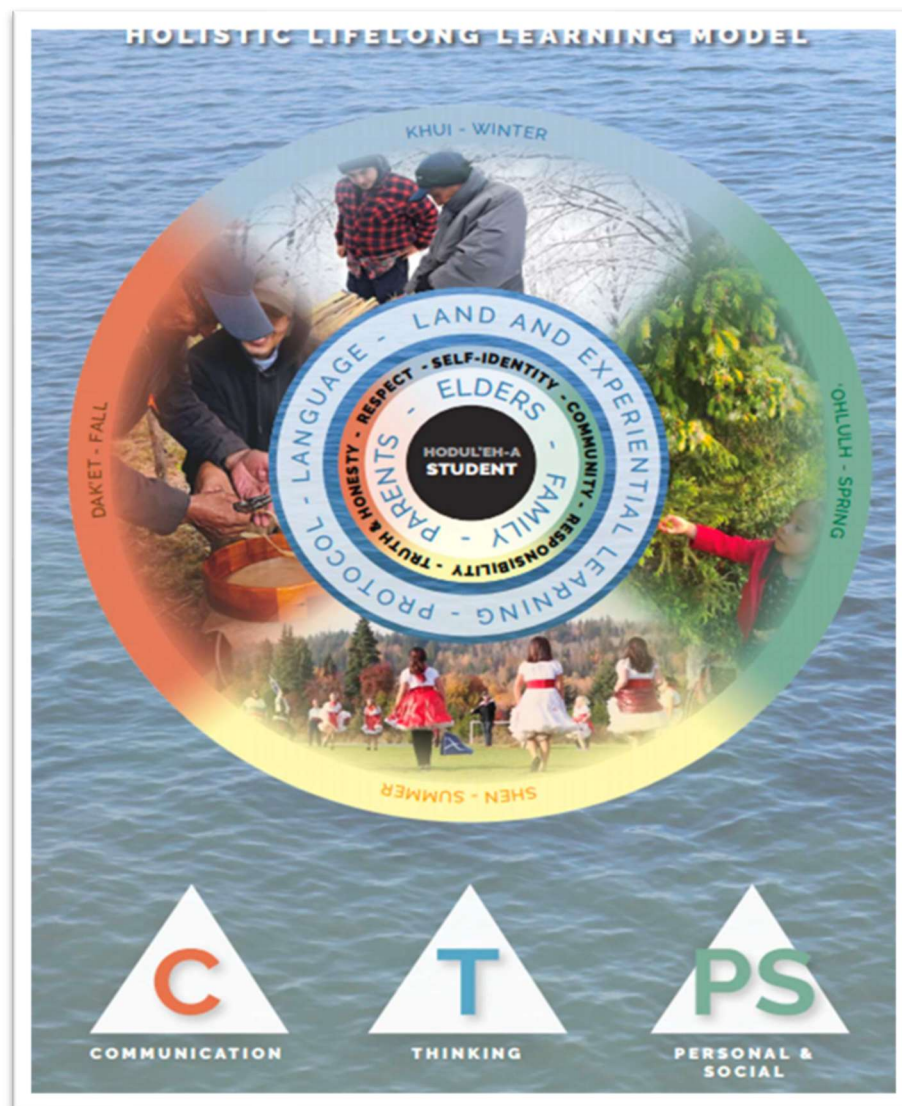


CHSS IMPLEMENTATION PLAN

STRATEGIC PLAN 2021-2026

GOALS, STRATEGIES AND OBJECTIVES:

ACTIONS TOWARD OUR DISTRICT DIRECTIONS



This framework for education was developed in collaboration with our local Lheidli T'enneh and local Dakelh Elders, visually presented by Pam Spooner and created by Becky Dochstader.

College Heights Secondary Strategic Plan 2021-2026

“The Pathway to a Diverse Learning Community with Purpose, Options and Choices for all” Skeh Huhoont’i hodul’eh ti.

We respectfully acknowledge College Heights Secondary (SD57), resides on the unceded ancestral lands of the Lheidli T’enneh First Nations. It is our honour to walk alongside our indigenous communities in educating our students.

Our Vision:

All students are prepared for each step of their life journey with the skills, knowledge, options, and choices to be successful.

Our Mission

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident, and engaged lifelong learners.

Our Values

Community

We engage all members of our learning community through open and respectful relationships.

Transparency

We are open, honest and accountable for the decisions we make.

Integrity

We are ethical, fair and follow through on our commitments.

