

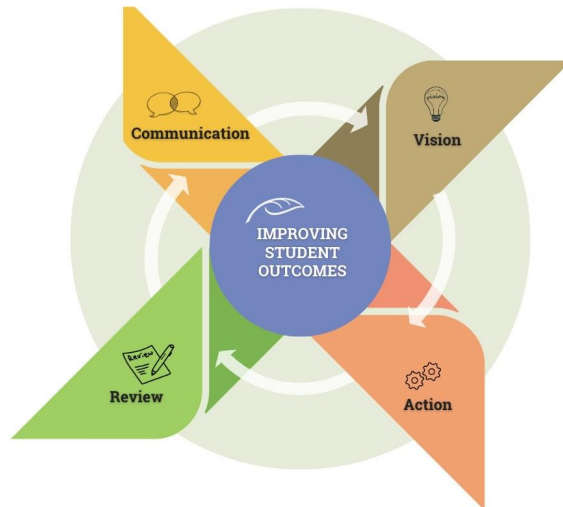


Highlands School Plan 2025

Acknowledgement of the Traditional Territory

We would like to thank the Coast Salish people, specifically the Squamish Nation and Tsleil Waututh Nation, whose traditional territories the North Vancouver School District and Highlands Elementary School reside on. We value the opportunity to learn, live, and share educational experiences on these traditional territories.

School Vision and Context



Highlands Elementary is a dynamic K–7 school community located in the heart of the District of North Vancouver, British Columbia, with an enrollment of approximately 450 students. Nestled near Edgemont Village and close to the base of Grouse Mountain, the school fosters a

welcoming and inclusive environment where students thrive academically, socially, and emotionally.

As an English track school, Highlands offers a diverse range of programs that support student learning and personal growth. These include music (such as band , strings and choir), athletics (including volleyball, basketball, and track and field for intermediate students), and leadership initiatives that build confidence, collaboration, and character.

The school's two-story modern design and proximity to rich outdoor spaces—featuring a large gravel field, multiple playgrounds, and nearby forested areas—encourage active play, outdoor exploration, and meaningful connections to the natural world. Students also benefit from frequent opportunities to engage in walking field trips that take advantage of the beautiful surrounding environment.

The staff at Highlands is dedicated to fostering a collaborative, student-centered learning environment. We aim to nurture independent, motivated learners who demonstrate empathy, responsibility, and a positive attitude toward learning. Guided by current educational practices and a focus on individual needs, our programs help students build the skills and mindset needed for success. We also value strong partnerships with families and actively encourage involvement through the Highlands Parent Advisory Council (HPAC).

Highlands Connection to District Strategic Plan

Highlands remains committed to aligning its school goals with the North Vancouver School District's Strategic Plan and the provincial Framework for Enhancing Student Learning (FESL), as part of our ongoing commitment to continuous improvement. Our targeted focus on social-emotional learning (SEL), literacy, and numeracy reflects a strategic and intentional approach to supporting student achievement and well-being. Through evidence-informed practices, collaborative inquiry, and a culture of professional learning, we aim to foster inclusive and responsive learning environments that meet the diverse needs of all students. This alignment ensures coherence between school-based initiatives and broader district and provincial priorities, with the ultimate goal of preparing students for success and well-being beyond the classroom—equipping them to be thoughtful, engaged citizens in their local communities and in an increasingly interconnected global society.

Educational planning in NVSD follows a continuous cycle of goal setting, implementation, monitoring, and review, ensuring alignment between the Framework for Enhancing Student Learning (FESL) and the District's Strategic Plan. At its core, this process prioritizes classroom impact, ensuring district goals directly support student learning.



Our School Goals



Goal 1: Inclusion and Self-Regulation

Inclusion and Self-Regulation aims to foster a learning environment that embraces diversity and promotes emotional well-being. To achieve this, staff will engage in a critical examination of teaching materials to ensure equal representation of various identities, including gender, race, and religion, in both classroom visuals and language. Teaching resources will be regularly updated to reflect diverse perspectives. Additionally, each class will dedicate weekly time to Social Emotional Learning (SEL), supported by the implementation of school-wide programs such as Second Step for Kindergarten to Grade 5 and Open Parachute for Grades 6 to 7.

