



École Boundary School Plan

2025-2026

Vision at École Boundary

School Context & Vision

École Boundary is in the Lynn Valley community of central North Vancouver. École Boundary offers a Late French Immersion program for students entering Grades 6 and 7. Situated in a beautiful community 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 370+ 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 a safe and caring practice, where all learners receive an equitable opportunity to reach their full potential socially, academically and physically.

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.

École Boundary Vision Statement

At École Boundary Elementary, we believe:

- By fostering a welcoming environment that encourages inclusive opportunities for all
- Ensuring every child is supported and has the opportunity to succeed
- Promoting the development of self-awareness and self-management among students, staff, and parents
- Building strong community partnerships by collaborating with parents and community partners to support the success of all learners
- In community collaborating with parents and community partners for the success of all learners

Vision: To provide a safe and caring practice, where all learners have access to an equitable opportunity to reach 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 has developed goals in the following areas:

Human 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, intermediate, 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 human and social and intellectual 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.

Goal 3: A focus on Numeracy Development: Enhance student numeracy skills to improve confidence, competence, and fluency with mathematical thinking across all grade levels.



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 – We are Boundary BOLD
 - Be Kind
 - Open-minded
 - Lead by example
 - Develop / Do the work!
- School Wide Buddy Activities
- Community Gardening K–7
- Continued focus on Truth, Healing and Reconciliation, Indigenous World Views (K–7)
- Orange Shirt Day Assembly
- Belonging Committee – Anti-racism Work
- Harvest Assembly
- Squamish Language Welcoming Board in the main foyer to learn language and the connections to the plants and animals on the land
- Learning and singing the Coast Salish Anthem
- Learning Squamish Language Skexwts Dictionary
- Cedar Heart Weaving
- School Grounds Clean-Up
- Grade 6 Recycling Program during Hot Lunch
- Student Led Goal Setting Conferences
- Classroom System for Acknowledging Core Competency Skills: Notice, Name, Nurture
- Student Clubs: Zentangle Club, Knitting Club, Board Games

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, Open Parachute and Everyday Speech
- Student Clubs & Groups: Zentangle Club, Cozy Corner Knitting Club, Rock Band
- Calm Corner and Break Spaces
- Managing Emotions – Parent Talk with Melissa Kaye, Registered Clinical Counsellor, Former Teacher and Parent: Parent Information Session to help children manage their emotions and school-wide lessons for students to gain awareness and strategies with managing emotions

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 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 4–7), Tripleball, Basketball (Grade 7), Track and Field (Grades 4–7)

For Goal 2: A Focus on Literacy Development

Action 1: Daily Literacy Routines

- Engage in professional learning and collaboration about the Science of Reading, UFLI literacy program, and assessment
- Increase use of UFLI literacy program in primary classes
- Explore and implement research-based practice (e.g., Heggerty; Word Works; direct classroom phonics instruction and UFLI)
- Parent volunteers to read to kindergarten class
- Encourage home reading by sharing information, strategies, and games sent home from classroom newsletter
- Library programming:
 - Used Book Sales
 - Open Book Exchange Every Morning
 - Library Trivia once a week
 - Library Club – Student helpers
 - Direct Teaching during Library Time on Genres
 - Author Visits
 - Librarian Collaboration Time with Classes – Research on Various Subjects
- Teach using the K–4 ELA Foundational Learning Progressions
- Special Calendar Dates that Focus on Literacy:
 - September 8, 2025: International Literacy Day – Focused on authentic resources
 - October 15, 2025: Drop Everything and Read Literacy Day
 - April: Poetry Month

Action 2: Classroom Instructional Strategies & Assessment

Teachers will develop and enhance classroom daily instructional strategies and assessment to improve literacy skills (oral language, reading fluency, comprehension and writing).

- Establish Daily Literacy Routines through use of ELA assessment, Literacy Kit, K/1 Acadience Screener
- Establish a Literacy Program at all Grade Levels (Measures of Growth – Term by term Jerry Johns)
- Homework Club

For Goal 3: A Focus on Numeracy Development

Action 1: Strengthen Numeracy Concepts

Strengthen students' understanding of numeracy concepts—operations, patterning, and measurement—by:

- Building confidence, competence, and fluency in mathematical thinking

- Encouraging problem-solving and reasoning across contexts
- Embedding culturally responsive and decolonizing approaches to mathematics
- Student Clubs: Homework Club, Chess Club and Chess for Outdoor Play, Math Games during Board Games Club
- K–4 Math Foundational Learning Progressions
- MyMath Path Teaching Resource – Grades 4 to 7
- Staff Collaboration focus on Numeracy

