



École Boundary School Plan

2024-2025

Vision at École Boundary

School Context & Vision

École Boundary Elementary is a dual-track, multi-national school located in the Lynn Valley community of central North Vancouver. École Boundary Elementary offers a Late French Immersion program for students entering grade 6 and 7. Situated in a beautiful community of single-family homes and surrounded by forests and trails, Boundary students and staff enjoy learning and playing outside daily. A wonderful, well-established community of parents, caregivers, and neighbours support our 380+ students and 40+ staff members. Our family of schools consists of Upper Lynn Elementary, École Ross Road Elementary, Lynn Valley Elementary, and École Argyle Secondary School.

Education at École Boundary Elementary provides all children with an equal opportunity to acquire the knowledge, skills, and attributes needed to maximize their potential in intellectual, social, and physical development.

Acknowledgement of the Traditional Territory

We respectfully acknowledge that we live, work, play and learn on the traditional unceded territories of the Coast Salish People, specifically the Skwxwú7mesh (Squamish) Nation and Tsleil-Waututh Nations, upon whose unceded traditional territory Ecole Boundary Elementary resides. Boundary is committed to reconciliation, to learn from the past and move forward with courage.

École Boundary Vision Statement

At École Boundary Elementary, we believe:

- In fostering an environment so that everyone feels welcome and included
- Every child should have the opportunity to succeed
- Teaching self-awareness and self-management is important for students, staff, and parents
- In collaborating with parents and community partners for the success of all learners

When you enter École Boundary Elementary, we know you will feel welcomed and valued. To provide a safe, caring, positive environment in which all learners challenge themselves and each other to their full potential socially, academically, and physically.

WHAT GUIDES US...Be Boundary Bold!



Be Boundary BOLD!

- B**e Kind...to self, others & the environment.
- O**penminded...to new ideas and all perspectives.
- L**ead by example...show respect for the school community.
- D**o the work...take responsibility, set goals and learn from experiences.

École Boundary Connection to District Strategic Plan

Our school plan and priorities align closely with the North Vancouver School District's strategic plan. Staff and parents place a great deal of emphasis and pride in student achievement by actively seeking connections to student-centered education, innovative instruction, welcoming and inclusive culture, mental health and well-being, reconciliation and environmental stewardship. École Boundary Elementary has developed goals in the following areas: Human & Social Development and Intellectual Development.

Boundary staff have established shared values and continue to work collaboratively to support student development. By using both informal and formal structures, such as primary teams, intermediate teams, and school-based resource teams, we are able to effectively address the diverse needs of students. Aligning efforts with the Framework for Enhancing Student Learning ensures a comprehensive approach to intellectual, human and social development, which ultimately strengthens our community.



School Goals

Goal 1: A focus on human development: To develop knowledge, skills and understanding to enable students to be socially, emotionally, and physically healthy.

Goal 2: A Focus on Literacy Development: Engage in professional development focused on enhancing literacy assessment and instruction



Action

Strategic Actions

For Goal 1: A focus on human development

Action 1: Social Awareness and Responsibility: Students will learn and demonstrate a sense of social awareness and responsibility by contributing to the community and caring for the environment.

- Review of Boundary's Code of Conduct, revised from 2017 to current. We are Boundary BOLD (Be Kind, Openminded, Lead by example and Develop/ Do the work!)
- Community gardening K-3
- Continued focus on Truth, Healing and Reconciliation, Indigenous world views (K-7)
- Continued focus on Reconciliation: created a welcoming board to learn Squamish language, plants and connections to the land
- Continue to develop and expand our understanding and appreciation of Indigenous history and ways of knowing
- Learning and singing the Coast Salish Anthem
- *School Grounds Clean-Up*
- Grade 7 participation In Cool-It – Climate Leadership Training Program develops and empowers young sustainability champions in schools in BC

Action 2: Emotional Management: students will develop social and emotional management skills including empathy, respect, acceptance, and problem-solving skills.

- Direct teaching of Social Emotional Skills through: Second Step and Open Parachute
- Anxiety, Resilience and Raising Awareness (Grade 6).
- Understanding Anger and Establishing Systems of Support, Bullying, Boundaries and Taking Accountability and Finding Your Values & Striving for Your Own Greatness (Grade 7).

Action 3: Physical Well-being: Students will learn and demonstrate the importance of physical health and its connection to emotional well-being.

