

**École College Heights Elementary
School Plan for Student Success
2025-26**

We respectfully acknowledge School District 57, resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band, and the Simpcw First Nation. 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's 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, Transparency, Integrity, Respect, Inclusion, Equity

First Peoples Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors
- 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

Hello, Bonjour, Hadih! Welcome to École College Heights (ÉCHE)

We are a dual-track school offering both English and French Immersion programs, with 329 students across 15 divisions. We proudly belong to the College Heights Family of Schools for our English students and the École Duchess Park Family of Schools for our French Immersion students. At ÉCHE, we take pride in our rich Arts Education Program for students in grades K-7, which includes music, recorder, choir, and art. Our students also have the opportunity to join various clubs and groups such as knitting, Rubik's cube, lunch monitoring, leadership, and Red Cedar, to name a few. Athletics are a big part of life at ÉCHE, with students participating in cross-country running, volleyball, basketball, relays, baseball, and track events. We are the home of the Huskies, where school spirit runs high and we take great pride in our school community. Our motto, "Stronger Together/Invincibles Ensemble", perfectly captures the essence of our unity and strength. Our dedicated staff is committed to working on the goals outlined in our school plan to enhance the learning environment and opportunities for all our students.

District Directions & School Directions

School District No. 57 has outlined four key directions that set the priorities for our school plan. These directions will guide our work at École College Heights.

Truth and Reconciliation

Truth and Reconciliation Calls to Action are implemented throughout our system.

Equity of Access

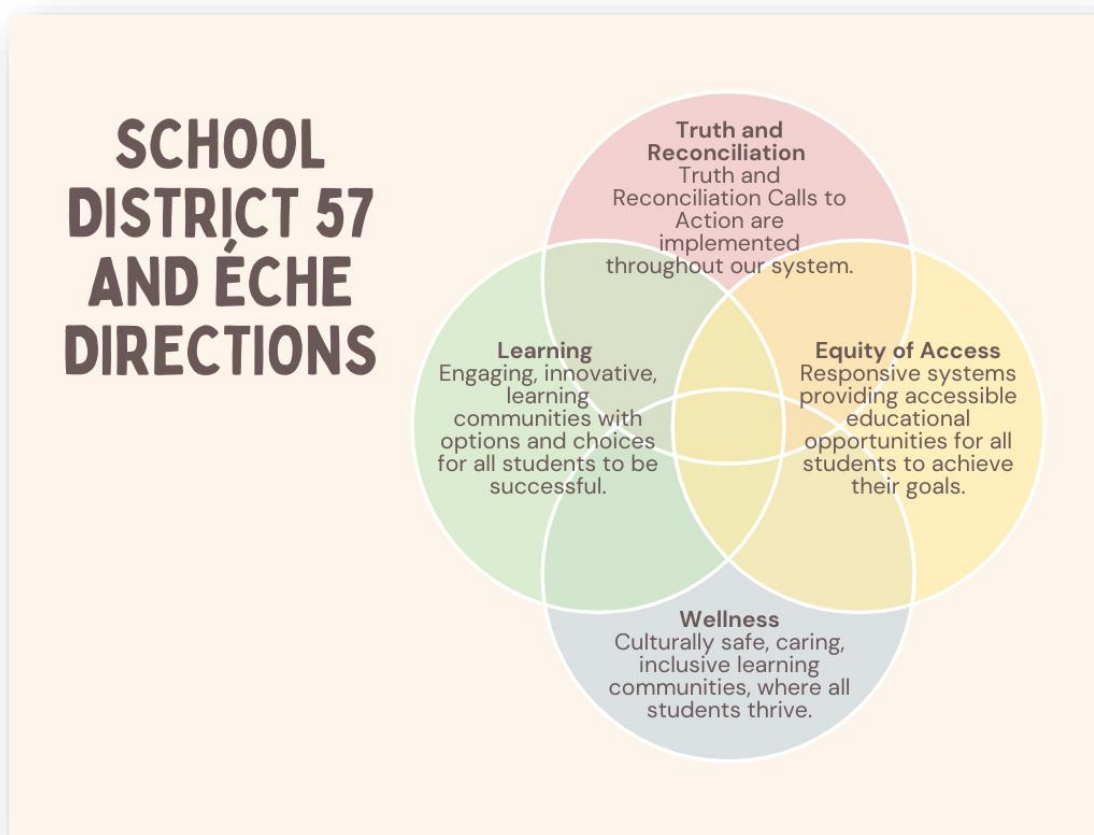
Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learners, our children and youth in care, and our students with diverse abilities/disabilities.

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 choice 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



Truth and Reconciliation

We will work with our Indigenous communities 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. To integrate Indigenous perspectives into the learning resources and teaching methods at ÉCHE.
2. To support and encourage the school community in celebrating Indigenous culture and exploring its connections to their personal identities.