Monitoring and Adjustments:

For Goal 1: A Focus on Human Development

We continuously monitor and reflect on human development with 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

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

For Goal 3: A Focus on Numeracy Development

We will review **FSA results for Grades 4 and 7** in numeracy to identify trends in student performance. Additional evidence will include **Learning Updates, classroom-based assessments, and teacher observations**. From Grades 2–7, students will also use **Math IXL**, providing insight into their active practice and progress in math skills. Kindergarten numeracy screening will be another tool that assesses student numeracy skills.

Review

Ongoing Assessment and Reflection

Formative Assessment Tools

- FSA Results (Grades 4 and 7)
- Acadience Screener (Kindergarten and Grade 1)
- Jerry Johns Reading Inventories (Grade 1, and at-risk students Grades 2–3)
- Math IXL (Grades 2–7)
- Kindergarten Numeracy Screening
- Boundary School Student Survey – administered to all Intermediate Students
- Satisfaction Survey for Grade 4 & 7 students
- Boundary BOLD student reflection sheets
- School-Based Resource Team referrals
- Learning Updates and classroom-based assessments

Evidence of Growth for Goal 1: Human Development



Boundary School Student Survey Results

The following data reflects how intermediate students at École Boundary responded to key well-being questions:

Grade	Question	Yes	No	Both	Total	%
4	Welcomed	31	1	3	35	89%
4	Kindness	23	3	9	35	66%
4	Included	25	3	7	35	71%
4	Safe	34	—	1	35	97%
5	Welcomed	25	—	5	30	83%
5	Kindness	25	1	4	30	83%
5	Included	25	2	3	30	83%
5	Safe	21	3	6	30	70%
6	Welcomed	61	2	2	65	94%
6	Kindness	49	8	8	65	75%
6	Included	59	2	4	65	91%
6	Safe	64	—	1	65	98%
7	Welcomed	21	—	2	23	91%
7	Kindness	19	—	4	23	83%
7	Included	21	—	2	23	91%
7	Safe	22	—	1	23	96%
ALL	Welcomed	138	3	12	153	90%
ALL	Kindness	116	12	25	153	76%
ALL	Included	130	7	16	153	85%
ALL	Safe	141	3	9	153	92%

Grade 4 Satisfaction Survey – Well-being Results

Question	2023– 24 Most	2023– 24 All	2024– 25 Most	2024– 25 All	2025– 26 Most	2025– 26 All
Have you ever felt bullied?	4%	2%	9.2%	6.5%	7%	2%
Do you feel safe at school?	38%	38%	34%	49%	30%	54%

Does school make you feel stressed or anxious?	8%	2%	8.5%	5%	9%	0%
Do you feel good about yourself?	42%	36%	47.8%	27.8%	51%	19%
I am learning to care for my mental health	18%	15%	25.8%	16.2%	21%	2%
I am learning to care for my physical health	20%	15%	30.4%	17.1%	40%	17%

Grade 7 Satisfaction Survey – Well-being Results

Question	2023– 24 Most	2023– 24 All	2024– 25 Most	2024– 25 All	2025– 26 Most	2025– 26 All
Have you ever been bullied?	2%	0%	6.7%	1.4%	8%	0%
Do you feel safe at school?	40%	56%	45.7%	38.7%	48%	44%
Does school make you feel stressed or anxious?	16%	10%	16.2%	12.6%	8%	2%
Do you feel good about yourself?	56%	18%	46.9%	20.4%	60%	23%
I am learning to care for my mental health	34%	40%	42.5%	10.6%	55%	15%
I am learning to care for my physical health	48%	32%	50.4%	15.6%	55%	13%

Evidence of Growth for Goal 2: Literacy Development

Kindergarten: Acadience Reading Screener

The Acadience Screener is administered to Kindergarten and Grade 1 students to assess foundational reading skills including phonemic awareness, letter naming fluency, and phonics. Results are reviewed each term to identify students who may benefit from additional support and to monitor the effectiveness of UFLI and other early literacy interventions. Acadience was a new screener tool used for the 2025-2026 school year. We currently have 58% of students who are well below benchmark for Kindergarten literacy assessment.