- Classes taking part in the Physical literacy
- "Don't Walk in The Hallways" - Movement Break and Stickers placed in the hallways for students to gain physical literacy books
- School extracurricular sports; Cross Country (Grades 3-7), Tripleball, Basketball (Grades 6-7), Track and Field (Grades 4-7)

Monitoring and Adjustments:

We continuously monitor and reflect on human development through the use of Boundary BOLD student reflection sheets, School-Based Resource Team referrals, and insights from the Grade 4 and 7 Student Satisfaction Survey results.

For Goal 2: A Focus on Literacy Development

Action 1: Teachers will develop daily literacy routines to improve phonological and phonemic awareness skills with early primary students and beyond.

- Engage in professional learning and collaboration about the Science of Reading and UFLI literacy program
- Increase use of UFLI literacy program in primary classes
- Explore and implement research-based practice (eg: Heggerty; Word Works; direct classroom phonics instruction and UFLI)
- Parent volunteers to read to kindergarten class
- Encourage home reading by sharing Information, strategies, games sent home from classroom newsletter
- Suggest read aloud books for home

Action 2: Teachers will develop and enhance classroom daily instructional strategies and assessment to improve reading fluency and comprehension

- Establish Daily Literacy Routines through use of ELA assessment and Literacy Kit
- Establish a Literacy Program at all Grade Levels (**Measures of Growth - Term by term Jerry Johns**)

Monitoring and Adjustments:

We utilize a range of assessment tools to monitor student progress and inform instruction, including FSA data for Grades 4 and 7, ELA assessments for kindergarten, and Jerry Johns reading inventories for all Grade 1 students, as well as for identified at-risk students in Grades 2 and 3.

The school remains responsive to student needs and will adjust instructional strategies and supports as necessary. If beneficial, Jerry Johns assessments can be extended to all students in Grades 1–3 to gather more comprehensive data.

Review

Ongoing Assessment and Reflection

This year the community and staff were asked to fill out a two-question survey, looking at the strengths at Boundary and areas we'd like to further develop. The questions of the survey

asked what makes boundary a great school and where are the gaps at Boundary? What is missing and needs improvement? We identified themes that align with our school goals:

	# of Respondents	Strengths	Stretches (Gaps)	Action
Community	38/ 57 (Community)	Welcoming atmosphere Small School Size – personalized interactions, connections - Friendly greetings and smiles when you walk in. Warm and inclusive environment created by staff and students.	Integration for new families, especially those not starting in kindergarten, find it challenging to meet other families.	Ice Cream Social in September to Welcome Families into the School and Boundary Open House
	10 / 57 (staff)	Supportive families and community. Supportive Teachers and Staff and Admin: Teachers and staff are dedicated to ensuring students are safe, happy, and supported, often going the extra mile with extracurricular activities.		
	Location 4/57	Safe and Friendly Environment: Boundary provides a safe and friendly atmosphere,		

		promoting positive relationships among students, parents, and staff.		
PAC		Active PAC: The Parent Advisory Council (PAC) is noted for its dedication and successful fundraising efforts, enhancing the school's resources.		New Boundary Playground
SEL			<p>more focus on programs to develop skills, cooperative play and fostering confident kids. Counseling and Mental Health Resources – stronger mental health support for vulnerable students.</p> <p>Increase counselling and LST time for complex students.</p> <p>Break rooms for calming areas.</p>	
Safety			Recess and Lunch Supervision: EA's	Play First, Lunch Second was changed to help students

			and Admin support this with our Peer Educators Code of Conduct – clear process for students breaking the code of conduct	with regulation and eating their lunches. Code of Conduct Updated and Posted on Website here .
Communication		Open communication between the school and parents is valued, with regular updates and involvement in school decisions.	More communication from teachers to parents, progress on students Parent Teacher Conferences - without children present for all grades. -Digital calendar to share with staff	Week Ahead communication to families that goes out on Friday. Digital calendar in progress for next year
Programs / Academics		Diverse Programs: Boundary offers a variety of programs, including music, French, art, and after-school activities, helping students explore different interests. Strong athletics, art, and learning support, rock band, Christmas concert, gardening program	Literacy Support (reading and writing) Adaptations and support for diverse needs Field Trips & Community Interactions Math Programs - Develop a cohesive scope and sequence for Math across	Parent community: After School Programs (Art, Theatre, Drama, Music and sports)

		<p>and access to nature</p> <p>Support for Diverse Needs: The school is praised for its support of students with diverse needs, ensuring every child receives necessary assistance to thrive.</p> <p>Extracurricular Activities: Clubs, sports, and community events are appreciated.</p> <p>Enthusiastic learners with access to great resources and technology.</p>	<p>all grades.</p> <p>Enhance math resources and support.</p> <p>School-wide Assessment and Progress Tracking Tools. Implement more effective tools for tracking student progress and assessments.</p> <p>Create more clubs and open the library during recess/lunch for students struggling with peer connections.</p> <p>Update PE equipment and classroom tools.</p>	
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Formative Assessment:

