

Celebration/Célébration



Lester B. Pearson School Board
Commission scolaire Lester-B.-Pearson

Fiers de notre passé. Passionate about our Future

Educational Project: Secondary

Pierrefonds Community High School



2019-2022

Lester B. Pearson School Board

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MISSION

Pierrefonds Community High School is dedicated to the academic education and overall development of inquiring, knowledgeable and caring young adults. With the efforts of the staff and students, and support of our parents and community, PCHS will:

- Prepare students for future educational and/or occupational endeavours.
- Instill in students a respect and understanding of other individuals and cultures.
- Create a safe environment that promotes cooperation, pride, tolerance, common courtesy, self-confidence, social responsibility, and environmental awareness.
- Provide educational opportunities that challenge students to fulfill their potential and result in age-appropriate literacy, problem-solving capabilities, and media literacy.
- Develop students in a functional fluency in English and French.
- Ensure that all students are supported in their efforts to develop perseverance, punctuality, study skills, and consistency of efforts.
- Help balance the student experience through participation in creative and performing arts, athletics and school life.

In these ways, PCHS seeks to foster active and lifelong learning in all members of the school community.

VISION

At PCHS, we strive to deliver learning characterised by exploration, connectedness, and a broader, real purpose. We seek to provide our students with a culture of innovation that will engage our students in critical thinking. We find value in preparing our students to become healthy, holistic human beings who not only contribute to but also create the common good in today's world.

To Strive – To Seek - To Find

SCHOOL PROFILE

Pierrefonds Community High School is situated in the Pierrefonds-Roxboro borough of Montreal. It serves the English-speaking community north of Highway 40. Composed of the students from two different school communities, Pierrefonds Community High School and Riverdale High School, the school's population has increased by nearly 40% from the 2018/19 school year.

The two school communities came together in September 2019.

The current school population is 965 students.

Through its rich variety of academic programs and extracurricular activities, the school supports its students to achieve their full potential as learners and well-rounded citizens. PCHS works collaboratively with parents and community partners in order to provide optimal opportunity for student success. The vast majority of our students graduate and move on to CEGEP, attending John Abbott College, Dawson or Vanier or they pursue vocational studies.

The programs of study offered at PCHS are the International Baccalaureate Program (IB MYP), French Immersion Program, English Core Program, Work Oriented Training Program Semi-Skilled (WOTP 1 year), Work Oriented Training Program Pre-Work (WOTP 3 year), VEEP (Project Particulier), Crossroads, and Visions. These programs offer a wide variety of academic possibilities that cater to all learners in an effort to provide an environment of success.

The extracurricular programs at PCHS are varied. A full complement of sporting clubs and teams at multiple levels (recreational and competitive) are offered through GMAA and intramurals. Cultural activities are also offered such as Improv, Comic book club, theatre (PC Players), Art club, and Radio support multiple interests and skills.

Technology is embedded throughout the school. With two computer labs, an innovation lab, two interactive whiteboard spaces, Smart TV spaces, Chromebook carts, iPad carts, and projectors/Smart Boards in every classroom, PCHS gives students the opportunity to hone those skills needed for success in this technological world.

Student Exit Profile

Through deep learning and student-centered approaches, graduates of Pierrefonds Community High School will possess the basic knowledge and skills that will assure their proficiency in literacy, problem solving and use of technology. They will be responsible citizens, lifelong learners, and will be prepared for a variety of post-graduation options. Upon graduation, P.C.H.S. students are expected:

- To have acquired competencies in all academic subjects to their academic potential.
- To be bilingual and biliterate (students who are able to read, speak and write in French and in English).
- To be responsible digital citizens and proficient users of technology.
- To have developed an understanding of our world through scientific, historical, cultural and environmental perspectives.
- To have learned to show respect for self and others, regardless of differences
- To have participated in a wide range of experiences, particularly in service to the community that will have had a positive impact on the development of the whole person.

Academic Program – Approaches to Learning

Academic Programs Offered at Pierrefonds Community High School: P.C.H.S. offers a variety of academic programs in order to meet the needs of our diverse student population. All programs offered are accredited through the Quebec Ministry of Education (MEES).