Benchmark	Total
At/Above Benchmark	42%

Well Below Benchmark	58%
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Grade 4 Satisfaction Survey – Literacy Results

Question	2023–24 Most	2023–24 All	2024–25 Most	2024–25 All	2025–26 Agree	2025–26 Strongly Agree
I continue to get better at reading	24%	52%	38.6%	42.3%	40%	42%
I continue to get better at writing	45%	35%	45.7%	26.1%	40%	42%

Grade 7 Satisfaction Survey – Literacy Results

Question	2023–24 Strongly Agree	2023–24 Agree	2024–25 Strongly Agree	2024–25 Agree	2025–26 Strongly Agree	2025–26 Agree
I continue to get better at reading	57%	24%	23.5%	45.4%	34%	52%
I continue to get better at writing	46%	38%	24.2%	51.9%	40%	52%

Evidence of Growth for Goal 3: Numeracy Development

Kindergarten Numeracy Screening

Kindergarten students participate in numeracy screening to assess early number sense, counting, and pattern recognition. Results inform targeted small group and whole class instruction to build strong mathematical foundations from the earliest grades. 21% of students are below benchmark for Kindergarten numeracy assessment with regards to counting; understanding sets; reasoning and patterning.

Benchmark	
At/Above Benchmark	79%
Below Benchmark	21%

Grade 4 Satisfaction Survey – Numeracy Results

Question	2023–24 Agree	2023–24 Strongly Agree	2024–25 Agree	2024–25 Strongly Agree	2025–26 Agree	2025–26 Strongly Agree
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I feel I am getting better at math	58%	21%	33.9%	26.6%	33%	21%
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Grade 7 Satisfaction Survey – Numeracy Results

Question	2023–24 Strongly Agree	2023–24 Agree	2024–25 Strongly Agree	2024–25 Agree	2025–26 Strongly Agree	2025–26 Agree
I feel I am getting better at math	47%	33%	26.9%	46.4%	29%	54%

Summative Assessment (Analysis of Evidence)

Note: To be completed at the end of the 2025–26 school year. This section will summarize outcomes for each goal: what worked, what challenges were encountered, and what adjustments will be made going forward.

Reflection (Interpretation)

4	Rate This Year — Circle the number that best fits each goal		
Goal	1 Needs attention	2 On track	3 Strong
Human Development	1 Needs attention	2 On track	3 Strong
Literacy Development	1 Needs attention	2 On track	3 Strong
Numeracy Development	1 Needs attention	2 On track	3 Strong



Communication

Engagement

Staff Engagement

All teaching and support staff at École Boundary play an active role in goal setting, monitoring, and adjusting school priorities throughout the year. Staff participate in collaborative planning time organized around primary, intermediate, belonging committee and school-based resource teams. Opportunities for review and reflection include:

- Monthly staff meetings with school plan agenda items
- Staff Collaboration for professional learning and data review
- Professional Development Days focused on Literacy Instruction, numeracy practices, and social-emotional learning
- School-Based Resource Team meetings to discuss student progress and support
- Mid-year and end-of-year reflection on school plan goals
- Belonging Committee Notes and Calendar Events

Student Voice

Student voice is an essential component of the planning cycle at École Boundary. Students contribute to goal setting and reflect on their learning through both formal and informal means:

- Student Led Goal Setting Conferences – students present their learning goals to parents/caregivers
- Boundary BOLD reflection sheets to help students self-assess core competencies
- Student Satisfaction Survey results (Grades 4 and 7) used to inform school planning
- Boundary School Student Survey administered to all intermediate students to gather data on well-being and belonging
- Student Clubs offer informal leadership and voice opportunities (e.g., Library Club, Belonging Committee)
- Student School Planning Group – helping with school yard clean up and school wide initiatives to support goals and implementation

Family and Educational Partner Engagement

Families and community partners are valued collaborators in the life of École Boundary. Their involvement in planning and evaluation processes includes:

- PAC meetings with school plan updates and community input as standing agenda items
- Family of Schools (FOS) Dinner and Dialogue events connecting families, staff, and district partners
- Parent Information Sessions (e.g., Managing Emotions with Registered Clinical Counsellor Melissa Kaye)
- Parent volunteers supporting literacy through kindergarten read-aloud programs
- Classroom newsletters sharing literacy and numeracy strategies for home practice

Reflection and Strategic Alignment

Year-End Reflection



École Boundary – Year-End Reflection

School Year 2025–2026

Be Boundary Bold!

Purpose: This reflection sheet invited the Boundary School Planning Team to look back on our three school plan goals — **Human Development, Literacy, and Numeracy** — and share what they noticed, what worked, and what could be even better next year. Data highlights are included as a starting point.

