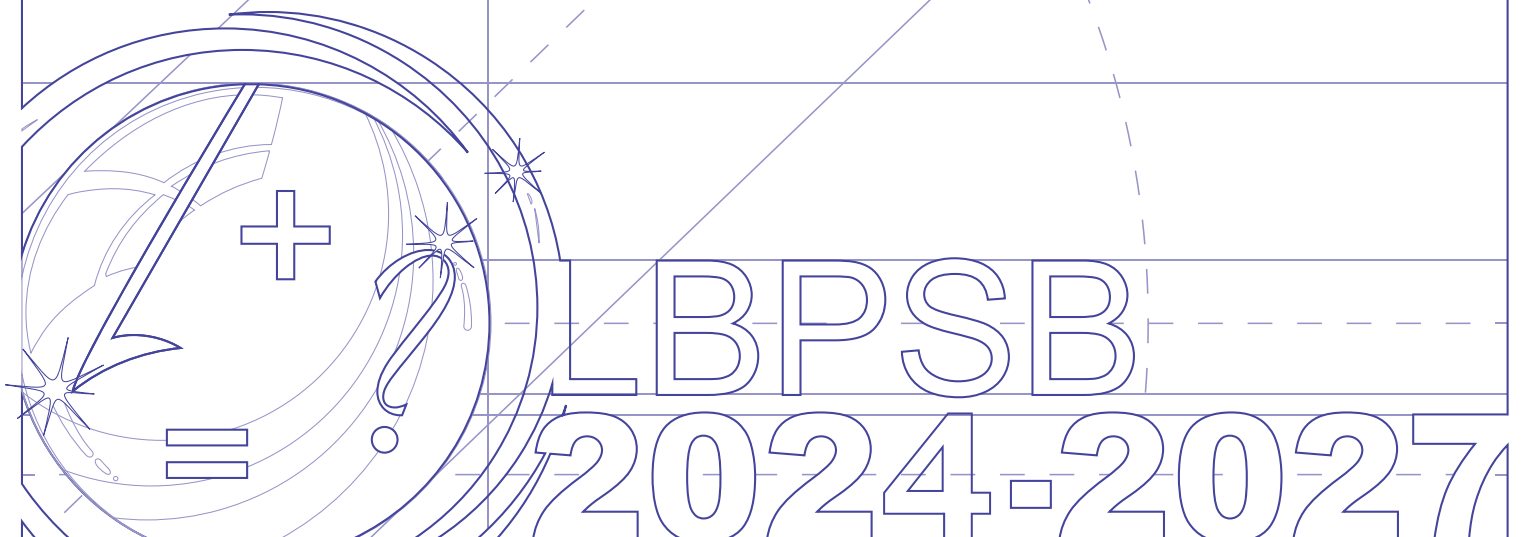




Educational Project 2024-2027

School Name: Pierrefonds Community H.S.

Approved on: June 8, 2024





VISION

Achieving **excellence** by maximizing the potential of each individual.
Atteindre l'**excellence** en maximisant le potentiel de chacun.



VALUES / VALEURS

Community • Communauté

We promote local and global citizenship through strong engagement.
Promouvoir la citoyenneté locale et mondiale grâce à un engagement solide.

Inclusion • Inclusion

We reflect and celebrate diversity.
Refléter et souligner la diversité.

Innovation • Innovation

We support creativity and a spirit of inquiry.
Appuyer la créativité et l'esprit de recherche.

Integrity • Intégrité

We commit to honesty, equity and accountability.
Encourager l'honnêteté, l'équité et la responsabilité.

Respect • Respect

We foster a respectful, nurturing and safe environment.
Favoriser un environnement respectueux, stimulant et sécuritaire.

Provincial Alignment

The Ministry of Education developed a strategic plan comprised of 5 orientations and 9 objectives. Please note this table does not indicate orientations 4 and 5, or objectives 3, 6, 7, 8, 9, as they do not pertain to school boards. Language used in the MEQ Strategic Plan is not subject to modification by the LBPSB and is not necessarily reflective of our views on **equity, diversity, dignity, and inclusion**.