Strategies

For Students:

- Our students' music curriculum includes drumming, enriching their musical experience. We proudly sing a tri-lingual National Anthem at assemblies and make morning announcements in French, English, and Dakelh, reflecting our diverse and inclusive community.
- Explicitly teach Indigenous curricular competencies (First Peoples Principles of Learning).
- Purchase culturally appropriate resources (Indigenize) and remove those that are not (Decolonize).
- Implement/Revise "Skoo" (meaning "my house").
- As part of our Skoo program, we organize mixed grade/age groups to learn about Indigenous (local) food, language, land, art, games, music, and storytelling.
- Establish a community space (ECHE Nature Nook) that connects students/staff with Dakelh Ways of Knowing and Enduring Understanding (Self Identity, Respect, Truth & Honesty, Responsibility, Community).

For Adults:

- Focus on Standard 9 of the Teacher Regulation Branch, with each teacher setting one goal related to Truth and Reconciliation.
- Professional learning guided by Standard 9 goals.
- All staff will collaborate around the components of our school's Skoo program.

Structures:

- Monthly "Skoo" gatherings/learning sessions for students & staff, held five times over the school year.
- "Wolf Pack" team meetings focused on organizing the Skoo program, staff and student community-building initiatives and activities, and staff wellness.

Success Measures

Goal 1:

- All learning resources will be purchased through the Learning Resources Team, ensuring alignment with Truth and Reconciliation, Equity, Wellness, and Learning.

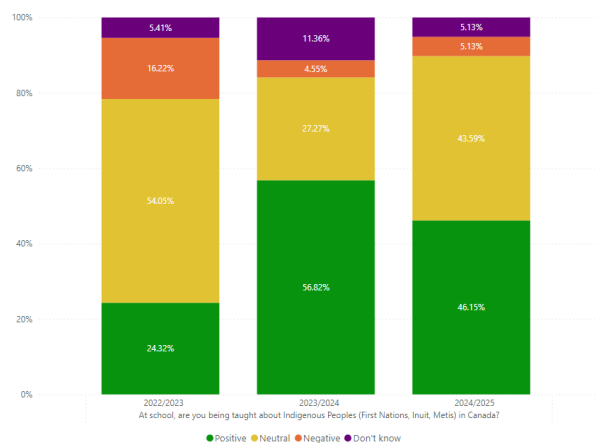
Goal 2:

- Use the Student Learning Survey administered to grades 4 and 7 to measure the percentage of students identifying that they are learning about Indigenous content and the local Dakelh language, aiming for a 5% increase

Truth and Reconciliation

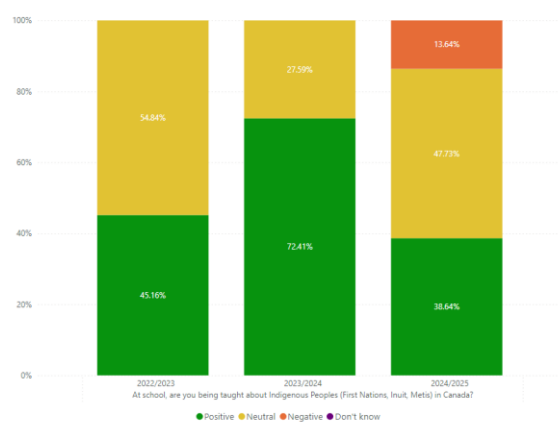
Grade 4

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in ...



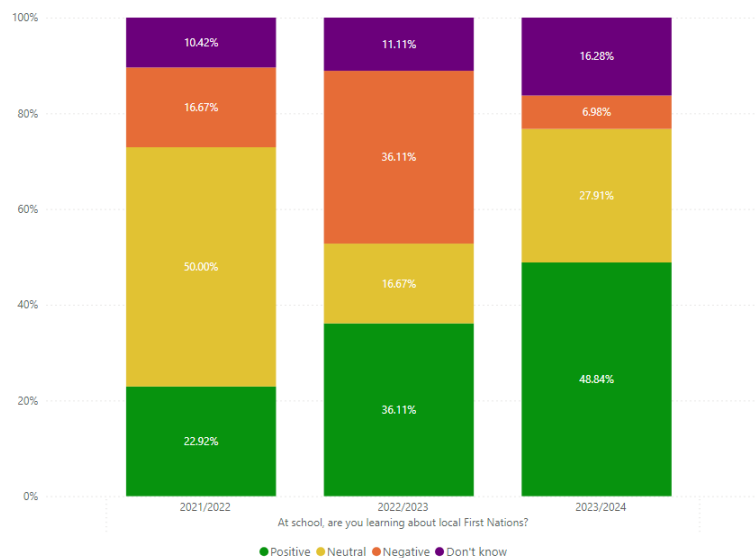
Grade 7

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in ...