1 Successes — What worked well this year?

Key Data Highlights

90% Feel welcomed	92% Feel safe	85% Feel included
82% Gr.4 reading↑	86% Gr.7 reading↑	83% Gr.7 math↑

Goal 1 – Human Development

Which programs or activities made the biggest difference for belonging, kindness, or physical well-being?

“Clubs and activities outside of the classroom. Gives kids the opportunity to connect and engage on a different level”

- Sports Teams
- Buddies
- Rock Band
- Zentangle
- Chess Club (Paid Parent Program)
- Cozy Vives
- High School Leadership Volunteers
- Battle of the Books/Book Club
- Fall Harvest
- Assemblies
- Field Trips
- Concerts
- Belonging Committee: diverse celebrations
- Announcements
- Student Belonging Survey
- Physical and Outdoor Movement Breaks

Goals 2 & 3 – Literacy & Numeracy

What strategies helped students grow as readers, writers, or mathematicians this year?

- author visits
 - Library fundraising (book sales, scholastic, used book sales)
 - Poetry month

- Class Discussions
- Math Games
- Math IXL outside of the school
- Two Classes completed Primary Acadience Assessment plus Kindergarten
- Real world problems, experiences, connections and classroom discussions – E03

2 Challenges — What was difficult or needs more attention?

Areas to Watch

76% Kindness (all)	54% Gr.4 safe all↑	54% Gr.4 math↑
58% Well Below K Literacy	21% Well Below K Numeracy	

Belonging & Well-being

Where did you notice students still struggling to feel included, safe, or emotionally supported?

- students have different needs, different interests so a variety of different opportunities to participate in.
- Unstructured times like lunch and supervision during these unstructured times

Literacy & Numeracy

What barriers made it harder to build skills in reading, writing, or math? What got in the way?

- “I see anxiety for some students; small triggers can keep the students from participating – anxiety can present as behaviour issues”
- Focus more on math skills through games
- Language/ writing skills – basic skills

3 Future Adjustments — Planning for 2026–27

Goal 1 – Human Development

What one change would most improve belonging, kindness, or physical well-being next year?

- Can we lower the sound of the inside bell?
- Continue to focus on Boundary BOLD
- More integration of “family systems”, buddy systems that rotates

Goal 3 – Numeracy

How can we build more confidence and fluency in math next year?

- school wide math day? Math Games?
- Math Edwin Program

Your Boldest Idea

If you could change one thing about Boundary next year, what would it be?

- Intramurals, one more or two more clubs at lunch
- Theme Days?

- KM club – primary running club during Track season
- Central Place to list clubs – directory i.e. TV Foyer or Board
- Ableism awareness for students
- Improved Recycling of School Waste – recycle soft plastics
- Create Cross-grade groups to work on projects together. Older students as leaders/mentors and younger students as mentees.
- Improve collaborative relationships on staff

Goal 2 – Literacy

What literacy programs or routines should we keep, drop, or add?

- Read aloud
- Quiet reading
- Literature circles
- Novel studies
- Stronger reading expectations at younger ages

One Last Thought

What made you most proud of École Boundary this year?

“Joy, that I see in students!”

“Increase in clubs and staff sponsors”

“EA Teams in classroom”

“Revitalization of Boundary’s Library!”

“Being part of a school culture that prioritizes mentorship”

Strategic Alignment

District Alignment: École Boundary's three goals align directly with the North Vancouver School District's six strategic priorities: student-centered education (Literacy and Numeracy goals), innovative instruction (Science of Reading, UFLI, Math IXL, MyMath Path), inclusive and welcoming culture (Belonging Committee, anti-racism work), mental health and well-being (Second Step, Open Parachute, Everyday Speech), reconciliation (Squamish language, Orange Shirt Day, Cedar Heart Weaving), and environmental stewardship (community gardening, school grounds clean-up, Grade 6 recycling program).

FESL Connection: Our school plan addresses all three priority areas of the Framework for Enhancing Student Learning. Human and Social Development is addressed through explicit social-emotional learning, physical well-being programs, and belonging initiatives. Intellectual Development is supported through structured literacy and numeracy programming, evidence-based instructional practices, and professional learning. Career Development is fostered through goal-setting conferences, student leadership opportunities, and clubs that build collaboration and perseverance. Together, these priorities reflect our commitment to equity, inclusion, and long-term student success.