Orientation 1: Make the success of our students a top priority for Quebec society
Objective 1: Increase student success rates
Orientation 2: Make Vocational training a truly attractive option
Objective 2: Modernize and enhance vocational training
Orientation 3: Making schools and centres welcoming spaces
Objective 4: Develop new specific “Special School Project”
Objective 5: Maintain a climate of caring, well-being and safety in schools and centres

To attain the targets set by the Ministry of Education, the Lester B. Pearson School Board developed a Commitment-to-Success plan comprised of 3 orientations and 9 objectives that is aligned with the orientations set by the Ministry of Education, ensuring coherence and synergy in our efforts to enhance education in Quebec.

LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.
LBPSB Objective 1: Increased enrollment in different pathways to success
LBPSB Objective 2: Ensure all schools and centres develop and implement a process to ensure they regularly assess students growth and plan to act on areas of challenge
LBPSB Objective 3: Increased systemic capacity to meet the needs of students
LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.
Objective 4: Established effective onboarding and mentoring program for all employee groups
LBPSB Objective 5: Improved principal/director and teacher collaboration towards implementation of research-based practices for instruction and support
LBPSB Objective 6: Improved work efficiency related to the flow of information, and communication structures at the school board
LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.
Objective 7: Improved sense of well-being in the LBPSB community
Objective 8: Improved sense of belonging in the LBPSB community
Objective 9: Lead with empathy throughout the network

Educational Project

School Board alignment

1. Improve effectiveness at meeting the academic needs of diverse learners.
2. Objective 1: Increased enrollment in different pathways to success.
3. Students who are offered an opportunity to meet their academic needs in an environment and pace that suits their learning needs have greater success. Enrollment in the alternative path programs remains healthy and their success rate is very high.
4. Objective 3: increased systemic capacity to meet the needs of students.
5. PCHS's programs and approaches to learning directly impact student success. Those students experiencing academic or personal challenges have access to a variety of services and resources scaffolded to meet their specific needs.

Summary of Educational project:

School Orientation 1: Improve student success

School Objective 1: Yearly identify student foundational need to be targeted.
Implement measures to support identified need.
Increase success rate for students by preparing them for post-secondary life

School Objective 2: Increase literacy throughout all levels and subjects in both English and French.

School Objective 3: Maintain standards throughout all levels, subjects, and programs to ensure rigour and success.

School Orientation 2: Fostering citizenship through empathy, school spirit, and mutual respect to maintain a healthy, safe, and caring environment.

School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on.
Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning.
Health and well being. To ensure that students develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality.

School Objective 5: Foster a sense of belonging (school and community)

School Objective 6: Raise awareness of the impact of technology

School Orientation 3: Increase student engagement in academics, school life, and the community.

School Objective 7: Increased authentic student involvement in school life

School Objective 8: Increase communication of activities within the school to promote involvement

School Objective 9: Increased student involvement in our greater community

School Context

Pierrefonds Community High School (PCHS) is a vibrant educational institution committed to providing a nurturing and inclusive learning environment for students from diverse backgrounds. Our school community comprises a dynamic mix of 850 students, each bringing unique talents, perspectives, and aspirations to our classrooms.

Our dedicated team of educators plays a pivotal role in shaping the educational experience at PCHS. With a focus on academic excellence and social emotional health, our 64 highly qualified teachers are passionate about fostering a love for learning and equipping students with the skills they need for success in an ever-evolving world.

Supporting the academic and extracurricular endeavors of our students is a team of 40 support staff members who directly support our students, and contribute to the smooth functioning of various administrative and logistical aspects of the school. Their commitment to creating a conducive and organized environment ensures that students can fully engage in their educational journey.

In addition to our teaching and support staff, 8 professionals (psychologist, nurse, speech language pathologist, social worker, guidance counselor, nurse, Child and Family Development Consultant, Youth Outreach Consultant) work collaboratively to address the diverse needs of our student body. This comprehensive approach to education underscores our commitment to providing a well-rounded and inclusive learning experience for all.

Our school is comprised of families from diverse socio-economic and cultural backgrounds. The socio-economic levels in our community contribute to the unique fabric of PCHS. Our school and community strengths lie in fostering a sense of inclusivity, where each student is valued and supported. The collaborative efforts of teachers, parents, and community members create an environment that encourages academic achievement, personal growth, and social responsibility.

