

College Heights Secondary School

School Plan for Student Success 2026-2027



PREAMBLE

College Heights Secondary is part of School District No. 57 and resides on the unceded ancestral lands of the Lheidli T'enneh First Nation. Located in southwest Prince George, CHSS serves approximately 980 students in Grades 8-12 and employs approximately 85 staff members. The school offers a wide range of academic, athletic, cultural, leadership, and extracurricular opportunities that support student success, well-being, and graduation completion. Through strong partnerships with families, community organizations, and the Parent Advisory Council, CHSS is committed to creating a school culture where all students feel connected, engaged, and supported in their learning.

SCHOOL LEARNING GOAL

To increase student engagement, attendance, and sense of belonging through intentional, targeted, and responsive supports for students who may be struggling to find success.

RATIONALE

We will identify learner needs, implement responsive strategies, and measure the impact of those actions on student outcomes.

School-based evidence indicates opportunities to strengthen student engagement and connection to school. Attendance, sense of belonging, and engagement are directly connected to academic achievement, literacy and numeracy growth, course completion, and graduation success.

Evidence informing this goal includes:

- Attendance data
- Student Learning Survey results
- Student voice and leadership feedback
- Literacy and numeracy assessment data
- Graduation completion rates

By strengthening connections between students, staff, learning, and school activities, we believe students will attend more consistently, engage more fully in their learning, and experience greater success.

Evidence

Measure	Current (September 2024-25) awaiting current data	Jan. 2027	June 2027
Attendance Rate - Sept. 8/26-Oct. 16/26 (absences per block, less than 80% attendance)	Grade 8: 11.7% Grade 9: 21% Grade 10: 25.3% Grade 11: 15.9% Grade 12: 24.9%		
Graduation Success rate	90% (2024/25)		
Student Learning Survey (proficiency rate)	54% (2024/25)		

Literacy Data (proficient/extending)	awaiting current data		
Numeracy Data (proficient/extending)	awaiting current data		

STRATEGIES TO ACHIEVE SCHOOL-WIDE GOAL

Connect

- Strengthen relationships between students and caring adults.
- Increase opportunities for student voice and leadership.
- Encourage participation in clubs, athletics, fine arts, outdoor education, leadership, and school events.

Notice

- January and June check in and measurements, engagement, and achievement data will be assessed.
- Identify students requiring support early.
- Utilize District Learning Time (DLT) and staff collaboration to examine barriers to success.

Respond

- Implement timely interventions for students experiencing attendance or engagement concerns.
- Coordinate supports through teachers, counsellors, Youth Care Workers, Indigenous Education staff, and Administration.
- Engage families as partners in student success.

Reflect

- Review evidence during DLT and staff meetings.
- Adjust supports based on student outcomes.
- Celebrate growth and successful practices.

Our belief is that if we intentionally increase student connection opportunities, belonging, participation, and timely intervention, then attendance, engagement, achievement, and graduation success will improve.

MONITORING AND EVALUATION

Success will be measured through evidence of impact on students and school outcomes.

Student Evidence

- Improved attendance rates
- Reduced chronic absenteeism
- Improved Student Learning Survey results (related to belonging)
- Increased participation in school activities
- Literacy and numeracy growth
- Improved course completion rates

School Evidence

- Graduation completion rates
- Attendance trends
- Participation rates
- Measures of belonging and connectedness

Impact Questions

Throughout the year, staff will consider:

- What are we noticing about student engagement?
- Which students are experiencing success and which require additional support?
- Which strategies are having the greatest impact?
- What evidence demonstrates improved engagement, belonging, and attendance?

- What adjustments are needed to increase our impact?
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REPORTING

Progress toward the goal will be communicated through:

- Monthly staff meetings
- Distributed Learning Time sessions
- PAC meetings
- School newsletters and communications
- Mid-year and year-end evidence review

In June, staff will conduct an Impact Review to determine:

1. What impact did our actions have on students?
2. What strategies demonstrated the greatest impact?
3. What barriers remain?
4. What should we continue, adjust, or discontinue next year?

This evidence will inform future planning and support continuous improvement at College Heights Secondary.