Respect

We demonstrate kindness and care for ourselves, others and the environment.

Inclusion

We ensure all students contribute and participate in all aspects of school life.

Equity

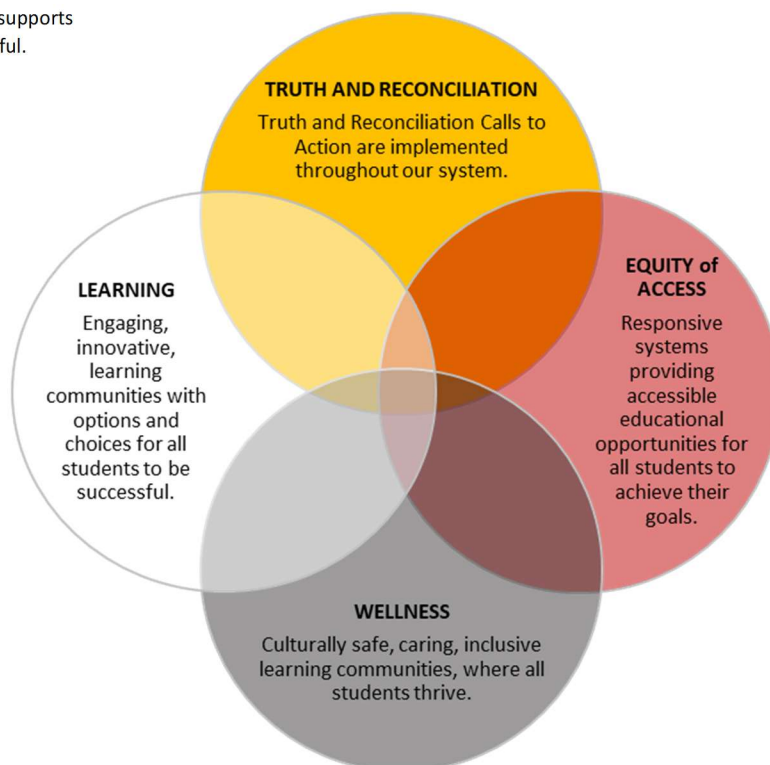
We create systems where every student has opportunities and supports to be successful.

First Peoples Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

College Heights Secondary: SD57 Directions

For the next five years, our priorities will be:



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About our School

College Heights Secondary is part of School District No.57 and resides on the unceded ancestral lands of the Lheidli T’enneh First Nations. Geographically, College Heights Secondary School is located in the southwest area of Prince George, BC. CHSS is a school that operates at a full enrolment capacity with approximately 980 students from Gr. 8-12. We have a teaching/support staff of approximately eighty-five, including a principal, two vice-principals, a business manager, three counselling positions, two Indigenous Education Workers, an Indigenous Education Social Worker and 3 Youth Care Workers. CHSS offers a variety of educational programs and course opportunities in Arts Education, Applied Design Skills and Technologies, Leadership, Band, Drama, Languages, Advanced Placement, Learning Assistance, Learning Support Centre, Special Learning Resource, Skills Support, Alternate Education, and more. As well, CHSS offers a variety of extracurricular opportunities for all students, including SALTS (an annual sailing/leadership program), an annual year-long exchange opportunity to Japan, an annual two-week group exchange to our sister school in Tokyo and many clubs: writing, E-Sports, debating, drama, and diversity clubs. Most students are within walking distance of the school; therefore, the school facility plays host to a wide variety of school and community activities. CHSS has strong community support, with an active Parent Advisory Council (PAC). The PAC financially supports several extra-curricular initiatives, including elementary-high school transition events, school beautification projects, school clubs, individual and team travel, athletics, and student recognition.

Strategic Planning Engagement Process

Our engagement process will be designed to gather feedback from our school community on what will be important for our students to learn, what our community values in education, and what our priorities should be for the next 5 years. This engagement process will provide us with input from our school community and we will record specific ideas from our staff, students, parents, community partners, Indigenous representatives, and the broader public. We want our process to include online exchanges of ideas and thoughts, conversations with students and families, community partners, and our local First Nations.

A summary will be provided to the school community at regular monthly school staff meetings and CHSS Parent Advisory Committee monthly meetings. College Heights Secondary will focus on:

- ♦ *All students acquiring the skills necessary to be successful in life*
- ♦ *All students graduating with a Dogwood Graduation Certificate*
- ♦ *All students being provided with options and choice for courses and programs and their future*
- ♦ *All students learning the importance of local Indigenous history, culture and language*
- ♦ *All students having strong Literacy and Numeracy skills*
- ♦ *All students learning in safe, inclusive learning communities with a sense of belonging and purpose*

District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years. These directions will guide our work.

