b>	Only 25 primary students will require Intensive Support as measured by the DIBELS assessment.
<b>Qualitative Actual</b>	49 primary students require Intensive Support as measured by the DIBELS assessment in the fall of 2013. Retesting takes place in June of each school year.

**Objective 1.2:**

To improve intermediate students' achievement in aspects of writing identified by teaching staff and as assessed using the BC Performance Standards

**Trend Data Table:**

<b>Key Performance Measure:</b> School Wide Write Percent of intermediate students meeting, fully meeting or exceeding expectations			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	68%	75%	72%
2013-14			86%

**Evidence: (Qualitative)** - While Daze testing does not provide a direct indicator of writing skill development, it does offer associated measures. Given this fact and the time and energy devoted to using this instrument, Daze assessment results are being included in this goal area.

<b>Qualitative Baseline</b>	Using the Daze assessment of reading comprehension, 20 intermediate students were identified as requiring Intensive Support. Retesting takes place in June of each school year.
<b>Qualitative Target</b>	Only 15 intermediate students will require Intensive Support as measured by the Daze assessment in June.
<b>Qualitative Actual</b>	To be determined after June Daze assessment.

**Trend Data Analysis:** (Indicators of progress over time – 1 to 3 yrs)

- Teachers meet in teams (Primary & Intermediate) to identify appropriate writing aspects for evaluation.
- Teachers choose a topic that will allow students to have some control over their writing, while focusing on the indicated aspects.
- A first School-Wide Write is administered in October.
- Teachers provide instruction and support around the identified aspects to promote development in student writing.
- A second School-Wide Write is administered in late May to determine if students' writing has improved for the given aspects.
- Primary grade results (76% meeting, fully meeting or exceeding expectations) appear lower than Intermediate results (86% meeting, fully meeting or exceeding expectations). This may be because
  - the BC Ministry of Education Quick Scales differ between primary and intermediate grades
  - the aspects assessed are different for Primary than for Intermediate
  - Intermediate students have benefited from more years of focused instruction

**Opportunities for Further Development:**

The School-Wide Write was conducted in October, 2013. A follow-up School-Wide Write is planned for the end of May, 2014.

Dibbels and Daze testing will be re-administered in June to those students requiring support, to determine progress made during this school year.

While writing results are overall positive, further development would be possible in the area of support for staff through regular in-service and through the use of collaborative time.

Together with the other elementary schools in our Family of Schools, we are considering dedicating a Professional Day in 2014-15 to literacy skills.

**Previous School Plan Goal 2:**

To increase students' feelings of safety and inclusion at school, and enhance their ability to respond in appropriate and responsible ways to a variety of social situations, as measured by responses on the Safe & Caring Schools Social Responsibility Survey

**Objective 2.1:**

To increase students' feeling of being safe at school, as measured by responses on the Safe & Caring Schools Social Responsibility Survey

**Trend Data Table: 2.1 # 1/4**

<b>Key Performance Measure:</b> Safe & Caring Schools Social Responsibility Survey Grade 4-7 students responding "many times" or "all the time" to the question "I feel safe at school."			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	88 6%	90 0%	87 4%
2013-14			79 5%

**Trend Data Table: 2.1 # 2/4**

<b>Key Performance Measure:</b> Safe & Caring Schools Social Responsibility Survey Grade 4-7 students responding "never" or "sometimes" to the question "I am bullied/teased at school"			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	90 2%	92 0%	87 4%
2013-14			82 0%

**Trend Data Table: 2.1 # 3/4**

<b>Key Performance Measure:</b> Safe & Caring Schools Social Responsibility Survey Grade 4-7 students responding "never" or "1 or 2 times a month" to the question "This year, I have bullied other students."			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	93 2%	96 0%	96 7%
2013-14			95 7%

**Trend Data Table: 2.1 # 4/4**

<b>Key Performance Measure:</b> Safe & Caring Schools Social Responsibility Survey Grade 4-7 students responding "sometimes" or "many times" to the question "Did you volunteer your time this year to help make the school a better place? For example were you a lunch monitor, a kindergarten monitor, helper with recycling, an office monitor, etc."			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	80 5%	85 0%	N/A
2013-14			N/A