Goal 2: Literacy and Numeracy Competencies

Literacy and Numeracy Competencies focuses on strengthening foundational skills through consistent, research-based instruction. Each classroom will provide 100 minutes of daily literacy instruction, emphasizing reading and writing using proven strategies and programs such as the Heggerty Phonemic Awareness Curriculum and UFLI Foundations. In addition, students will receive 80 minutes of daily numeracy instruction centered on mathematical fluency, number sense, and problem-solving. Numeracy will also be integrated across curricular areas, with tools like Mathletics used to support practice and reinforcement.



Planning and Implementation

Working together to build an inclusive, empowered, and academically strong learning community.

Goal #1: Inclusion & Self-Regulation

Our Commitments:

- Ensure diverse representation in all teaching materials
- Use inclusive language across our school community
- Dedicate weekly classroom time to Social Emotional Learning (SEL)

Implement:

- Second Step (K–5)
- Open Parachute (6–7)

How We Measure Progress:

- ✓ Student & staff feedback
- ✓ Community input
- ✓ Reflection on SEL program effectiveness

openparachute

Goal #2: Literacy & Numeracy Competencies

Our Commitments:

- 100 minutes of daily literacy instruction
- Daily numeracy practice using Mathletics

Literacy assessments through:

- School-Wide Writes (Oct & May)
- Co-marking sessions
- Phonemic foundations with:
- Heggerty (K–1)

- UFLI Foundations (K–2)
- Word Study to strengthen reading & writing fluency

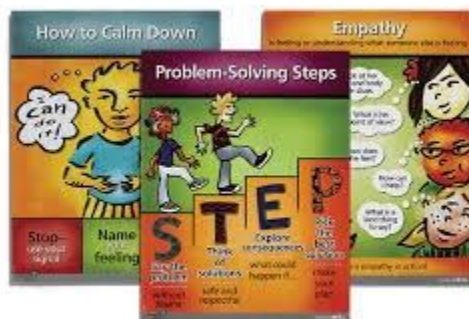
How We Measure Progress:

- ✓ Growth in writing samples
- ✓ District numeracy assessments
- ✓ Collaborative teaching & reflection



Monitor, Evaluate & Adapt

Goal #1: Inclusion & Self-Regulation



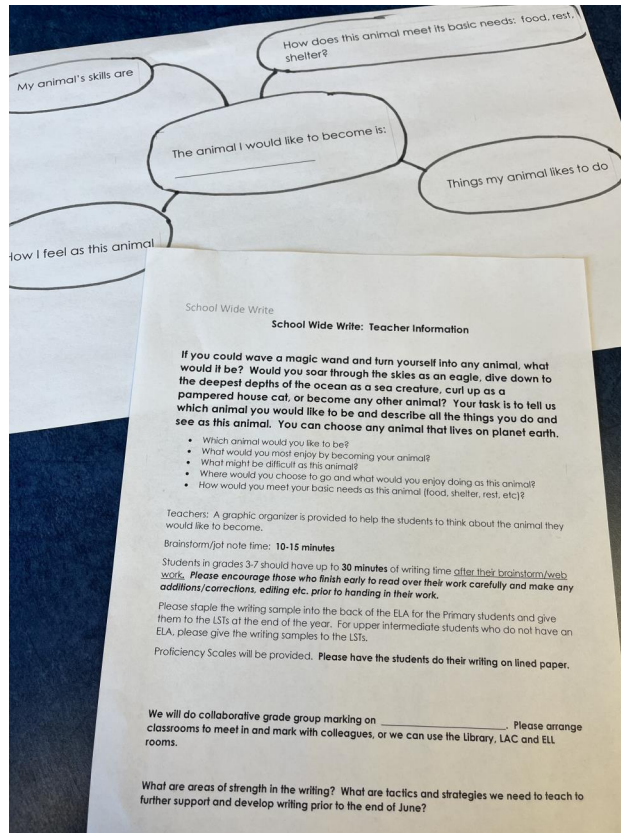
Progress has been made through regular review and updates of teaching materials to ensure diverse representation, consistent implementation and monitoring of SEL programs like Second

Step and Open Parachute, and active community involvement in promoting inclusive language and practices. Assessment includes regular feedback from staff and students on the inclusivity of teaching materials, scheduled reflection sessions to evaluate the effectiveness of SEL programs, and gathering community feedback to ensure inclusive practices are being followed.