- ♦ **Truth and Reconciliation**
Truth and Reconciliation Calls to Action are implemented throughout our system.
- ♦ **Equity of Access**
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.
- ♦ **Wellness**
Culturally safe, caring, inclusive learning communities, where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.
- ♦ **Learning**
Engaging, innovative, learning communities with options and choices for all students to be successful. The focus of increasing literacy, numeracy, and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

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Over the next 5 years we will work towards seeing the 94 Calls to Action outlined in the Truth and Reconciliation Commission of Canada (TRC) Report realized in our school. We acknowledge the land we are on and respect the local language and culture of the area.

We will work with the Indigenous community to help guide us in this work prioritizing the Calls to Action for Education #6-12, and Education for Reconciliation #62 and #63. Implementation will include consideration of The United Nation Declaration of Indigenous People (UNDRIP) which safeguards the individual rights of Indigenous People.

Goals

1. Create a systems approach to ensure our staff and students know and understand the TRC Calls to Action as they are implemented in our system
2. Enhance trauma informed and resilience approaches in our school

Strategies

Student and Adult Learning:

- ♦ Increase Elders and Knowledge Holders presence in College Heights Secondary to support and mentor staff and students in the education of Residential Schools, Indigenous culture and Indigenous languages.

Adult Learning:

- ♦ Review curriculum and resources to Indigenize with local content and decolonize to allow academics to learn through a cultural and inclusive lens.
- ♦ Provide professional learning to staff about Truth and Reconciliation, Calls to Action and Trauma Informed approaches.
- ♦ As new staff undergo their orientation, we will ensure they are aware of relevant indigenous school resources.

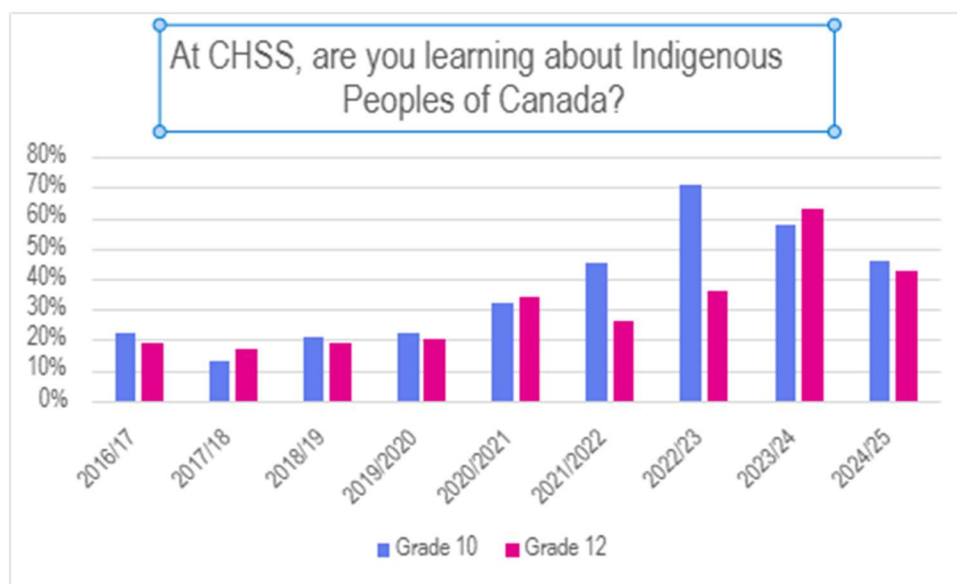
Structure and Systems

- ♦ College Heights Secondary’s Wednesday Diversified Learning Time will include targeted Indigenous days of learning.