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

- The number of students who indicate feeling safe at school decreased This is further indicated by informal observations and interviews by our counsellor
- The number of students who indicate that they have never or sometimes been bullied at school has also decreased
- The number of students who acknowledge having bullied other students remains constant within one percent
- The number of students who volunteer to help make their school a better place is no longer indicated on the survey However, the number of students is identifiable through tracking by Intermediate students of their volunteer service hours Almost all Intermediate students contributed a minimum of 5 hours of volunteer service time to their school community in 2012-13, with some students logging up to 150 hours over the school year These students were acknowledged for their contributions at the year-end assembly Volunteer activities included in particular
  - band monitors
  - valet service
  - assembly set-up
  - lunch monitors
  - student council
  - ball cart sign-out
  - help with primary students on the playground
  - school grounds clean-up
  - help with extra-curricular sports activities
  - bulletin board displays
  - PA announcements

**Objective 2.2:**

To increase students' ability to respond in appropriate and responsible ways to social situations at school, as measured by responses on the Safe Schools and Social Responsibility Survey

**Trend Data Table: 2.2 # 1/5**

<b>Key Performance Measure:</b> Grade 4-7 students responding "many times" or "all the time" to the question "When I see bullying, I tell an adult at school."			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	44 0%	60%	57 6%
2013-14			55 9%

**Trend Data Table: 2.2 # 2/5**

<b>Key Performance Measure:</b> Grade 4-7 students responding "many times" or "all the time" to the question "When I see bullying, I tell an adult at home."			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	36 4%	55 0%	44 4%
2013-14			47 8%

**Trend Data Table: 2.2 # 3/5**

<b>Key Performance Measure:</b> Grade 4-7 students responding “many times” or “all the time” to the question “When I see bullying, I talk to the bully.”			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	37.8%	55.0%	44.4%
2013-14			46.6%

**Trend Data Table: 2.2 # 4/5**

<b>Key Performance Measure:</b> Grade 4-7 students responding “never” or “sometimes” to the question “When I see bullying, I walk away, ignore or avoid the bully.”			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	69.8%	80.0%	78.1%
2013-14			77.0%

**Trend Data Table: 2.2 # 5/5**

<b>Key Performance Measure:</b> Grade 4-7 students responding “many times” or “all the time” to the question “When I see bullying, I try to help the person being bullied.”			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	62.7%	75.0%	73.5%
2013-14			71.4%

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

<p>Appropriate student response to bullying has decreased slightly. More education around appropriate behaviours and responses to bullying are indicated</p> <ul style="list-style-type: none"> <li>• The number of students who would tell an adult at school if they saw bullying is relatively constant (within 1.7%)</li> <li>• The number of students who would tell an adult at home if they saw bullying has increased by 3.4%</li> <li>• The number of students who would talk to or confront the bully is up by 2.2%</li> <li>• The number of students who would ignore bullying or walk away is within 1.1%</li> <li>• The number of students who would help the person being bullied is down by 2.1%</li> </ul>
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**Opportunities for Further Development:**

We are actively looking at ways to increase our students’ sense of safety and their response to bullying or inappropriate behaviour

We encourage leadership and positive behaviours through a variety of activities, such as those named above. We have initiated a Student of the Week program and have held some team-building assemblies and activities. We have identified a school-wide cross-curricular theme of water and explored it in diverse ways, to increase our students’ sense of stewardship

We have increased our documentation of inappropriate behaviour. It is early to tell if this is having the intended effect in reducing inappropriate behaviour through increased consequences for subsequent misbehaviour

Targeted development of appropriate problem-solving skills and an understanding of appropriate behaviour and vocabulary for identifying it would be an area for further development. In planning ahead for next year, we will look at ways to address our students' sense of safety and their social behaviour.

**Previous School Plan Goal 3:**

To increase the engagement and performance of students in mathematics at the intermediate grade levels, as measured by the Grade 6 NVSD Math Assessment, the BC Ministry of Education Foundation Skills Assessment (FSA) and anecdotally, through the observations of classroom teachers, EA's, school-based administrators and/or parents regarding student engagement in mathematics.