1. Secondary School Diploma:
 - a. English Immersion: Students in this stream take all courses in the English language with the exception of French Second Language. Students in this program follow the basic French Second Language program.
 - b. French Immersion: Students in the immersion stream take courses in both English and in French from Secondary 1 to Secondary 5. Courses such as social sciences are taught in French in the immersion program. Students who complete the immersion program will take Français Langue Seconde, Programme Enrichi.
 - c. IBMYP: Students in the International Baccalaureate Middle Years Program follow the immersion program, and are exposed to enrichment activities which go beyond the ministry requirements at each grade level. It is a challenging program in which students complete a personal project in year 5 and undergo E assessment in order to obtain IBMYP certification.
2. Work-Oriented Training Path (WOTP) Certification: WOTP enables young people with learning difficulties to pursue their studies through adapted instruction in different contexts, and to obtain certification through qualifying training which prepares them for the job market.
 - **Approaches to Learning:** Pierrefonds Community High School is committed to implementing innovative pedagogical practices, as well as providing opportunities for students in and out of the classroom, in order to produce well rounded citizens. Our emphasis is focused on:
 - **Use of Technology:** Through our programs we will develop responsible digital citizens who use technology responsibly for both academic and social purposes. Collaboration: Our students will develop the skills needed to work in teams, learn from and contribute to the learning of others, social networking skills and empathy in working with others. In addition, our teachers will work in interdisciplinary teams in order to produce authentic learning situations for our students which will further help develop students' cross-curricular competencies.
 - **Citizenship:** Community involvement is at the heart of our school. We endeavour to have our students develop sensitivity and respect for all ethnicities, cultures, religions, sexual orientation, genders and gender identities.

Building Professional Capacity

In order to increase student achievement P.C.H.S. endeavours to:

1. Provide a number of support services to students including:
 - A. Academic Guidance Counselling
 - B. Psychological Services
 - C. Social Work Services
 - D. Resource and integration support for students identified with learning difficulties
 - E. FSSTT and Planning Room support for students with behavioural issues
 - F. Health Services
2. Support teachers as they build their professional capacity P.C.H.S. is committed to the following initiatives to provide opportunities for improvement and collaboration:
 - A. Google Teacher Certification:** Teachers will be supported as they become familiarized with Google Apps for Education (GAFE), including Google Classroom. Certification requires passing a test administered by Google and ensures a minimum level of familiarity and competence have been achieved.
 - B. Collaborative Cross-Curricular Projects:** Teachers are released in order to build authentic, interdisciplinary learning resources, which are intended to help students make connections between their classes, and increase engagement in their learning.
 - C. Participation in professional development:** Teachers will be encouraged to participate in school, school board and provincial opportunities for professional development.
 - D. Pilot school for N.P.D.L.:** New Pedagogies for Deep Learning is a philosophy of learning and teaching that seeks to develop the following competencies in our students; collaboration, creativity, critical thinking, citizenship, character and communication. Deep learning is characterised by exploration, connectedness and broader, real-world purposes.
3. Provide access to technology through our Library Learning Commons, Learning Common areas and Mobile Labs:
 - Helping students become responsible digital citizens is an important focus at P.C.H.S. Engaging our students through collaboration and creativity while using the most modern technologies is of paramount importance.
 - Technology is the primary resource and the main tool of communication for the 21st century learner. Our Library Learning Commons, Learning Common Areas and Mobile Labs seek to make technology accessible to all students in order to engage all students. This, regardless of their academic level or learning style.

Challenges:

Everyone Achieving Full Potential Achievement	Inclusive Ed. Settings Wellness & Student Engagement	Mobilization of Partners & Stakeholders
1. Increase success rate for students by preparing them for post-secondary life	1. Address the whole person; body, mind, spirit	1. Increased authentic student involvement in school life
2. Increase literacy throughout all levels and subjects in both English and French.	2. Foster a sense of belonging (school and community)	2. Increase communication of activities within the school to promote involvement
3. Maintain standards throughout all levels, subjects, and programs to ensure rigour and success.	3. Raise awareness of the impact of technology	3. Increased student involvement in our greater community
4. Foster a culture of success.		