Success Measures

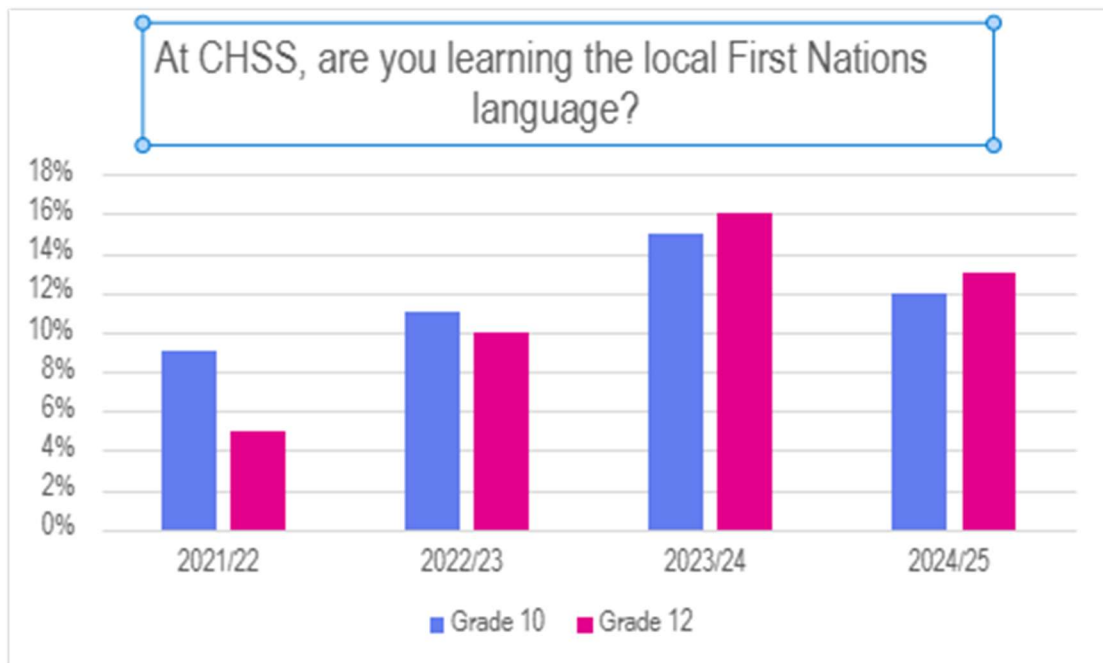
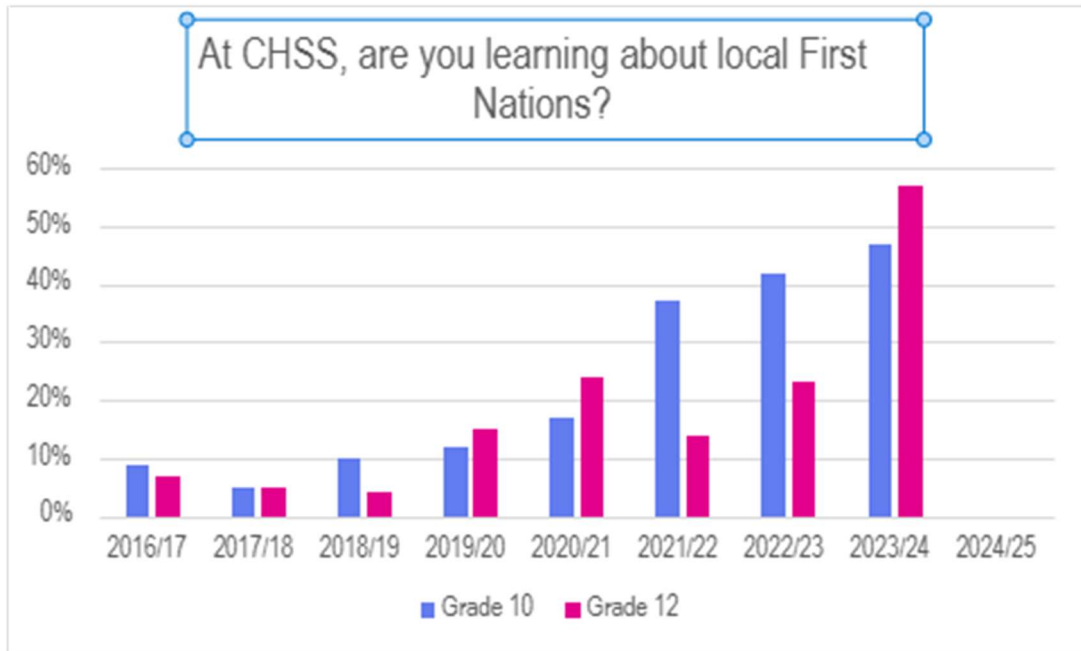
We will look to our Student Learning Survey administered at grades 10 and 12 to measure the % of students identifying that they are learning about Indigenous content at CHSS. We expect to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada in each year of this implementation plan.

Student Learning Survey – College Heights Secondary: 2016/17 to 2024/25



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Equity of Access

College Heights Secondary will provide accessible educational opportunities for all students to achieve their goals. We will ensure that the needs of our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities are addressed.

