



# École Boundary Elementary School Plan

2024-2025

## 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 École Boundary Elementary resides. Boundary is committed to reconciliation, to learn from the past and move forward with courage.

## Vision to Goal Setting at École Boundary Elementary

### 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 an equal opportunity to acquire the knowledge, skills, and attributes needed to maximize their potential in intellectual, social, and physical development.

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.

### School Planning Team

The School Planning Team Represents All Aspects of The School. This Team Is Comprised of a Voluntary Group of Teachers, Education Assistants, Parents, And Administration Who Provide Leadership in The School Planning and Goal Setting Process.

The Team for the 2024-2025 School Year Includes:

Kendra Arkinstall  
Ilona Wardas

Principal  
Teacher / Vice Principal

Nancy Dale  
 Alexis Fletcher  
 Monique Zander  
 Teresa Crowe  
 Danielle Parr  
 Zoe Guillemette  
 Ben Kaye  
 Jamie Kingston  
 Lesley Dampier

Teacher  
 Teacher  
 Teacher  
 Education Assistant  
 Education Assistant  
 Parent  
 Parent  
 Parent  
 Parent

## École Boundary Elementary Vision Statement

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 Elementary 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 address the diverse needs of students effectively. 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 and Strategic Actions

### Goal 1: A Focus on Human Development

To develop knowledge, skills and understanding to enable students to be socially, emotionally, and physically healthy.

#### Objectives:

- **Emotional Management:** students will develop social and emotional management skills including empathy, respect, acceptance, and problem-solving skills.
- **Physical and Emotional Well-being:** Students will learn and demonstrate the importance of physical health and its connection to emotional well-being.
- **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.

#### Strategic Actions:

- **Emotional Management:**
- 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).
- **Physical and 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)
- **Social Awareness and Responsibility:**
  - Review of Boundary's Code of Conduct, revised from 2017 to current. We are Boundary BOLD (Be Kind, Openminded, Lead by example and Do the work!)
  - Community gardening K-3
  - Continued focus on Truth, Healing and Reconciliation, Indigenous world views (K-7)
  - Welcoming Board to learn Squamish language, plants
  - Continue to develop and expand our understanding and appreciation of Indigenous history and ways of knowing
  - Learning and singing the Coast Salish Anthem
  - *Focus instruction on Circle of Courage (K-7) - 4 universal growth needs of all children: belonging, mastery, independence, generosity (K-7)*
  - School Grounds Clean-Up
  - Grade 7 participation In Cool-It – Climate Leadership Training Program develops and empowers young sustainability champions in schools in BC

## Goal 2:

### A Focus on Literacy Development

To develop oral language and reading skills that enable students to experience joy, learning, and creativity through language and story

#### Objectives:

- Teachers will develop daily literacy routines to improve phonological and phonemic awareness skills with early primary students and beyond.
- Teachers will develop and enhance classroom daily instructional strategies to support fluent and meaningful reading.

#### Strategic Actions:

- 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)
- 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**)
- 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

## Planning and Implementation

### Strategic Actions

GOAL 1:

#### Monitoring and Adjustments:

- Progress will be monitored throughout the year by
- Grade 4 and Grade 7 Satisfaction Survey Results
- The school will adjust if needed

Goal 2:

#### Monitoring and Adjustments:

- Progress will be monitored throughout the year by
- FSA data for grade 4 and 7
- ELA data for kindergarten
- Jerry Johns data for all grade 1 students and for students at risk in grade 2 and 3
- The school will adjust if needed
- Jerry Johns can be completed with all students gr. 1-3 if data would be useful

## Monitor, Evaluate, and Analysis

### 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%		
Do you feel safe at school	38%	38%		
Does school make you feel stressed or anxious?	8%	2%		
Do you feel good about yourself?	42%	36%		

At school, I am learning to care for my mental health	18%	15%		
At school, I am learning to care for my physical health	20%	15%		
Grade 7 Satisfaction Survey Results				
	2023-24		2024-25	
	Strongly Agree	Agree	Strongly Agree	Agree
Have you ever been bullied?	2%	0%		
Do you feel safe at school	40%	56%		
Does school make you feel stressed or anxious?	16%	10%		
Do you feel good about yourself? (	56%	18%		
At school, I am learning to care for my mental health	34%	40%		
At school, I am learning to care for my physical health	48%	32%		

### EVIDENCE OF GROWTH FOR GOAL 2

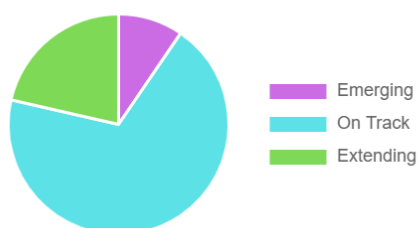
Grade 4 Satisfaction Survey Results				
	2023-24		2024-25	
Grade 7 Satisfaction Survey Results				
	Most of the time		All of the time	
	2023-24		2024-25	
	Strongly Agree	Agree	Strongly Agree	Agree
I continue to get better at math	47%	33%		
I continue to get better at mathng	57%	24%		
I continue to get better at reading	46%	38%		
I continue to geto better at writingu	48%	26%		
Are you taught to improve how you learn?				