**Objective 3.1:**

To increase engagement in mathematics in the intermediate grades, as observed anecdotally by teachers and/or administrators, EA's and/or parents.

**Observations:**

	<b>Observations of student engagement</b>
2012-13	Students appeared engaged in Math activities, particularly when participating in experiential and kinaesthetic activities offered to intermediate students during Math Mondays.
2013-14	Intermediate classes used Jump Math as an alternate resource. Teachers report benefits to additional practise provided by this method, but no apparent increase in student engagement.  Math Mondays will resume in 2014-15.

**Objective 3.2:**

To increase student achievement in mathematics in the intermediate grades, as measured by FSA results and the NVSD Grade 6 Mathematics Assessment.

**Trend Data Table: 1/2**

<b>Key Performance Measure:</b> Provincial FSA results for Boundary students in mathematics			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13 – Students meeting or exceeding expectations in mathematics Gr 4, Gr 7	75%, 68%	80%, 75%	80%, 71%
2013-14 – Students meeting or exceeding expectations in mathematics Gr 4, Gr 7			To be determined

**Trend Data Table: 2/2**

<b>Key Performance Measure: SD44 Grade 6 Mathematics Assessment</b>				
	<b>Students successful on this assessment</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	81%	69%	72%	66%
2013-14				To be written in June 2014

**Trend Data Analysis:** (indicators of progress over time – 1 to 3 yrs)

Teachers report that student engagement in mathematics increased between 2012 and 2014

FSA test results indicate an increase over the baseline. They are on target in Grade 4, and midway between the Baseline and the Target in Grade 7

81% percent of Grade 6 students were successful on the SD44 Grade 6 Mathematics Assessment in 2013. It will be interesting to compare this result with the result in 2014, particularly given the initiatives to increase student engagement in mathematics

**Opportunities for Further Development:**

Teachers will apply the principles they learned through using Jump Math, in 2014-15 but will combine them with other approaches, such as the workbook and text to Math Makes Sense / Mathématiques and various supplementary and online resources.

We will invite the District math specialist teacher to help us identify varied math teaching strategies.

We will resume Math Monday in 2014-15, based on a model of organizing students in groups to travel over a series of afternoons through several different stations focused on varied math skills and making use of kinaesthetic, tactile and experiential strategies

## **School Goals for 2014-2015:**

Based on the review of student achievement using Provincial, District and school evidence, the goals set out in the *École Boundary Elementary School Plan for 2014-15* are

1. To increase student achievement in school, particularly with respect to literacy and numeracy, as measured by teacher observation, FSA tests, School-Wide Writes and SD44 Grade 6 Mathematics Assessment
2. To increase student sense of connection to nature and the environment
3. To develop a socially responsible and connected community

### **School Goal 1: To increase student achievement in literacy and numeracy, as measured by teacher observation, school-wide writes, FSA results and the SD44 Grade 6 Mathematics Assessment**

#### **Goal Rationale:**

We recognize the importance of fostering a lifelong love of learning in our students. Fundamental to their ability to maintain their engagement in learning are core literacy skills in language and numeracy. Although these literacies underpin learning across the disciplines, they can be discretely measured, even if imperfectly, through such devices as School-Wide Writes from grades 1 to 7, Foundational Skills Assessment Tests in grades 4 and 7, and the NVSD44 Math Assessment in grade 6. They are also well measured by the observations of teachers and educational assistants who work with the students.

#### **Objective 1.1:**

To increase student engagement and achievement in writing skills as measured by School-Wide Writes

**Strategies/Structures/Resources:**

- Use of the NVSD resources Writing 44 and Écriture 44
- Use of collaborative time to share strategies for differentiating instruction around writing
- Promotion of pride in writing through displays of student work and shared time through the Student of the Week program

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b> School Wide Write Percentage of primary students meeting, fully meeting or exceeding expectations	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13 School Wide Write - primary	77%	85%	78%
2013-14 School Wide Write - primary			76%
2014-15 School Wide Write - primary			