- FSA Results
- Satisfaction Survey for Grade 4 & 7 students with a focus on specific questions:

EVIDENCE OF GROWTH FOR GOAL 1:

Grade 4 Satisfaction Survey Results				
	2023-24		2024-25	
	Most of the time	All of the time	Most of the time	All of the time

Have you ever felt bullied?	4%	2%	9.2%	6.5%
Do you feel safe at school	38%	38%	34%	49%
Does school make you feel stressed or anxious?	8%	2%	8.5%	5%
Do you feel good about yourself?	42%	36%	47.8%	27.8%
At school, I am learning to care for my mental health	18%	15%	25.8%	16.2%
At school, I am learning to care for my physical health	20%	15%	30.4%	17.1%

Grade 7 Satisfaction Survey Results				
	2023-24		2024-25	
	Most of the Time	All of the Time	Most of the Time	All of the Time
Have you ever been bullied?	2%	0%	6.7%	1.4%
Do you feel safe at school	40%	56%	45.7%	38.7%
Does school make you feel stressed or anxious?	16%	10%	16.2%	12.6%
Do you feel good about yourself?	56%	18%	46.9%	20.4%
At school, I am learning to care for my mental health	34%	40%	42.5%	10.6%
At school, I am learning to care for my physical health	48%	32%	50.4%	15.6%

EVIDENCE OF GROWTH FOR GOAL 2

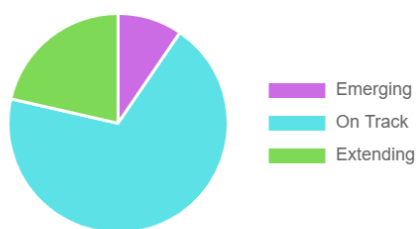
Grade 4 Satisfaction Survey Results				
	2023-24		2024-25	
	Most of the time	All of the time	Most of the time	All of the time

I continue to get better at math	58%	21%	33.9%	26.6%
I continue to get better at reading	24%	52%	38.6%	42.3%
I continue to get better at writing	45%	35%	45.7%	26.1%
Are you taught to improve how you learn?	38%	20%	33.9%	26.6%

Grade 7 Satisfaction Survey Results				
	2023-24		2024-25	
	Strongly Agree	Agree	Strongly Agree	Agree
I continue to get better at math	47%	33%	26.9%	46.4%
I continue to get better at reading	57%	24%	23.5%	45.4%
I continue to get better at writing	46%	38%	24.2%	51.9%
Are you taught to improve how you learn?	48%	26%	15.3%	36.7%

Grade 4 2024/25

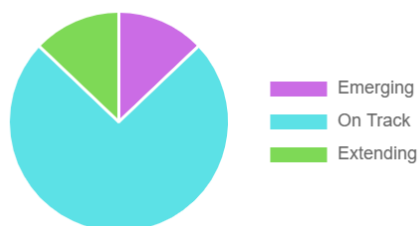
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	4	9.52
On Track	29	69.05
Extending	9	21.43

Grade 7 2024/25

Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	8	12.90
On Track	46	74.19
Extending	8	12.90

Summative Assessment (Analysis of evidence):

JERRY JOHNS READING ASSESSMENT:							
Year	Grade	Number of students in grade	Number assessed	Spring % meeting	Spring % at risk	June % meeting	June % at risk
2024-2025	1	38	33	64%	36%		
	2	42	26	47%	53%		
	3	41	30	99%	1%		

KINDERGARTEN ELA ASSESSMENT					
YEAR	NUMBER OF STUDENTS IN GRAD	NUMBER ASSESSED	JANUARY		JUNE
			% PROFICIENT INSTRUCTIONAL LEVEL	% AT RISK	% AT RISK
2024-2025	27	26	85%	15%	0%

Reflection (Interpretation):

This year, Boundary Elementary continued to build on its strong foundation in human development and literacy growth.

- Success in literacy instruction: Early literacy interventions through our School Based Resource Team and Direct Teaching remained effective, with strong outcomes in kindergarten and early primary grades. Moving forward, a numeracy goal will be introduced, laying the groundwork for improved math instruction and assessment.

- Student Leadership & Well-being: Leadership opportunities, SEL programming, and physical literacy initiatives continued to support student confidence, connection, and well-being.
- We will continue to ensure consistent data collection and analysis across literacy and numeracy assessments remained an area of growth.

