

North Vancouver School District
SCHOOL PLAN for 2015-2016

School: École Boundary Elementary School
Address: 750 East 26th Street
North Vancouver, BC V7K 1A4
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 foursquare 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 photos and announcements are broadcast electronically and student artwork is proudly displayed. This continues down the hallways, with current displays reflecting environmental and seasonal themes. 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 provide support to some of our students. 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. 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, track and field and, new this year, ultimate frisbee. We also have new clubs for drama, guitar and kendama. These programs are supported by staff members, with some volunteer help from parents and Argyle secondary leadership students. We have a Student Council, with representatives from Grades 1 through 7 and a Student of the Week program to highlight each of our students at some point during the year. Our students provide leadership in a variety of ways, such as being lunch monitors, band monitors or ball-cart monitors, setting up for assemblies 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 evenings, and a spring carnival, hosted 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 happens in many ways throughout our school.

Demographics (2014-2015 school year):

Total number of students: 325 Male: 159 Female: 166

Number of students per grade								
Grade	K	1	2	3	4	5	6	7
English	36	39	37	44	32	37	19	27
Fr. Imm.							23	27

Grade	8	9	10	11	12
English					
Fr. Imm.					

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
19.19	1/325 = 0.3%	24/325 = 7.4%	11/325 = 3.4%	23/325 = 7.1%

Note: Total number of students includes 4 home-schooled students.
 Number of students per grade totals 321.
 $321 + 4 = 325$

FTE Teachers & Administrators taken from April 15, 2015,
 NVSD Projected Staffing report

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 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

Objective 1.1: To increase student engagement and achievement in writing skills as measured by School-Wide Writes:

Evidence: (quantitative)

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

Evidence: (quantitative)

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

Evidence: (quantitative)

Key Performance Measure: Provincial FSA results for Boundary students in writing			
	Baseline	Target	Actual
2012-13 – Students meeting or exceeding expectations in writing: Gr 4, Gr 7	75%, 68%	80%, 75%	80%, 75%
2013-14 – Students meeting or exceeding expectations in writing: Gr 4, Gr 7			
2014-15 – Students meeting or exceeding expectations in writing: Gr 4, Gr 7			86%, 83%

Evidence: (quantitative)

Key Performance Measure: Provincial FSA results for Boundary students in reading			
	Baseline	Target	Actual
2012-13 – Students meeting or exceeding expectations in reading: Gr 4, Gr 7			
2013-14 – Students meeting or exceeding expectations in reading: Gr 4, Gr 7			
2014-15 – Students meeting or exceeding expectations in reading: Gr 4, Gr 7			93%, 71%

Evidence: (qualitative)

<p>Objective 1.1 refers only to School Wide Writes as a measure of increased engagement and achievement in writing. Because of a late start to the school year, our teaching staff opted not to conduct a School Wide Write in 2014-15. Other measures pertaining to literacy are therefore also included for consideration:</p> <ul style="list-style-type: none">• FSA Writing results table for Grades 4 and 7• FSA Reading results table for Grades 4 and 7 <p>Other strategies that contributed to development of student writing skills:</p> <ul style="list-style-type: none">• Use of the NVSD Writing 44 and Écriture 44 resources• Use of collaborative time to share strategies for differentiating instruction in writing• Promotion of pride in writing through displays of student work• Our staff participated in a workshop on Reading Power and Writing Power, conducted by specialist Adrienne Gear.• Our Primary teachers participated in a series of reading skills workshops CR4YR (Changing Results for Young Readers) conducted by NVSD literacy specialists.• Our staff collaborated to examine resources and strategies for including aboriginal literature across the curricula.
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Objective 1.2: To increase student engagement and achievement in Mathematics:

Evidence: (quantitative)

Key Performance Measure: Provincial FSA results for Boundary students in mathematics			
	Baseline	Target	Actual
2012-13 – Students meeting or exceeding expectations in mathematics: Gr 4, Gr 7	75%, 68%	80%, 75%	80%, 75%
2013-14 – Students meeting or exceeding expectations in mathematics: Gr 4, Gr 7			n/a
2014-15 – Students meeting or exceeding expectations in mathematics: Gr 4, Gr 7			95%, 77%

Evidence: *(quantitative)*

Key Performance Measure: SD44 Grade 6 Mathematics Assessment				
	Students successful on this assessment	Baseline	Target	Actual
2012-13	81%	69%	72%	66%
2013-14				n/a
2014-15				n/a

Evidence: *(qualitative)*

Our students did not complete the grade 6 District Math Assessment in 2013-14. They are scheduled to write it in June 2015.

In the Kindergarten Numeracy assessment, 3 of 36 students scored below the benchmark of 17, and subsequently received support with fundamental numeracy concepts.