As a school community we are very proud of the following strengths we bring to the educational experiences of our students:

- An array of inclusive programs that address all levels of academics and interests
- Celebration of our diverse multicultural population
- Caring and supportive learning environment

Our school also faces challenges which we diligently work towards addressing in order to support our students and community.

- Student engagement and sense of belonging
- Digital citizenship
- Diverse learners in the same classroom

At Pierrefonds Community High School, we take pride in our collaborative community where students, teachers, support staff, and professionals work together to create an atmosphere of academic rigor, creativity, and personal growth. Through a rich tapestry of experiences, Pierrefonds Community High School aims to inspire lifelong learners and responsible global citizens.

Programs of Study and Approaches to Learning

PCHS 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).

Secondary School Diploma:

English Core: 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.

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 are expected to complete the Français Langue Seconde, Programme Enrichi.

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 externally moderated eAssessments in order to obtain IBMYP certification.

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. PCHS is a Bring Your Own Device (BYOD) since the 2023/24 school year. Each student has a dedicated device to use throughout the school day.
- **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. Many classrooms have pivoted towards classroom environments that foster collaboration and community by offering a Universal Design for Learning (UDL) environment. Some spaces have alternate lighting while others have a variety of seating options.
- **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. PCHS has a long standing history of leadership activities. There is a leadership club in the Middle School and courses in leadership in the senior grades. In the 2023/24 school year PCHS hosted nearly 40 extra curricular activities that involved participation from students, staff, and the community.
- **Support:** PCHS offers many opportunities for student support outside of their structured schedule. Academic support is offered to both the Middle School and senior students after school. An in-house tutor offers support in core subjects throughout the week at lunch and breaks. Francisation is offered to those students who are new to the province and who require dedicated support in French. Support for those students re-writing MEES exams are offered a complimentary series of tutorials to ensure success. PCHS is reinstating the Teacher Advisory Group (TAG) which serves as a homeroom. This opportunity allows the students to forge connections with other students outside of their regular classes. Mentorship is offered on many levels throughout their years at PCHS. Students in crisis will meet with a member of the student services team. Depending on the needs, the following are available: FSSTT technician, Toxico technician, Guidance Councilor, School Psychologist, School Nurse, Speech and Language Pathologist, and Planning Room Technician. Resource blocks are also offered to students who need dedicated and ongoing support.

Orientation 1: Improve student success

LBPSB Orientation 1 Improve effectiveness at meeting the academic needs of diverse learners.		
School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need. Increase success rate for students by preparing them for post-secondary life	Indicator Baseline Data	2026-2027 Target
School Indicator 1: Yearly evaluate the efficacy of implemented measure. Recognition of success, achievement, and citizenship in all programs at all levels.	Current grade level, graduation, and completion rates for all programs.	Increased grade level, graduation, and completion rates for all programs.
School Indicator 2: Mediation and mentorship	Statistics for interventions for all levels.	Decrease in interventions in all levels.
School Indicator 3: Organization and Methodology	Encourage students to improve their organizational skills.	Offer study skills instruction, resource blocks, homework program, and Teacher Advisory Group (TAG).
School Objective 2: Increase literacy throughout all levels and subjects in both English and French.	Indicator Baseline Data	2026-2027 Target
School Indicator 4: Implementation and continuation of enrichment and improvement programs (IB, ESL, community partnership)	IB, Immersion, English Core, ESL, ALPS, resource, Francisation	Increase in remediation for literacy in all subjects in both English and French.
School Indicator 5: Reinforce key concepts, vocabulary and terms for all subjects, grades, and levels.	Progression of learning	Increase ministry, board, and local exam success rates.
School Objective 3: Maintain standards throughout all levels, subjects, and programs to ensure rigour and success.	Indicator Baseline Data	2026-2027 Target
School Indicator 6: Collaboration to prepare and use common evaluations for mid-year and final examination in local courses.	Use of common evaluations for mid-year and end of year exams.	All students receive homogenous instruction throughout grades and programs to prepare them for common exams.
School Indicator 7: Prerequisite grades and courses for advanced study.	Maintain entry requirements for Math, Science, and French	Increased success rates on standardised assessment (MEES, Board, School) through better placement of students.
School Indicator 8: Standardisation of assessment throughout levels and programs.	Teacher collaboration between grades and subjects	Increased success rates on standardised assessment (MEES, Board, School) through better preparation throughout the year.

