

## Highlands School Goals

### Goal #1

At Highlands Elementary School, we practice inclusion and self-regulation while aiming to increase capacity in our students and staff by explicitly demonstrating and valuing acceptance, and teaching all students social-emotional learning (SEL) skills and self-regulation strategies.

#### Objective:

Acceptance and inclusion of all people will be demonstrated and communicated through the intentional instruction and celebration of different perspectives, views, cultures, religions, racialized identities, BIPOC, gender identities, mental and physical abilities and sexual orientation.

#### Strategies:

- Staff will critically examine teaching materials, and work to provide equal representation of various personal identities, diverse families and genders in classroom visuals and language while being aware of their use of gendered, racialized and religious perspectives and beliefs;
- The community will be reflective of the language used when describing ourselves;
- Staff will dedicate time, weekly, for SEL in every class;
- Staff will implement school-wide programs, including Second Step (K-5) and Open Parachute (Grades 6-7), where self-regulation will be explicitly taught.

#### Resources:

- Use of the District, "Dates and Events of Significance," calendar to recognize various cultural, religious, racial, BIPOC, gender, mental and physical ability and sexual orientation events.
- Use of a diverse list of resources including Authentic Indigenous resources; resources on world cultures, religions and diverse perspectives; inclusion, diversity and SOGI resources, SOGI and Anti-Racism posters; First Peoples Principles of Learning on-line resources and posters;
- Implementation of evidence based, developmentally appropriate programs and literacy supports including *Second Step*, *Open Parachute*, *Let's Talk about Touching*, *Safe Bodies Strong Kids*, *Kids in the Know*, *EASE*, *Zones of Regulations*, *Minds Up*.

## Goal #2

At Highlands Elementary School, we strive for all students to improve their literacy and numeracy competencies through explicit, daily instruction and practice based on research-proven strategies.

### Objective A:

Reading fluency, comprehension and writing will be explicitly taught for 100 minutes each day. These skills will be improved through explicit instruction and the use of research-proven literacy strategies.

#### Strategies:

- Daily scheduled 100 minutes of focused instructional reading and writing in every classroom
- Primary staff will use the *Early Learning Assessment* (ELA) to ensure all students are working towards grade level literacy in the primary years.
- All teachers will conduct a school-wide write base-line in October and final school-wide write in May.
  - Staff collaboration time will be used in October and May to review writing performance standards and co-mark writing samples at each grade level;
  - Final School-Wide Write samples will be stapled into individual ELA booklets.
- Kindergarten and grade 1 teachers will implement the *Heggerty Phonemic Awareness Curriculum* in their classrooms
  - Explicit phonemic awareness and phonics instruction;
  - Each level provides up to 35 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness.
- Kindergarten to grade 2 teachers will implement the *UFLI Foundations* program in their classrooms.
  - *UFLI Foundations* is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade;
  - *UFLI Foundations* focuses on the key skills of the process of reading acquisition, key linguistic elements necessary for reading, and evidence-based instructional methods that promote reading proficiency.
- All teachers may implement *Word Study* in their classrooms.
  - The purpose of *Word Study* is to examine words in order to reveal consistencies within our written language system and to help students master the recognition, spelling, and meaning of specific words. In *Word Study*, students work for automaticity. Accuracy and speed are the ultimate indicators of mastery. Acquiring automaticity in sorting and recognizing orthographic patterns leads to the fluency necessary for proficient reading and writing.

#### Resources:

- *School-Wide Write* Base-line (October) and Final (May)
- *Staff-Collaboration* time with grade-level marking of the two School-Wide Writes

- *Word Study* materials including manuals, leveled sorting books, pocket charts and note cards
- *UFLI Foundations* materials including manuals, pocket charts and note cards, magnetic trays (1 or 2 per student), magnetic letters (one set per student)
- *Heggerty* curriculum materials

### **Objective B:**

**Numerical competencies will be explicitly taught for 80 minutes each day. These skills will be improved through explicit instruction and the use of research-proven strategies.**

#### Strategies:

- Daily scheduled 80 minutes of focused instruction in mathematical fluency, number sense, and problem solving in every classroom.
  - Staff will include numeracy in cross-curricular areas by using daily math vocabulary;
  - repetition, practice and problem solving;
  - Each grade-level will establish fluency with number facts and teachers will provide time for daily practice;
  - Students will use manipulatives to physically build and decompose numbers;
  - Students will engage in daily repetitive use of patterns and numbers;
  - Staff will dedicate time, daily, to practice problem solving and use of problem-solving strategies in different ways, using a variety of strategies such as equations, tables/graphs, pictures, tallies, drawings, words, etc.
- Every student has a *Mathletics* account and teachers will encourage students to use *Mathletics* at home for math practice.
  - By blending intrinsic and extrinsic motivations and rewards, and using best-practice theories of gamified learning, *Mathletics* keeps students engaged with math. With fresh activities, challenges and regularly updated content, students will always have something new to learn and fun to do.
- Staff will look at implementing the *District Grade-Level Numeracy Assessments*.

#### Resources:

- *Mathletics* on-line school-wide account
- Class-set of white boards
- Math manipulatives (base 10 blocks, pattern blocks, unifix cubes, number lines, 100's charts, vertical math surfaces, math games, playing cards, dice)
- District Grade-Level Numeracy Assessments