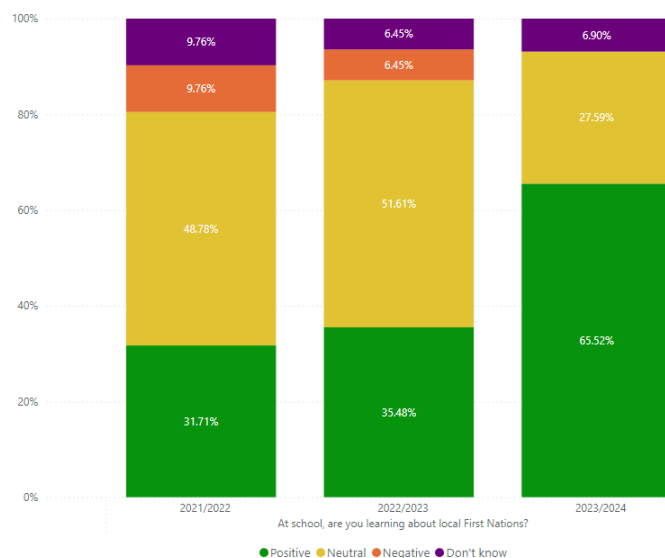
Grade 4

At school, are you learning about local First Nations?

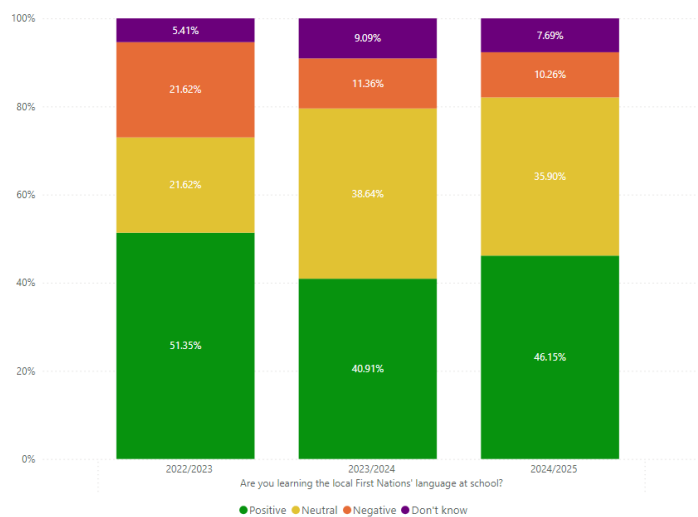


Grade 7

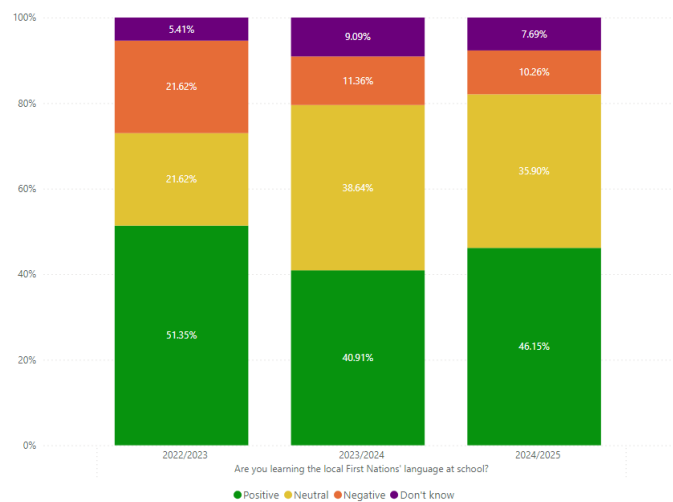
At school, are you learning about local First Nations?



Are you learning the local First Nations' language at school?



Are you learning the local First Nations' language at school?



Equity of Access

ÉCHE is committed to providing accessible educational opportunities for all students to achieve their goals. We recognize that each child learns differently and requires diverse supports. It is our responsibility to ensure that all students have access to the quality educational opportunities they need to succeed on their learning journey.

Goal

1. Enhance our learning environments to build diverse supports, ensuring students feel connected, engaged, and safe to take learning risks.

Strategies

For Students:

- Provide leadership opportunities such as morning announcements, Grade 7 leadership roles, lunch monitors, leaders at the Remembrance Day Ceremony, and Big Buddies program.

For Adults:

- Conduct annual September classroom review meetings for teachers to discuss the strengths and needs of their learners.

Structures

- Hold School-Based Team meetings to develop and implement Tier 2 interventions for learning and social-emotional learning (SEL) needs.
- Conduct Extended School-Based Team meetings to develop and implement Tier 2 and Tier 3 interventions for learning and SEL needs.
- Collaborate with the District Inclusive Education Department.