We acknowledge that not all children learn the same way and require diverse support. Students will have access to quality educational opportunities needed to be successful on their learning path.

1. Create a CHSS continuum of support to ensure all students have access to personalized learning.
2. Enhance our learning environment to build diverse support for students to feel connected, engaged, and safe to take learning risks.

Strategies

Student / Adult Learning

- ♦ Increase CHSS staff communication with students and families while developing personalized learning supports to remove barriers for their success.
- ♦ Clarify and communicate our process to address racism and discrimination at CHSS.

Adult Learning

- ♦ The CHSS staff will review curriculum to Indigenize with local content and decolonize to allow academics to learn through a cultural and inclusive lens.

Structure / Systems Change

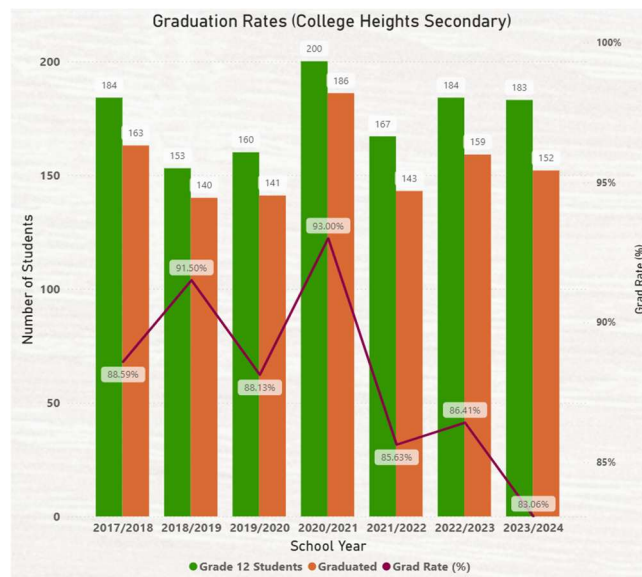
- ♦ College Heights Secondary’s Wednesday Diversified Learning Time will include targeted Indigenous days of learning.

Success Measures

We will monitor the success of our goals by reviewing the 5-year graduation rates and our grade-to-grade transitions at College Heights Secondary. We will monitor the results of our students living in care, our students with diverse abilities/disabilities and our indigenous learners. By the end of the 2025/26 school year, we expect to see a 10% increase in our students who graduate with a Dogwood Certificate 5 years after starting grade 8, and we expect to see a 10% increase in the number of students transitioning from Grade 11 to 12.

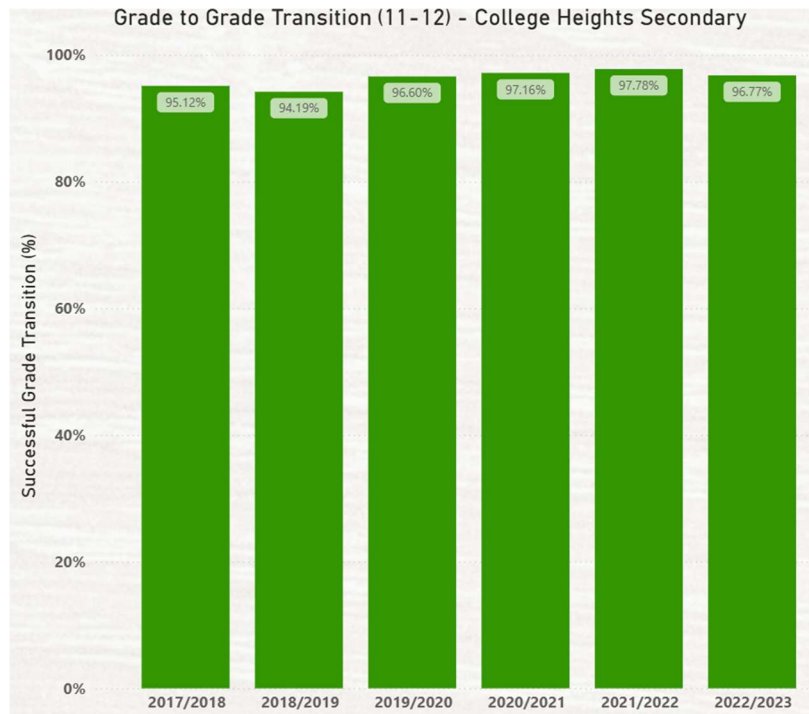
School District 57: Student Achievement Data from 2017/18 to 2023/24

College Heights Secondary Success Measures



College Heights Secondary Strategic Plan 2021-2026

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Wellness

At College Heights Secondary, students need a culturally safe, caring, and inclusive learning community. As our world moves out of a pandemic, we need to emphasize the support for mental health, physical health and overall well-being of our students, staff and families.