Strategies for Goal 1: Inclusion and Self-Regulation

- Staff will critically examine teaching materials to ensure equal representation of various personal identities, diverse families, and genders in classroom visuals and language. This includes being mindful of the use of gendered, racialized, and religious perspectives and beliefs.
- The school community will strive to use inclusive language when describing ourselves and others.
- Staff will dedicate weekly time for Social Emotional Learning (SEL) in every class.
- School-wide programs, including **Second Step** (Grades K–5) and **Open Parachute** (Grades 6–7), will be implemented to explicitly teach self-regulation and support students' emotional development.

Goal #2: Literacy & Numeracy Competencies



Progress in literacy is monitored through school-wide writes in October and May, while numeracy skills are tracked through daily instruction and class wide assessments, use of Mathletics, and District Grade-Level Numeracy Assessments. Teacher collaboration is emphasized through regular review and co-marking of writing samples. Assessment involves analyzing school-wide write samples to assess progress in reading and writing, using District Grade-Level Numeracy Assessments to evaluate numeracy skills, and ongoing collaboration among teachers to discuss and improve instructional strategies.

Strategies to Support Goal 2: Literacy and Numeracy Competencies

- **Daily Literacy Instruction** All classrooms will provide 100 minutes of focused daily instruction in reading and writing across subject areas.
- **Early Learning Assessment (ELA)** Primary staff will use the Early Learning Assessment to ensure all students are working towards grade-level literacy expectations in the primary years.
- **School-Wide Write (SWW) Assessments** All teachers will participate in a school-wide write in October (baseline) and in May (final assessment). Staff collaboration time in October and May will be used to review performance standards and co-mark writing

samples at each grade level. Final school-wide write samples will be stapled into students' individual ELA booklets.

- **Heggerty Phonemic Awareness Curriculum (Kindergarten – Grade 1)** Teachers will implement explicit phonemic awareness and phonics instruction using the Heggerty curriculum. Each level includes up to 35 weeks of daily lessons focusing on eight core phonemic awareness skills and two supplementary activities to build letter/sound recognition and language awareness.
- **UFLI Foundations Program (Kindergarten – Grade 3)** Teachers will use the UFLI Foundations program, a structured, evidence-based curriculum that teaches foundational reading skills. The program follows a clear scope and sequence to ensure systematic acquisition of reading skills, linguistic understanding, and automaticity. It is suitable for both core instruction and intervention.
- **Word Study (Grade 3-7)** Teachers may implement Word Study to help students explore word structures, spelling patterns, and meanings. The focus is on building fluency, accuracy, and speed in word recognition, which are key indicators of mastery and foundational for proficient reading and writing.

Ongoing Assessment and Reflection

Goal #1: Inclusion and Self-Regulation

Formative Assessment: Formative assessment involves establishing continuous feedback loops with students and staff to gather ongoing input, regularly updating teaching materials based on feedback and new resources and adjusting SEL programs to enhance their effectiveness. This approach ensures that the school can monitor progress in real-time and make necessary changes to promote inclusivity and self-regulation effectively.

Specific Metrics for Evaluation:

Feedback Surveys: Regular surveys from students, staff, and the community to gauge the inclusivity of teaching materials and practices.

Participation Rates: Tracking the level of engagement in SEL programs like Second Step and Open Parachute.

Behavioral Data: Monitoring changes in student behavior and self-regulation through observations and incident reports.

Goal #2: Literacy and Numeracy Competencies

Formative Assessment: Formative assessment includes monitoring literacy through school-wide writes in October and May, tracking numeracy skills through daily practice, use of Mathletics, and District Grade-Level Numeracy Assessments, and emphasizing teacher collaboration through regular review and co-marking of writing samples.

Specific Metrics for Evaluation:

Literacy Assessments: Analysis of school-wide write samples to assess progress in writing skills. Reading skills are assessed through classroom running records and foundational assessments with our Learning Support Teachers.

Numeracy Assessments: Use of District Grade-Level Numeracy Assessments to evaluate numeracy skills.

Test Scores: Tracking performance on standardized tests such as Mathletics, unit summary tests and quizzes, and other formative and summative assessments by classroom teachers.

Teacher Collaboration: Monitoring the frequency and outcomes of teacher collaboration sessions focused on improving instructional strategies.