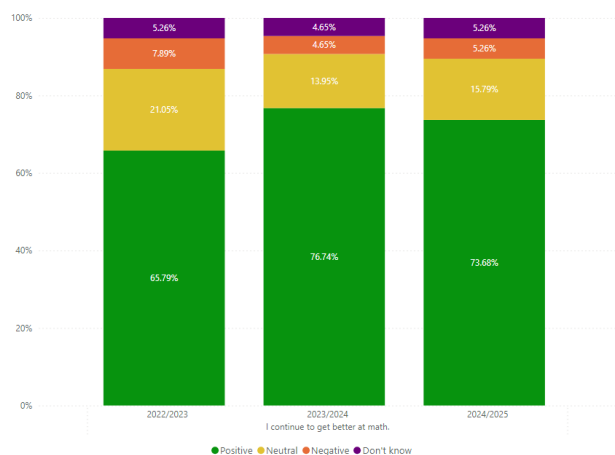
Success Measures

- Use the Student Learning Survey administered to grades 4 and 7 to measure a 5% increase in students recognizing their improvement in numeracy and literacy.

Equity of Access

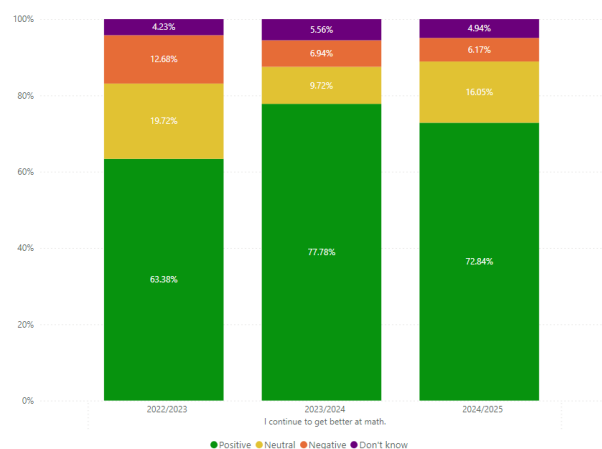
Grade 4

I continue to get better at math.

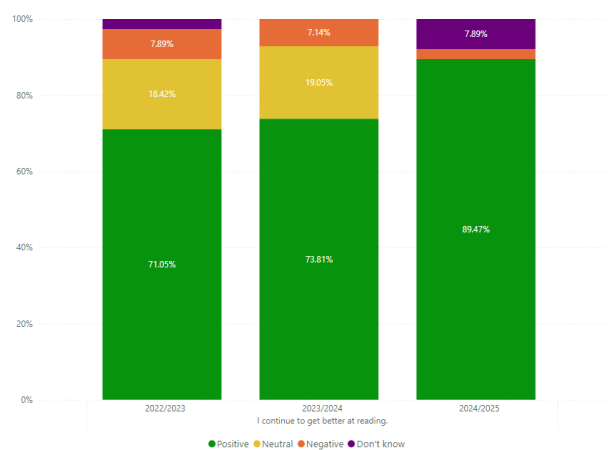


Grade 7

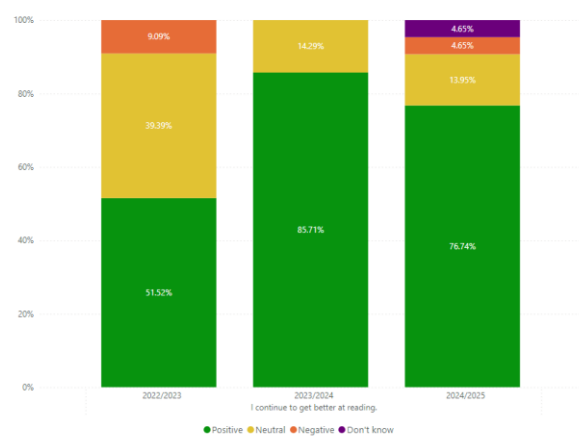
I continue to get better at math.



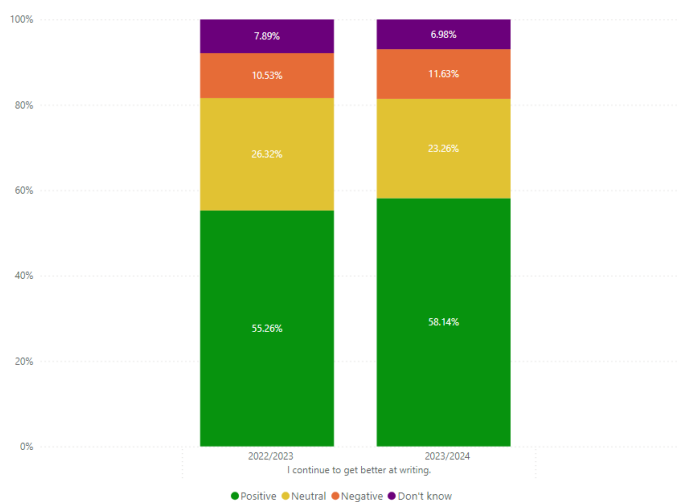
I continue to get better at reading.