JERRY JOHNS READING ASSESSMENT							
Year	Grade	Number of students in grade	Number assessed	Fall (Initial)		Spring (Assess only those at risk) (% Meets)	June Assess only those at risk in Spring (% Meets)
				Meets instructional level %	At Risk %		
2024-2025	1	38					
	2	42					
	3	41					

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%	

#### Grade 4 2024/25

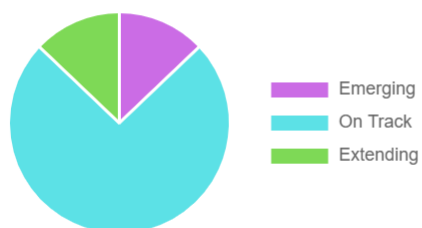
Literacy



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

#### Grade 7 2024/25

Literacy



	Participation Rate - Writers Only	
	#	%
<b>Emerging</b>	8	12.90
<b>On Track</b>	46	74.19
<b>Extending</b>	8	12.90

### REFLECTION / ANALYSIS 2024-2025

## Communicating Progress

### 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:

As we reflect on the past year at Boundary School, we are filled with pride and gratitude for the remarkable sense of community that has flourished. Our commitment to respect and kindness has been evident in every interaction, fostering a welcoming environment for all. The vibrant sports clubs and teams have not only showcased our students' talents but also strengthened bonds and school spirit. The School Spirit Council, along with the unwavering support from the PAC and involved parents, has played a pivotal role in nurturing this spirit. Adhering to the updated Boundary BOLD code of conduct, which emphasizes being kind, open-minded, leading by example, and doing the work, has

guided us in maintaining a strong sense of community that follows guidelines and rules. Together, we have created a school where everyone feels valued and inspired to contribute positively.

### A summary of 2024-2025:

- Continued with implementation of Second Step curriculum
- Implemented second step / diversity & inclusion morning announcements
- Engaged staff in the process of understanding the new ministry reporting order (rolled out 2023-2024 school year)
- Promoted student goal setting through student/family/teacher conferences
- Continue to find effective communication through a school based weekly newsletter
- Continued with district food access program (feeding futures) and continued enrollment in the BC fruit and vegetable program
- Introduced lunch time (parent paid )activities with chess and “grit”
- Implemented a mindfulness of “calming our hallways” (decrease clutter, care and pride with student displays)
- In person assemblies that promoted student leadership (welcome back assembly, parent evening open house, truth and reconciliation day, bilingual harvest assembly Remembrance day, Argyle choir performance, code of conduct review assembly, National Indigenous Peoples Day, year end assembly, and grade 7 farewell)
- Participated in FOS co-ed basketball and triple ball for grade 6/7 students
- Participated in FOS cross country and district track and field events
- Intentionally focused on black history month in February, including daily announcements of notable black Canadians
- Promote student leadership (hot lunch deliveries, student readers for morning announcements, students set up / take down assemblies, student MC’s at assemblies, student lunch monitors, student peer leaders at recess and lunch
- Involved students in a stewardship role of the PAC sponsored community garden
- Promote music and fine arts through Rock Band and primary winter concert
- Intentionally focused on Pride month in June, including 7 daily announcements about Diversity and Inclusion
- Participated in Cheakamus centre /Sku’newas outdoor learning and Indigenous opportunities for grade 3/4/6
- Celebrated student and staff achievement at the year end assembly and grade 7 farewell assembly
- Celebrated with PAC and grade 7 committee initiated school wide events (weekly hot lunch, ice cream social, Halloween dance, parent social, mother’s day pancake breakfast, recycling initiatives, special food days, spirit days, spring carnival)

### Future Adjustments:

- Involvement of students – survey
- Parent survey

### Strategic Alignment:

- **District Alignment:** Describe how the school's actions align with district-wide initiatives
- **FESL Connection:** Boundary Staff chose to use the FESL and district priorities to develop goal wording during the 2022-2023 school year. The goals, as they are worded are in direct alignment with district priorities.

## APPENDIX

### DATA COLLECTED FOR CONSIDERATION IN GUIDING OUR PRACTISE

- While we haven't included intermediate results in our goals, the data reflected at the intermediate grades is reflective of the type of programs being delivered to intermediate students
- Lack of consistency in types of literature assignments
- Percentage drop in participation rate is reflective of number of international students that are enrolled between grade 4-7 cohorts

GRADE 4 FSA LITERACY RESULTS				
School Year	Expected Count	Writer Count	Participation Rate	On Track / Extending Rate
2021/22	38	31	82%	94%
2022/23	47	46	98%	83%
2023/24	37	33	89%	82%
2024/25	56	52	93%	79%

GRADE 7 FSA LITERACY RESULTS				
School Year	Expected Count	Writer Count	Participation Rate	On Track / Extending Rate
2021/22	62	57	92%	91%
2022/23	57	55	96%	89%
2023/24	58	57	98%	89%
2024/25	58	55	95%	87%

### REFLECTION / ANALYSIS