Summative Assessment

Summative assessment includes comprehensive evaluations at the end of each term or school year to measure the overall effectiveness of inclusion and self-regulation initiatives. This involves analyzing survey results from students, staff, and the community, reviewing the impact of updated teaching materials, and assessing the long-term outcomes of SEL programs. These evaluations help determine if the goals have been met and identify areas for further improvement.

Strategic Actions

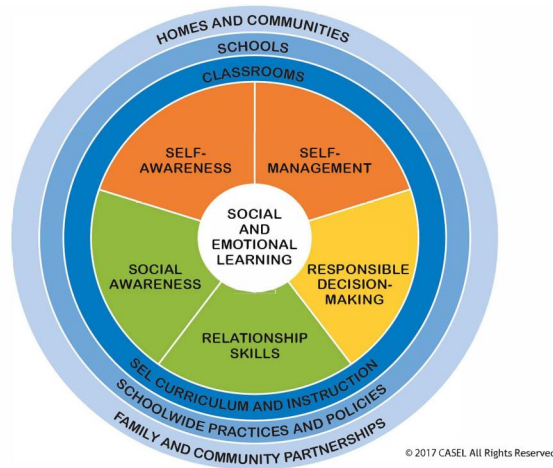
Goal 1: Inclusion and Self-Regulation

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 and empathy and compassion for diversities.

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 identifies, mental and physical abilities and sexual orientation.

Resources - Goal #1

- 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, and Minds Up.



- 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.

Goal 2: Literacy and Numeracy Competencies

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.

- 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 3 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.

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.

- 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.

Students from Grades 1 to 7 have 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 begin to implement District Grade-Level Numeracy Assessments.

Words
Their Way[®]
CLASSROOM



Mathletics

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 and assessments.

Resources: Goal #2

- 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
- 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

Year End Reflection

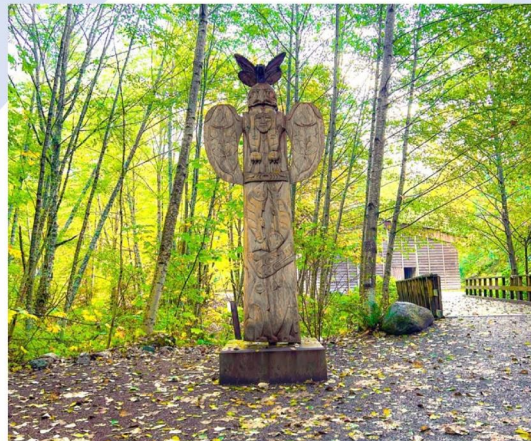
**North Vancouver
SD44**



Enhancing Student Learning Report

September 2024

In Review of Year 4 of Strategic Plan 2021-2031



Approved by the Board of Education on September 24, 2024

Year End Reflection

District Alignment:

Highlands Elementary School aligns its actions with the North Vancouver School District's (NVSD) initiatives by focusing on inclusion, self-regulation, and academic excellence. For example, the school's commitment to social-emotional learning (SEL) and self-regulation aligns with NVSD's strategic goal of supporting complex learners and enhancing student well-being. Highlands Elementary implements district-wide programs such as Second Step and Open Parachute to teach SEL skills and self-regulation strategies, ensuring that all students are included and supported^[1].

FESL Connection:

Highlands Elementary contributes to the long-term goals of improving equity, inclusion, and student success in all three areas of the mandate for BC schools through its targeted initiatives. The school's focus on acceptance and inclusion of diverse perspectives, cultures, and identities directly supports the Framework for Enhancing Student Learning (FESL) by fostering an inclusive

environment where all students feel valued and respected[\[1\]](#). Additionally, the school's emphasis on improving literacy and numeracy competencies through explicit, daily instruction aligns with the intellectual development goals of the FESL[\[1\]](#). By implementing evidence-based programs and strategies, Highlands Elementary ensures that all students have the opportunity to succeed academically and develop essential skills for their future careers[\[1\]](#).

In alignment with our school's strategic priorities, Highlands will engage in the School District's Literacy and Numeracy Pilot for the 2025–2026 academic year, leveraging district-provided resources to further strengthen instructional practices and student achievement.

Contact Us

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Visit our [website](#) for more information about our school community.