Orientation 2: Fostering citizenship through empathy, school spirit, and mutual respect to maintain a healthy, safe, and caring environment.

LBPSB Orientation 3: Make social emotional health a priority at the LBPSB. Objective 7: improved sense of well-being in the LBPSB community as it addresses empathy, respect, and a safe and caring environment.		
School Objective 4: Principal and staff collaborate to select 1 Cross Curricular Competency or Broad Area of Learning, to improve on. Yearly implementation of practices to improve on 1 Cross Curricular Competency or Broad Area of Learning. Health and well being. To ensure that students develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality.	Indicator Baseline Data	2026-2027 Target
School Indicator 9: Yearly evaluate the efficacy of implemented practices. Address the whole person; body, mind, spirit	Results from Our School Survey (OSS), interventions via student service teams, workshops, and assemblies.	Based on the results from OSS, increased awareness of services available to students and staff.
School Indicator 10: Address stress/anxiety levels of the school community. Mental illness - stress, anxiety and pressure	Results from Our School Survey (OSS), interventions via student service teams, workshops, and assemblies.	Based on the results from OSS, reduce the levels of anxiety and stress. Increased SSD interventions and peer mediations
School Indicator 11: ECAs encouraging healthy lifestyles (green days, nutrition, etc)	Current participation in ECAs and other school activities.	Increased participation in ECAs and other school activities.
School Objective 5: Foster a sense of belonging (school and community)	Indicator Baseline Data	2026-2027 Target
School Indicator 12: Creation of activities that encourage a community spirit	Current participation in school wide activities.	Increased participation in school wide activities
School Indicator 13: Community service	Current participation in community service activities.	Increased participation in community service activities.
School Objective 6: Raise awareness of the impact of technology	Indicator Baseline Data	2026-2027 Target
School Indicator 14: Formally address the use of technology as a tool for learning.	Assemblies, code of conduct, communication with parents, students, and all other stakeholders.	Increased understanding of the impact of technology as a tool for learning.
School Indicator 15: Address cell phone usage in the school	Limit/reduce/monitor usage	Students will use technology for educational purposes during school hours.

Orientation 3: Increase student engagement in academics, school life, and the community.

LBPSB Orientation 3: Make social emotional health a priority at the LBPSB Objective 8: Improved sense of belonging in the LBPSB community as address authentic student involvement.		
School Objective 7: Increased authentic student involvement in school life	Indicator Baseline Data	2026-2027 Target
School Indicator 16: Student and staff involvement in extra and co-curricular activities	Current ECA and co-curricular activity participation.	Increased participation by students and staff in ECA and co-curricular activities.
School Indicator 17: Offer a wide range of arts and options courses.	Current course option handbook.	Increased offering and participation in arts and options courses.
School Objective 8: Increase communication of activities within the school to promote involvement	Indicator Baseline Data	2026-2027 Target
School Indicator 18: Use of technology to convey information to the student population	Announcements, community memos, staff memos, and bulletin boards.	Increased participation.
School Objective 9: Increased student involvement in our greater community	Indicator Baseline Data	2026-2027 Target
School Indicator 19: Create activities that reflect the diversity of the school and greater community.	Multicultural day, Kwanza celebrations, Black History Month, Chinese New Year assembly, Pride Assembly, Orange Shirt Day, etc.	Continuation of the diversification of assemblies and activities in our school.
School Indicator 20: Increase leadership opportunities for students and staff.	Student led activities (Ice Breakers, Welcome BBQ, Open House, etc).	Increased leadership activities in and out of the school.
School Indicator 21: Increase community service opportunities	Partnership with feeder schools and other stakeholders and IBMYP Service As Action participation.	Increased involvement in community service activities within the greater community