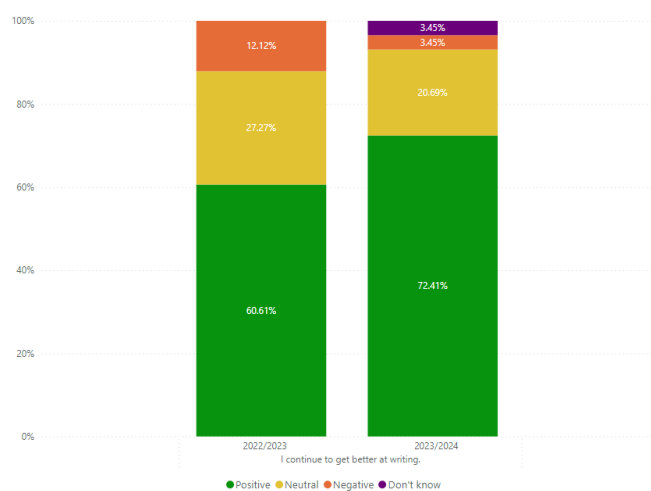
I continue to get better at reading.



I continue to get better at writing.



I continue to get better at writing.



Wellness

We believe that for students to thrive academically, they need culturally safe, caring, and inclusive learning environments. It is crucial to emphasize the support for mental health, physical health, and overall well-being of our students, staff, and families.

Goal

1. To learn about and implement school-wide and classroom-based approaches that teach students strategies for managing stress, anxiety, and mental health concerns.

Strategies

For Students:

- Regular check-ins with Youth Care Workers (YCW), Indigenous Education Workers (IEW), and school counselor.
- Monthly assemblies celebrating student achievements.
- Offering students SD 57 feeding futures meals program.
- Open Parachute: A mental health curriculum designed to help students develop coping strategies and resilience.
- Extra-curricular sports: cross country, volleyball, basketball, relays, track, baseball.
- Extra-curricular activities: Quiz Me, lunchtime clubs, Red Cedar, lunchtime monitoring, lunchtime groups with Indigenous Education Workers, choirs.
- Invite guest speakers to classes to provide valuable insights and expertise that align with and enhance the Health Education curriculum.

For Adults:

- Engaging in professional development focused on wellness.
- Exploring and learning about various classroom programs such as WITS (Walk away, Ignore, Talk it out, Seek help), Growth Mindset, and Zones of Regulation, Open Parachute.

Structure

- Wolf Pack staff team focuses on creating and implementing programs and activities that support the wellness of both staff and students, ensuring a healthy and supportive environment for everyone.

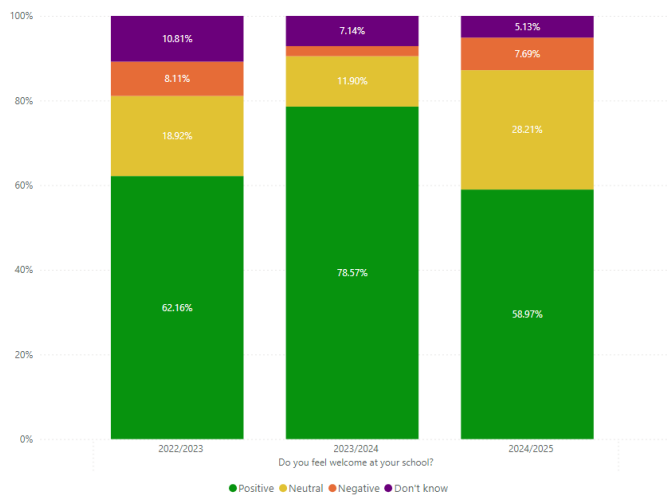
Success Measures

- A 5% increase in positive responses on the Grade 4 and 7 Student Learning Survey.