<b>Key Performance Measure:</b> School Wide Write Percentage of intermediate students meeting, fully meeting or exceeding expectations	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13 School-Wide Write - intermediate	68%	75%	78%
2013-14 School-Wide Write - intermediate			76%
2014-15 School-Wide Write - intermediate			

**Evidence: (Qualitative)** - While Daze testing does not provide a direct indicator of writing skill development, it does offer associated measures. Given this fact and the time and energy devoted to using this instrument, Daze assessment results are being included in this goal area

<p><b>Qualitative Baseline</b></p> <p>Using the Daze assessment of reading comprehension, 20 intermediate students were identified as requiring Intensive Support Retesting takes place in June of each school year</p>
<p><b>Qualitative Target</b></p> <p>Only 15 intermediate students will require Intensive Support as measured by the Daze assessment in June 2014</p>
<p><b>Qualitative Actual</b></p> <p>To be determined after June 2014 Daze assessment</p>

## Objective 1.2:

To increase student engagement and achievement in Mathematics

### Strategies/Structures:

- Math Monday stations activities, in which students in groups will rotate through a series of stations focused on experiential, kinaesthetic and tactile approaches to mathematics
- Use of strategies from a variety of resources, including Math Makes Sense / Mathématiques, Jump Math, online resources, and manipulables and games
- Invitation to District mathematics specialist teacher to share strategies with us

### Evidence: (Quantitative)

<b>Key Performance Measure:</b> Provincial FSA results for Boundary students in mathematics			
	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13 – Students meeting or exceeding expectations in mathematics Gr 4, Gr 7	75%, 68%	80%, 75%	80%, 71%
2013-14 – Students meeting or exceeding expectations in mathematics Gr 4, Gr 7			To be determined
2014-15 – Students meeting or exceeding expectations in mathematics Gr 4, Gr 7			

<b>Key Performance Measure:</b> SD44 Grade 6 Mathematics Assessment				
	<b>Students successful on this assessment</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
2012-13	81%	69%	72%	66%
2013-14				To be written in June 2014
2014-15				

**Observations:**

	<b>Observations of student engagement</b>
2012-13	Students appeared engaged in Math activities, particularly when participating in experiential and kinaesthetic activities offered to intermediate students during Math Mondays
2013-14	Intermediate classes used Jump Math as an alternate resource Teachers report benefits to additional practise provided by this method, but no apparent increase in student engagement  Math Mondays will resume in 2014-15
2014-15	

**School Goal 2:  
To foster our students' sense of connection to nature and the environment**

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**Goal Rationale:**

The benefits of a sense of connection to nature and the environment are many, and span both the affective and cognitive domains. Students naturally care about the outdoors as a play place and a context for learning, and they easily and proudly take on stewardship roles. At Boundary, we believe that having a sense of place increases student confidence, engagement and, indirectly, achievement. We work to foster a sense of connection to nature and the environment across disciplines and by teaching our students in, about and for nature, meaning that nature is our context, our subject matter and our responsibility.

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**Objective 2.1:**

To increase stewardship of our school grounds, as measured by the number of weeks in which clean-up is conducted

**Strategies/Structures/Resources:**

- Classes will play a stewardship role by participating in school grounds clean-up, on a weekly rotational basis

**Evidence: (Quantitative)**

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Number of weeks in which a class or classes play a stewardship role by participating in grounds clean-up	40	40	

**Objective 2.2:**

To take advantage of our Outdoor School, and/or Big House as measured by our at Cheakamus Centre

**Strategies/Structures:**

- Classes will attend Cheakamus Centre on a bi-annual basis

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Participation rate among eligible students/classes	100%	100%	

**Objective 2.3:**

To increase initiatives for learning in nature

**Strategies/Structures:**

- Sharing of ideas and strategies between colleagues, informally and through collaborative time
- Adoption of at least one new initiative each year
- Documentation of nature-based learning initiatives

<b>Key Performance Measure:</b>	<b>Baseline</b>	<b>Target</b>	<b>Actual</b>
Participation rate among eligible students/classes	100%	100%	

## **School Goal 3:** **To develop a socially responsible and connected community**

### **Goal Rationale:**

In the Argyle Family of Schools, we have a common goal of developing a socially responsible and connected community. We share the value of promoting leadership and engagement as a way to foster in students a sense of belonging and responsibility toward their school community. That same sense of connectedness is also promoted across the Family of Schools.