Goals

1. CHSS will support equity, diversity, inclusion and belonging
2. CHSS will promote and enhance Mental Health Literacy

Strategies

Student / Adult Learning

- ♦ CHSS will continue to provide a sense of belonging for all students.

Adult Learning

- ♦ CHSS will provide instruction for Mental Health Literacies to staff and students accessing the “Open Parachute” resource.
- ♦ CHSS will strive to develop stronger support for students struggling with mental health and/or addictions.

Structure / Systems Change

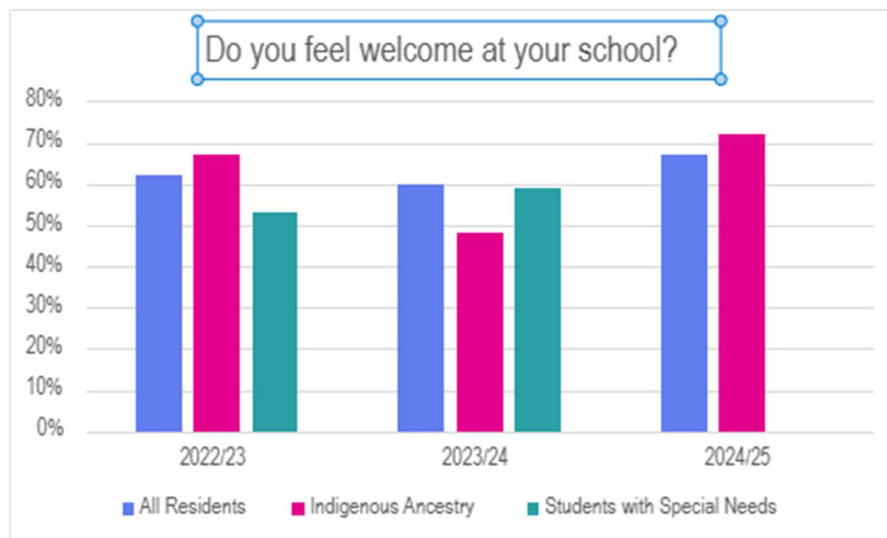
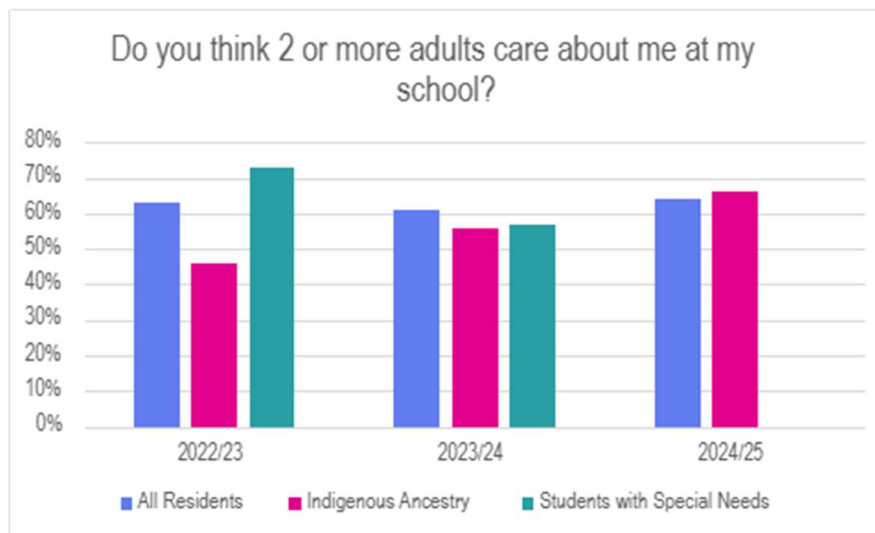
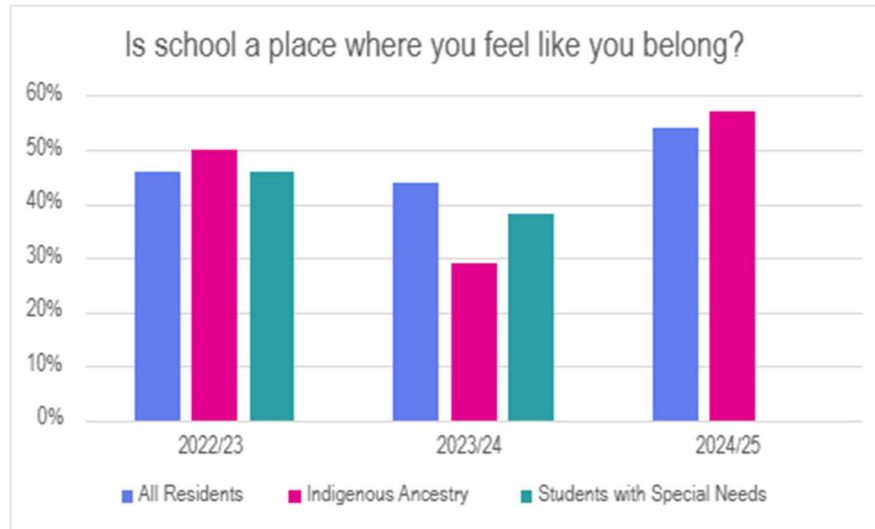
- ♦ CHSS will focus on transitions into our school between elementary and secondary school and from secondary to post-secondary.
 - Work with our Family of Schools to provide a seamless transition into Grade 8.
 - Work with our post-secondary institutions on seamless transitions from CHSS.