Additional numeracy
 Our FOS Teacher Leader shared strategies with our Primary and Intermediate teachers for differentiation and enrichment in mathematics. She provided each of our classes with math enrichment, in two series of workshops, in the fall and in the spring. Based on teacher observation, our students were engaged and challenged. They related easily to her as a role model for skill and enthusiasm around learning and mathematics.

Opportunities for Further Development:

We will continue to share and implement strategies for increasing literacy and numeracy in our students and will include the use of technology as a tool. We value our Collaborative time and make good use of our Collegial Conferencing opportunities to increase our skill-set for meeting the diverse needs of our students.

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 2: To increase student sense of connection to nature and the environment

Objective 2.1: To increase stewardship of our school grounds, as measured by the number of weeks in which grounds cleanup is conducted:

Trend Data Table:

Key Performance Measure:

Number of weeks in the school year in which grounds clean-up is conducted			
	Baseline	Target	Actual
2013-14	40	40	35
2014-15			34 (anticipated)
2015-16			

Evidence (qualitative):

Our students willingly pitch in to help clean up their school grounds, when coordinated by their classroom teacher. We work from a roster so that there is an even rotation through the classes throughout the year. This system is self-monitored, so the number of weeks is approximated on the number of weeks in session. However, sometimes in winter, teachers may opt not to take their class out to clean up the grounds, particularly when they are covered in snow or puddles. Likewise, in the spring, when the weather is good, there is both more litter and more attention to picking it up. Note: In both the 2013-14 and 2014-15 school years, which were shortened by a lengthy job action, the administrator took on responsibility for grounds cleanup.

Our school now has a “Green Team”, which is our Grade 3/4 class, who led our 2015 Earth Day Assembly and are taking responsibility for educating and coordinating our classes for composting, recycling and packing it out, as strategies for reducing our garbage at Boundary.

Objective 2.2: To take advantage of our Outdoor School, and/or Big House as measured by our participation at Cheakamus Centre:

Evidence (Quantitative):

Key Performance Measure: Participation rate among eligible classes			
	Baseline	Target	Actual
2013-14	100%	100%	100%
2014-15			100%

Evidence (Qualitative):

Note:
Participation of eligible classes is one indicator of connectedness to nature and the environment. In each of the years indicated, while there were a few students who did not attend Outdoor School or Big House, the substantial majority of eligible students attended, and all eligible classes attended. It has been Boundary’s practice for several years to send grade 5 and 6 students together to Outdoor School every two years, alternating with grade 2 and 3 students in the years when they do not attend. This has increased the number of Boundary students attending at one time, which has contributed to our community-building focus. A disadvantage is that students who transfer to Boundary in the off-year for their grade may miss out on the opportunity to attend Outdoor School. This practice will revert to only grade 3 and 6 attending, but attending each year, in 2016-17. We will continue our present practice of sending our grade 4 students to Big House each year.

Our observation is that our students’ sense of connectedness to nature and the environment is increased through spending time at Outdoor School and Big House. They seem to relax or self-regulate in nature, and to gain a sense of perspective, while learning in, about and for nature. Year after year, it is one of their most significant elementary school memories.

Objective 2.3: To increase initiatives for learning in nature:

Evidence (Qualitative):

Nature-based learning is valued at Boundary, and our teachers incorporate it into their curricula in many ways, in order to increase our students' sense of connectedness to nature. Some examples are:

- Salmon egg hatching and release
- Spuds in Tubs (Potato plants)
- Bean plants
- Nature walks
- Nature-based art works
- Nature-based scavenger hunts
- A study of biodiversity
- A study of sources of energy
- A recycling and composting program
- Outdoor cooperative games and activities

At Boundary, we value learning in, about and for nature, in that nature provides a context, which increases our students' sense of place, a subject, which increases our students' awareness, and leads to a stewardship role, which increases our students' sense of responsibility and leadership.

Opportunities for Further Development:

We will continue to explore ways to increase our students' sense of connectedness to nature and the environment, and to encourage an attitude of social and emotional responsibility and stewardship in our students.

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 3: To develop a socially responsible and connected community

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

Evidence (qualitative): see following page

Evidence (qualitative):

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

We have observed that such community-building activities within our school, our Family of Schools and our broader community, contribute to our students' sense of community, connectedness and social responsibility.

Opportunities for Further Development:

We will continue to place a high priority on engaging our students in our school, our Family of Schools and our broader community, in order to foster their sense of community, connectedness and social responsibility.