### **Objective 3.1:**

To foster in our students a sense of connectedness to our school community through the promotion of leadership and community involvement as measured by staff, student, parent and community anecdotal observation.

#### **Strategies/Structures/Resources:**

- Regularly scheduled FOS Administrative team meetings
- Shared annual Curriculum Implementation Days
- Common use of the North Vancouver School District Social Responsibility Survey
- Promotion of leadership and service to the school community through activities such as Student Council, and at the FOS level, through initiatives such as the Social Justice and Argyle Student Leadership Program (ASLP) programs. Through the ASLP, secondary students mentor their elementary counterparts in a variety of curricular and extra-curricular activities, such as classroom support and after-school athletics.
- Other connections between Argyle and its feeder elementary schools include
  - Grade 7 to 8 articulation and transition activities
  - Shared extra-curricular activities, such as the zone band concert
  - Curriculum support or enrichment in areas such as Math, French Immersion, Writing, Engineering and Foods & Nutrition (these will vary from year to year)
- We further encourage connections with the broader community through initiatives that vary within our Family Of Schools, such as
  - Participation in the Lynn Valley Days Parade
  - Christmas tree decorating at Lynn Valley Mall
  - Digital Media Academy Youth Expo
  - Visits from the Lynn Valley Librarian and/or participation in the Lynn Valley Library Ed Camp
  - Secondary students serving on the Library Advisory Committee
  - Seniors' visits to Boundary for Brown Bag Lunch
  - Strong Start Program
  - Ready Set Learn
  - Use of local facilities
    - Karen Magnussen Rec Centre
    - Centennial Theatre
    - Lynn Canyon Ecology Centre

**Evidence: (Quantitative)**

Key Performance Measure:	Baseline	Target	Actual
Rate of participation in community-building activities			

**Evidence: (Qualitative)**

<p><b>Qualitative Baseline</b></p> <ul style="list-style-type: none"> <li>- Students participate in a variety of community-building activities</li> </ul>
<p><b>Qualitative Target</b></p> <ul style="list-style-type: none"> <li>- Students participate in a variety of community-building activities both in the school and in the school community</li> </ul>
<p><b>Qualitative Actual</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Click here to type qualitative ACTUAL comments</a></li> </ul>

**Connections:**

**Connections to Family of School’s School Plans and/or District Achievement Plan:**

In the Argyle Family of Schools, all schools have goals around literacy, whether that be with a reading or writing emphasis, numeracy and a sense of community. For 2014-15, both Boundary and Ross Road have developed a goal around nature and the environment, which is a value held by all schools in our Family of Schools. We share a common goal around developing a sense of community.

Our goals also align with the 2011-14 District Achievement Contract (District Achievement Plan) and with associated NVSD44 initiatives.

Our Goal 1 aligns with Goals 1 and 2 of the District Achievement Plan, around improving student achievement in literacy and in numeracy.

Our Goal 2 aligns with Goal 3 of the District Achievement Plan, around increasing the number of students who report feeling a sense of belonging and connectedness to their school.

Our Goal 3 aligns with the District Achievement Plan’s statement, under the heading Environmental Education, that the North Vancouver School District is proud to be “the Natural Place to Learn”, with experiential nature-based learning being valued, building capacity in our community members and contributing to an environmentally sustainable future.

**Consultation Process of École Boundary Elementary School Planning Council:**

- School administrators, staff, parents and students have been actively involved in the development of the School Plan.
- A summary of the approved École Boundary Elementary School Plan will be posted on the school web site by October 31, 2014.

**School Planning Council Approval of Proposed School Plan:**

Date: 2014-04-28

	<b>Name</b>	<b>Signature</b>
Chairperson (Principal)	Susan Owens Acting Principal	<i>Original Document signed by SPC Members</i>
Parent	Leanne Anderson	
Parent	Kim Saunders	
Parent	Sveltana Sobelman	

**Board Approval of School Plan:**

*Approved by:*

**Dr. Pius Ryan, Assistant Superintendent  
June 2, 2014**