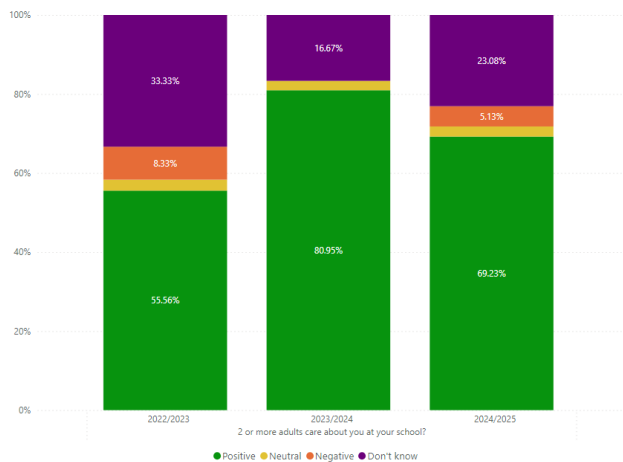
Wellness

Grade 4

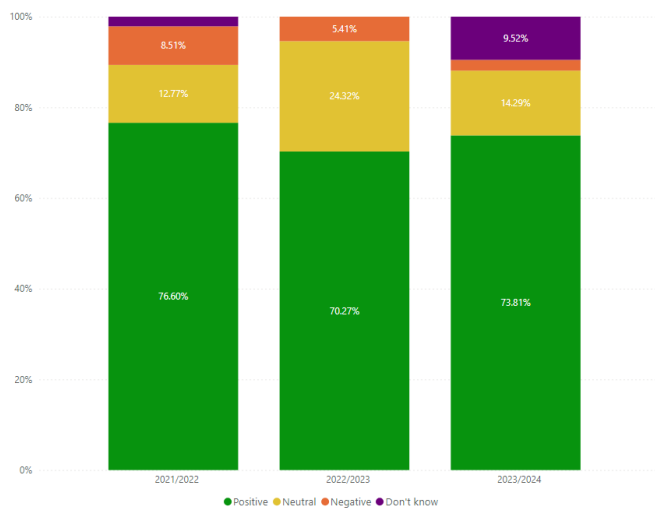
Do you feel welcome at your school?



2 or more adults care about you at your school?

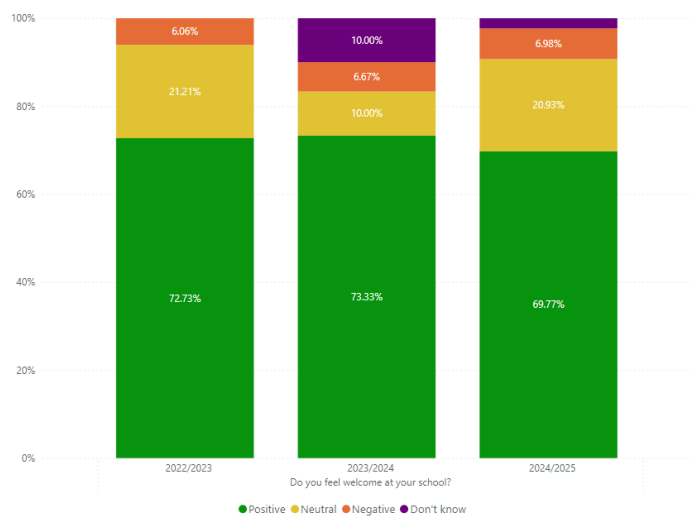


Do you feel safe at school?

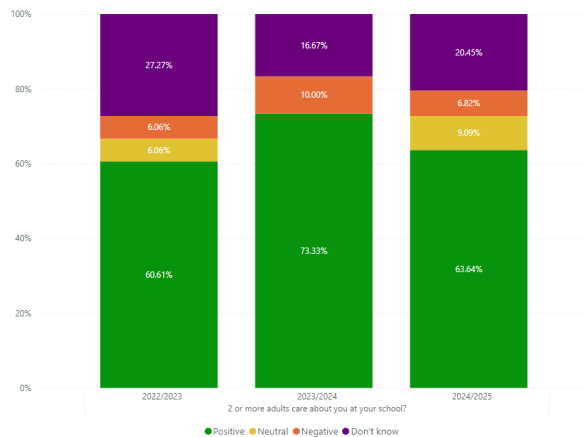


Grade 7

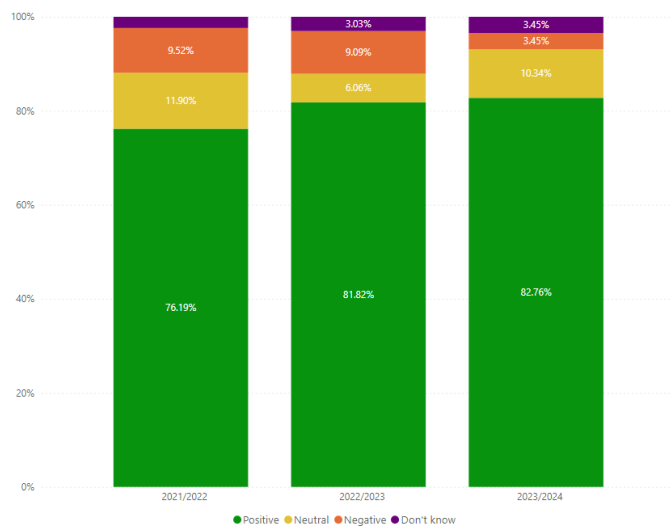
Do you feel welcome at your school?