School Goals for 2015-2016:

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 2015-16 are:

1. **To increase student literacy and numeracy, inclusive of aboriginal content, and in alignment with the new B.C. Curriculum**
2. **To increase our use of technology by and for students in support of their literacy, numeracy and social and emotional development, and by and for staff in support of their communication, curriculum design, instruction, assessment and reporting**
3. **To increase our students' sense of connection to nature, the environment, and their community**

School Goal 1:

To increase student literacy and numeracy, inclusive of aboriginal content, and in alignment with the new B.C. Curriculum

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. The new B.C. Curriculum places a significantly increased emphasis on skill acquisition and allows for interdisciplinary inquiry-based learning. Strong literacy and numeracy skills are important across the disciplines. Aboriginal principles of learning, and aboriginal content are also featured in the new B.C. Curriculum. Although literacy and numeracy skills underpin learning across the disciplines, they can be discretely measured, even partially, through various assessments, such 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 measurable by the observations of those who work with the students. This goal will be addressed universally, in all classes, but will also be reinforced through targeted student groups, and will be reinforced intensively with students requiring support through learning assistance.

Objective 1.1:

To increase student literacy:

Strategies/Structures/Resources:

- We will develop our use of resources and strategies to increase core competencies in alignment with the new B.C. Curriculum in reading and writing skills. These may include Writing 44, Reading 44, Writing Power, Reading Power, and strategies shared through collaboration, using various resources including Aboriginal literature.

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Our baseline will be established through identifying an initial repertoire of resources and strategies for increasing core literacy competencies in alignment with the new B.C. Curriculum.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- We will ask each teacher to identify one new resource or strategy for teaching literacy, from sources such as ReadingPower, Writing Power, Reading44, Writing44, CR4YR, or Aboriginal literature, and share with our staff.

Objective 1.2:

To increase student numeracy:

Strategies/Structures:

- We will use a variety of strategies, including kinaesthetic and problem-solving strategies, to increase core competencies for numeracy in our students, within the context of the new B.C. Curriculum.

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- Our baseline will be established through identifying an initial repertoire of resources and strategies for increasing core competencies in numeracy, in alignment with the new B.C. Curriculum.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- We will ask each teacher to identify one new resource or strategy for teaching numeracy, from a variety of possible sources, and share with our staff.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

Objective 1.3:

To include Aboriginal content across the curricula:

Strategies/Structures/Resources:

- We will seek out, identify and use various resources to include Aboriginal content across the curricula

Evidence: (Qualitative)

Qualitative Baseline: <ul style="list-style-type: none">- We will establish a baseline this year by compiling a resources list for including Aboriginal content.
Qualitative Target: <ul style="list-style-type: none">- We will share strategies and use at least one of the resources identified for including Aboriginal content in our curriculum.
Qualitative Actual: <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

School Goal 2:

To increase our use of technology by and for students in support of their literacy, numeracy and social and emotional development, and by and for staff in support of their communication, curriculum design, instruction, assessment and reporting

Goal Rationale:

Technology provides a means to support student literacy, numeracy, and social and emotional development. Technology is a tool that also substantially increases the ability of our staff to communicate professionally with colleagues, administration, parents and students. Technology facilitates curriculum design, instruction, assessment and reporting. Our Parent Advisory Council recognizes the importance of technology in education and has worked tirelessly to raise funds to provide us with increased support for technology in our school. This goal reflects the importance of technology at all levels of education, to staff, students and parents. The purpose of this goal is to increase our use of technology in support of both students and staff.

Objective 2.1:

To identify a range of uses for the technology available in our school:

Strategies/Structures/Resources:

We will use collaborative discussion and surveys to identify a range of uses for the technology available in our school.

Evidence: *(Qualitative)*

<p>Qualitative Baseline:</p> <ul style="list-style-type: none">- We will identify the range of uses currently made of the technology, which will establish our baseline.
<p>Qualitative Target:</p> <ul style="list-style-type: none">- Our target will be to increase our range of uses of technology over the course of the school year.
<p>Qualitative Actual:</p> <ul style="list-style-type: none">- Click here to type qualitative ACTUAL comments

School Goal 3:
To increase our students' sense of connection to nature, the environment and their community

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.

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 promoted throughout our Family of Schools.

Objective 1.1: To provide strategies, structures and resources to allow our students to increase their sense of connectedness to the environment and their community:

Evidence (qualitative):

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

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- 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 environment and 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
- Use of local parks and outdoor spaces
- Lynn Canyon Ecology Centre
- Cheakamus Centre

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 2015-16, 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 also 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 associated SD44 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, 2015.

School Planning Council Approval of Proposed School Plan:

Date: May 15, 2015

	Name	Signature
Co-Chairperson (Principal)	Tim MacLeod	<i>Original Document Signed by SPC Members</i>
Co-Chairperson (Vice Principal)	Susan Owens	
Teacher		
Parent	Leanne Anderson	
Parent	Saba Cordina	
Parent	Kim Saunders	
Student (Gr 10, 11, 12 schools only)		

Board Approval of School Plan:

Approved by:

Pius Ryan, Assistant Superintendent
June 15, 2015