Success Measures

The Student Learning Surveys for our Grades 10 and 12 students help us identify a sense of belonging for our students. When students are connected and feel like they belong, they are successful. For this implementation cycle ending in 2026, CHSS expects to see a 10% increase in students feeling like they belong, for each year. CHSS will look for an increase in students knowing that at least 2 adults care about them, and they have systems for support. The measure of success for CHSS will be students feeling safe at school. We expect a 10% increase in all students feeling safe at the end of this implementation plan in 2026.

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Learning

College Heights Secondary will work to achieve an engaging and innovative learning community with options and choices for all students to be successful. The focus of increasing literacy, numeracy, and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learners, our children and youth in care and our students with diverse abilities/disabilities.

College Heights Secondary School will continue to have high expectations of our school, staff and students for continuous improvement. We will strive to build connectedness between all our stakeholders and rights holders to create a welcoming school and a positive school culture that is welcoming, safe, orderly, and maximizes opportunities for students to build upon their successes, inspires them to succeed, and equips themselves with the core competencies and skills to transition into secured career pathways after secondary school.

Year 1 and 2 Goals

- 1. Increase literacy, numeracy and graduation rates for all students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.**
- 2. CHSS students will continue to develop graduation success plans.**
- 3. CHSS will explore, develop, and implement a land-based academic learning opportunity for students in Grades 10-12. This learning opportunity will be connected to people, place and the unceded ancestral lands of the Lheidli T’enneh.**

Strategies

Student Learning

- ♦ BC Certificate of Graduation (Dogwood Diploma) require students to complete: 4 credits of Indigenous-focused coursework.
 - BC First Peoples English 10, 12, BC First Peoples 12.
- ♦ Continue using [MyBluePrint](#) to support students in the development of their graduation pathway.

Adult Learning

- ♦ Focus on data dialogue to inform instructional practice.
- ♦ Support continued work on looking for evidence of learning in multiple ways.
- ♦ College Heights Secondary staff continue to focus instruction on Literacy, Numeracy, Indigenous Education and Inclusive Education at the grades 8-12 level
- ♦ Review resources for both literacy and numeracy at CHSS to ensure current and culturally responsive resources are being used.

Success Measures

College Heights Secondary will analyze the school’s provincial Numeracy and Literacy Graduation Assessments for the purpose of monitoring progress towards our goals. CHSS will provide more focus on numeracy instruction at grade 8-12. With enhanced focus on instruction and ongoing classroom assessments, we expect to see a 10% increase in our Grade 10 Numeracy Assessment of students meeting or exceeding expectations.

College Heights Secondary will implement different instructional strategies and will provide interventions for improving student literacy. Over the duration of this implementation plan, CHSS will continue to build teacher capacity in reading intervention to support our struggling readers. With our continued focus on literacy by the end of the 2025/26 school year, we expect a 10% increase in the number of students who are meeting or exceeding reading expectations.