Broad Area of Intervention 1 Everyone achieving their full potential

Orientation: Improving Achievement

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
Improving Achievement:	4. Increase success rate for students by preparing them for post-secondary life	<ul style="list-style-type: none"> Recognition of success, achievement, and citizenship in all programs at all levels. 	<ul style="list-style-type: none"> Student of the month
			<ul style="list-style-type: none"> Academic Achievement Assembly
			<ul style="list-style-type: none"> Gold pass, over 80%
		<ul style="list-style-type: none"> Study block/student skill/homework option class 	<ul style="list-style-type: none"> Organization and Methodology
		<ul style="list-style-type: none"> Peer mediation and mentorship 	<ul style="list-style-type: none"> Inter-grade mentorship
	2. Increase literacy throughout all levels and subjects in both English and French.	<ul style="list-style-type: none"> Implementation and continuation of enrichment and improvement programs (IB, DELF, ESL, community partnership) 	<ul style="list-style-type: none"> Increased diagnostic
			<ul style="list-style-type: none"> Increased success
		<ul style="list-style-type: none"> Literacy tracking of reading and writing levels in all grades and levels. 	<ul style="list-style-type: none"> Increased remediation
	3. Maintain standards throughout all levels, subjects, and programs to ensure rigour and success.	<ul style="list-style-type: none"> Maintain entry requirements for Math, Science, and French 	<ul style="list-style-type: none"> Increased success on standardized assessment (MEES, Board, School)
		<ul style="list-style-type: none"> Teacher collaboration between grades and subjects 	<ul style="list-style-type: none"> Increased success on standardized assessment (MEES, Board, School)
Reduce the gap in success rates between various groups of students.	4. Foster a culture of success.	<ul style="list-style-type: none"> Personalize learning (ALPS, IB) 	<ul style="list-style-type: none"> Increased success.

Commented [1]:

Broad Area of Intervention 2
An inclusive environment for development,
learning and success

Orientation: Healthy, safe and caring environments.

LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
Wellness	1. Address the whole person; body, mind, spirit	<ul style="list-style-type: none"> ● ECAs encouraging healthy lifestyles (green days, nutrition, etc) 	<ul style="list-style-type: none"> ● Creation of more outlets for students to release energy ● Meditation
		<ul style="list-style-type: none"> ● Create a more harmonious learning environment. 	<ul style="list-style-type: none"> ● Reduce non-academic noise level ● Creation of quiet spaces.
		<ul style="list-style-type: none"> ● Address stress/anxiety levels of the school community. Mental illness - stress, anxiety and pressure 	<ul style="list-style-type: none"> ● Questions for Tell Them From Me- Do you know who to go to for help at PCHS...be specific ● Meditation at the beginning of class to promote wellness and focus. School initiative. Meditation group at common breaks (Take 20)
	2. Foster a sense of belonging (school and community)	<ul style="list-style-type: none"> ● Creation of activities that encourage a community spirit 	<ul style="list-style-type: none"> ● Staff vs. student activities ● Theme days – pj day example ● Team building for students and staff
		<ul style="list-style-type: none"> ● Community service 	<ul style="list-style-type: none"> ● Community breakfast ● Opening BBQ for the community ● Informal and positive police visits with students <ul style="list-style-type: none"> ○ Retired officers ○ JAC Police Tech ○ Active Police Officers
	3. Raise awareness of the impact of technology	<ul style="list-style-type: none"> ● Formally address the use of technology as a tool for learning. 	<ul style="list-style-type: none"> ● Teach students how to manage their schedules and be organized. ● Assemblies for internet safety and laws ● Digital citizenship
		<ul style="list-style-type: none"> ● Address cell phone usage in the school 	<ul style="list-style-type: none"> ● Limit/reduce/monitor usage

Broad Area of Intervention 3 Mobilization of partners and stakeholders and support of educational success			
Orientation:			
LBPSB COMMITMENT TO SUCCESS	SCHOOL OBJECTIVES	INDICATORS	TARGET
Strengthening Engagement	4. Increased authentic student involvement in school life	● Student involvement in extra and co-curricular activities	● All students should be involved in at least one activity in the school
		● Fitness and sport opportunities open to all students	● Increased student involvement
		● Offer a wide range of Arts and Options courses	● Reinstatement of Music and/or Dance. ● Creation of option courses based on interest and skills of the community
		● Creation of a common event to pull the community together	● Participation in the event
	5. Increase communication of activities within the school to promote involvement	● Install technology to convey information	● Increased participation
		● Community service	● Service as Action
	6. Increased student involvement in our greater community	● Leadership	● More student-led activities
		● Activities that reflect the diversity of our community	● Increase in interest and participation