Looking Ahead

- Strengthen our data numbers and analyze data
- Expand student voice in school clubs with a focus on our school goals
- Continue refining data informed practices to support all learners



Peer Mediators on Boundary's New Playground



Communication

Engagement

Staff Engagement

Boundary Elementary's school planning team includes two administrators, three teachers, two Education Assistants and four parents. This team meets regularly to review the goals, objectives and to review data. At each staff meeting there is a focus on our school plan. This includes both time for staff to provide input into school planning activities and time for professional learning related to our school goals and objectives.

Student Voice

Students at Boundary actively engage in shaping the school's Code of Conduct by providing feedback through class presentations led by Ms. Arkinstall. This feedback is then shared with the Code of Conduct Committee and staff for further review. Students reflect on their learning through both formal methods, such as structured class discussions, and informal methods, including one-on-one conversations with teachers. This approach ensures that student voices are heard and considered in the development and refinement of the school's policies.

Family and Educational Partner Engagement

Parents play a crucial role in the planning and evaluation processes at our school. We have an active and supportive Parent Advisory Council (PAC) that is deeply involved

in various initiatives. The PAC meets regularly to discuss and plan activities that benefit the school community. Additionally, the PAC organizes and supports various initiatives, which help raise funds for school projects and events, such as the new playground, PAC Carnival, Hot Lunches. Our school also sends out weekly communications to keep parents informed and to seek their feedback on different initiatives. Parents who are part of our school planning team provide valuable input and feedback, ensuring that the school's plans and reflect the needs and perspectives of the entire school community. This collaborative approach helps create a supportive and inclusive environment for all students.

Reflection and Strategic Alignment

Year-End Reflection:

This year, our school made meaningful strides in supporting both human development and literacy growth. Under Goal 1, we deepened our commitment to social-emotional learning through the continued implementation of the Second Step curriculum, diversity and inclusion announcements, and student self-reflection tools. Initiatives like the Boundary BOLD program, Belonging Committee, and student leadership roles helped foster a respectful, inclusive, and engaged school culture. Physical and emotional well-being were supported through expanded programs such as the community garden, physical literacy hallway stickers, and lunchtime enrichment activities like chess and music.



We celebrated student voice and leadership through assemblies, goal-setting conferences, and participation in athletics and outdoor Indigenous learning experiences. Our focus on equity was evident in our intentional celebration of Black History Month and participation in Black Excellence Day.

Under Goal 2, we enhanced literacy development by refreshing the library with new resources, supported by PAC and a successful book sale. These efforts, alongside ongoing assessment practices, laid the groundwork for more targeted literacy instruction.

Challenges included balancing new initiatives with existing commitments and ensuring consistent data collection to inform instruction. Looking ahead, we aim to strengthen our use of assessment tools that will be offered through the district and continue refining our inclusive practices. We remain committed to adjusting our approach

based on student needs and feedback, ensuring every learner feels seen, supported, and empowered.

Strategic Alignment:

District Alignment:

Boundary Elementary's focus on literacy assessment and instruction, and human development aligns closely with the North Vancouver School District's strategic priorities. The school's use of tools such as FSA data, ELA assessments, and Jerry Johns inventories reflects the district's emphasis on data-informed instruction and early intervention. The library refresh, supported by PAC and a successful book sale, further supports the district's goal of fostering a literacy-rich environment.

In terms of human development, Boundary's implementation of the Second Step curriculum, diversity and inclusion initiatives, and the Boundary BOLD program aligns with the district's commitment to social-emotional learning, equity, and inclusive school cultures. The school's emphasis on student leadership, goal setting, and community engagement mirrors district-wide efforts to develop resilient, responsible, and compassionate learners.

FESL Connection: Equity, Inclusion, and Student Success

Boundary Elementary is actively contributing to the long-term goals of the Framework for Enhancing Student Learning (FESL) in the following ways:

Intellectual Development: Through targeted literacy assessments, enriched library resources, and differentiated instruction, Boundary supports students in achieving high levels of literacy and academic success.

Human and Social Development: Programs like Second Step, student leadership opportunities, and inclusive assemblies promote empathy, respect, and social responsibility—key components of the FESL mandate.

Career Development: While early in the K–7 journey, Boundary fosters foundational skills such as goal setting, self-reflection, and collaboration, which are essential for future career and life success.

By embedding equity and inclusion into daily practices—such as Black History Month celebrations, Belonging Committee initiatives, and diverse student leadership roles—Boundary is helping to ensure that every learner feels valued, supported, and empowered to succeed.