2 or more adults care about you at your school?



Do you feel safe at school?



Learning

We aim to create engaging and innovative learning communities that offer options and choices for all students to succeed. Our primary focus will be on enhancing literacy and numeracy skills.

Goal

1. To use data-informed practices to guide instruction and improve student learning.

Strategies

For Students:

- Provide necessary interventions and adaptations.
- Conduct Provincial, District, and school-based assessments.
- Teachers, through their daily practice, collect both formative and summative information about students to continuously assess and support their learning progress.

For Adults:

- Develop land-based learning opportunities.
- Create opportunities for staff to collaborate, analyze data, and plan based on results. Our focus moving forward will be Numeracy in 2025.
- Participate in professional development focused on literacy and numeracy.
- Staff will participate in a book club focused on *Powerful Writing Structures* by Adrienne Gear. This professional learning initiative will provide staff with strategies to improve writing instruction, leading to increased student engagement and stronger writing outcomes.

Structures

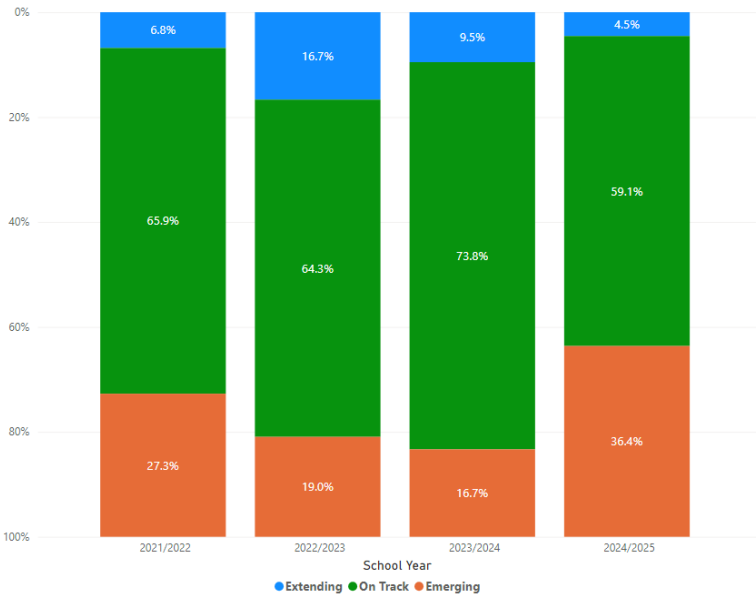
- Hold annual September classroom review meetings for teachers to discuss the strengths and needs of their learners.
- The Learning Resources Team, consisting of teachers and principal, will purchase responsive resources ensuring alignment with the school plan.
- Conduct School-Based Team meetings to develop and implement Tier 2 interventions for learning and social-emotional learning (SEL) needs.
- Hold Extended School-Based Team meetings to develop and implement Tier 2 and Tier 3 interventions for learning and SEL needs.

Success Measures

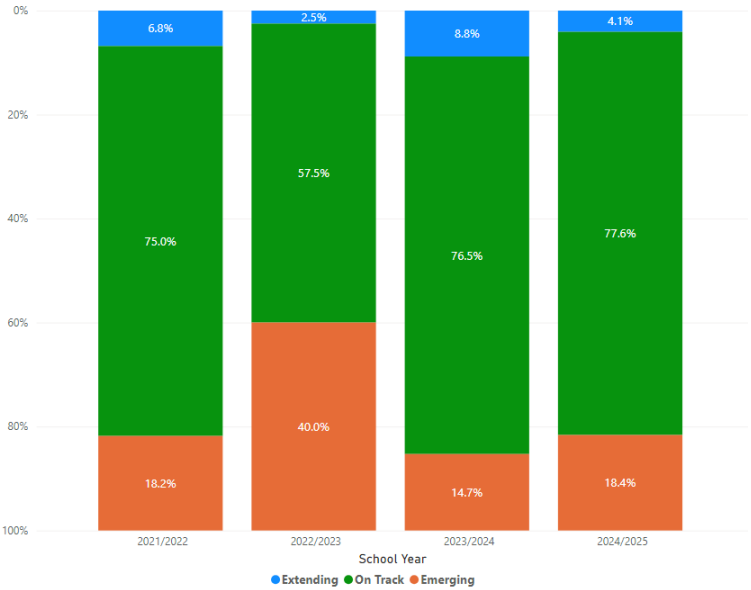
- Monitor progress through Foundation Skills Assessment (FSA) and classroom-based assessments.
- Aim for a 5% increase in students being “on track” in literacy and numeracy as indicated by the FSA.