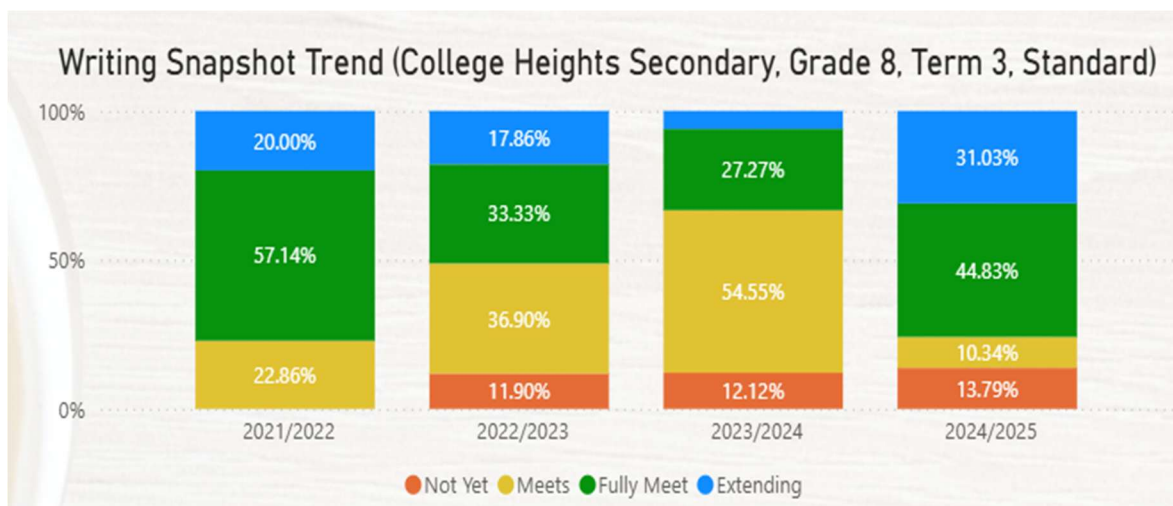
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Grade 8 – School Wide Classroom Assessments

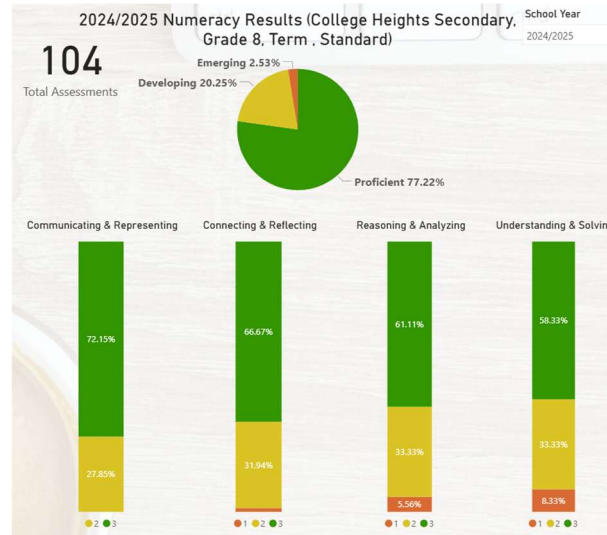
Literacy: Writing Performance Standards



Numeracy: SNAP Number Sense

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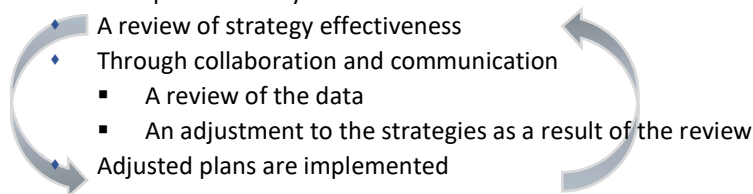


Summary

College Heights Secondary will continually review this strategic school plan and its implementation on an annual basis. This review will include a comprehensive engagement process with our school community. Upon completion of our review, we will adjust our strategies to support our school goals.

College Heights Secondary has a teacher and student learning bell schedule on Wednesdays called Diversified Student Learning Time. Every Wednesday (1:57-2:57pm) staff and students have the opportunity to participate in collaborative and diverse learning opportunities throughout the school. Students can participate in Tutorials in various locations throughout the school or attend school clubs (E-Sports, Drama, Art, Growth Mindset, Fitness, Debating and more).

The continuous improvement cycle will ensure:



In addition, our work in the 2022-2023 year will include:

- Our school’s learning departments will create implementation plans in alignment with our school and district strategic plan. The plans and reports will be made available to the public by September 30th of each year.

For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](https://gov.bc.ca)
- School District 57 Framework for Enhanced Student Learning Report
- [Framework to Enhance Student Learning- BC Ministry of Education](#)