Learning

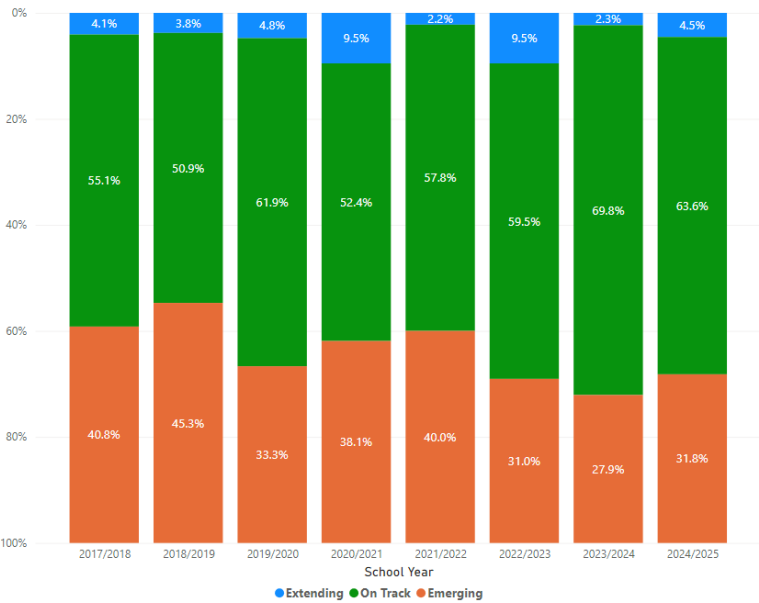
FSA Literacy Trend College Heights Elementary, Grade 4



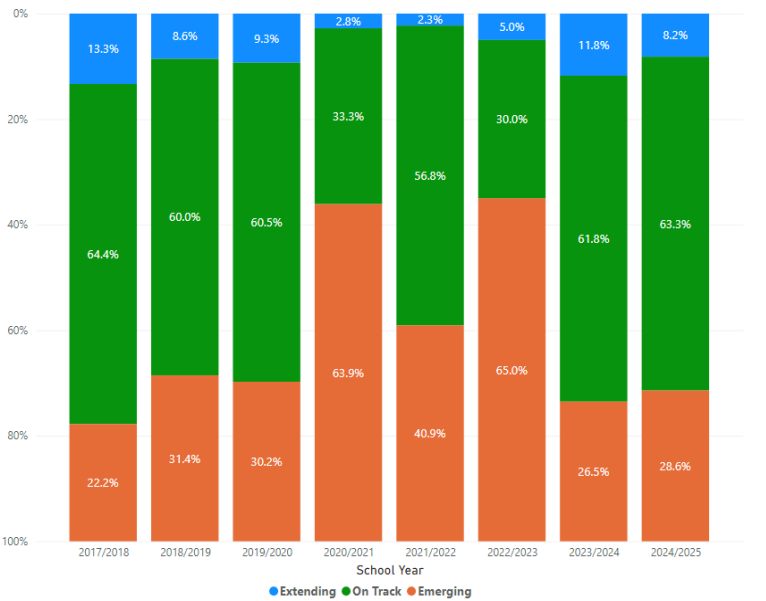
FSA Literacy Trend College Heights Elementary, Grade 7



FSA Numeracy Trend College Heights Elementary, Grade 4



FSA Numeracy Trend College Heights Elementary, Grade 7



Summary

École College Heights will conduct an annual review of our school plan and its implementation. This review process will include active engagement with our school community, facilitated through our PAC (Parent Advisory Council), and parents are encouraged to participate for meaningful collaboration. Additionally, our staff will consistently assess and reflect on our actions to ensure alignment with the goals outlined in our School Plan for Student Success (SPSS). Based on these collaborative reviews, we will refine and adjust our strategies to better support our school goals.

Our continuous improvement cycle will ensure:

- Ongoing evaluation of strategy effectiveness
- Collaboration and communication with the PAC and staff
- Regular analysis of data
- Adjustments to strategies based on the review outcomes

For additional Information, please visit

[B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](https://gov.bc.ca/224133-2f511e11-be7b-400e-9028-c84abfaae3dd.pdf)

[224133-2f511e11-be7b-400e-9028-c84abfaae3dd.pdf \(edl.io\)](https://edl.io/224133-2f511e11-be7b-400e-9028-c84abfaae3dd.pdf)

[Framework for Enhancing Student Learning - Province of British Columbia \(gov.bc.ca\)](https://gov.bc.ca/framework-for-enhancing-student-learning)