Educational Project: Secondary

Pierrefonds Comprehensive High School

2015-2020
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MISSION Statement

Mission Statement

Pierrefonds Comprehensive High School is a community secondary school, 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.
- Instil 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, P.C.H.S. seeks to foster active and lifelong learning in all members of the school community.
**EDUCATIONAL PROJECT**

<table>
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<tr>
<th>VISION Statement</th>
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<tr>
<td>At P.C.H.S. we <strong>seek</strong> to provide our students with a culture of innovation that will engage our students in critical thinking. We <strong>strive</strong> to deliver learning characterised by exploration, connectedness and broader, real purposes. We <strong>find</strong> 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.</td>
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**To Seek-To Strive-To Find**
Through deep learning and student-centered approaches, graduates of Pierrefonds Comprehensive 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.
### Community Profile

Pierrefonds Comprehensive High School (P.C.H.S.) is a bilingual community school located in the North-West end of the Island of Montreal. The school serves students from the Pierrefonds-Roxboro district as well as many students from neighboring boroughs such as Dollard-Des-Ormeaux, Ile Bizard, and Kirkland. P.C.H.S. takes great pride in its "community" environment. Through its rich variety of academic programs and extra-curricular activities, the school supports its students achieve their full potential as learners and well-rounded citizens. P.C.H.S. 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.

### School Portrait

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<tr>
<td><strong>School Capacity</strong></td>
<td>1100</td>
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<tr>
<td><strong>Total Number of Students Registered</strong></td>
<td>656</td>
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<td><strong>Programs of Study</strong></td>
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<tr>
<td>- Pilot school for N.P.D.L (New Pedagogies for Deep Learning)</td>
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<tr>
<td>- International Baccalaureate Program</td>
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<td>- French Immersion Program</td>
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<td>- English Immersion Program</td>
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<tr>
<td>- Work Oriented Training Program Semi-Skilled (1 year)</td>
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<td>- Work Oriented Training Program Pre-Work (3 years)</td>
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<td>- VEEP (Project Particulier)</td>
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<td>- Work Study</td>
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<td><strong>Number of Students With Handicaps, Social Maladjustments, or Learning Difficulties</strong></td>
<td>229</td>
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### Academic Programs Offered at Pierrefonds Comprehensive 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:
- **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.
- **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 Francais 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 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 Comprehensive 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. 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 Common, 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.
The Lester B. Pearson School Board:

works with its community to provide a healthy, safe, respectful and inclusive learning environment in which there is flexibility for all students to reach their full potential. prepares individuals to assume their roles as responsible, competent and successful citizens who are capable of working cooperatively within an ever-changing society. measures its actions and decisions against the core values stated in the Lester B. Pearson School Board Vision Statement.

STRATEGIC DIRECTIONS

1. Improving Achievement
2. Ensuring Wellness
3. Strengthening Engagement
### LOCAL SUCCESS TARGETS AND OBJECTIVES: Pierrefonds Comprehensive High School

#### Strategic Direction 1: Improving Achievement

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TARGET</th>
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| **To increase the number of students under the age of 20 who graduate or acquire a qualification by 2020.** | 1. Ensure students are appropriately placed in pathways, programs and options.  
2. Identification of at-risk students in secondary 1 and 2 for alternative pathways in secondary 3 or 4.  
3. Develop and build upon existing curricular delivery models that provide flexibility and engage students’ diverse talents and interests.  
2. Number of resource meetings to discuss student achievement appropriate placement and support for students. | 1. Combined Graduation and Certification rate of 95%  
2. 30 meetings will take place  
3. Identify 100% of students who may continue in an alternative pathway by March of secondary 2. |
| **To increase student success in secondary school Mathematics, Science and Technology, History of Quebec and Canada, English Language Arts and French.** | 1. Rapid and ongoing intervention for students at-risk, with learning difficulties or social maladjustments.  
2. Implement collaborative, and innovative teaching strategies to engage student learning.  
3. Provide regular opportunities for teachers to discuss learning and evaluation.  
4. Provide intensive tutorial sessions for students enrolled for ministry exams.  
Further strategies identified in the LBPSB Strategic Plan. | 1. Percentage of identified students placed on IEPs with support measures in place.  
2. Success rates in required courses for graduation with Ministry exams:  
   a. Secondary 4 Math  
   b. Secondary 4 Science and Technology  
   c. Secondary 4 History of Quebec and Canada and Histoire  
   d. Secondary 5 English Language Arts  
   e. Secondary 5 French Second Language | 1. 100% of identified and at-risk students will be placed on an IEP with support measures in place.  
2. Success rates in required courses for graduation with ministry exams will be at 85% or higher following the exam cycle (June, August, January). |
### Strategic Direction 2: Ensuring Wellness

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<th>OBJECTIVE</th>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TARGET</th>
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<td><strong>To strengthen healthy lifestyles and positive mental health.</strong></td>
<td>1. Ensure that students have access to support services and community health professionals. 2. Implement and review the annual school engagement portrait via Tell Them From Me Student Engagement Thematic Report. 3. Encourage participation in school clubs, trips and teams.</td>
<td>1. Tell Them From Me Survey (TTFM) Social Emotional Indicator: Sense of Belonging in School. 2. TTFM Indicator: Advocacy at school.</td>
<td>1. Equal to or above the Canadian norm (73% in 2017-2018) 2. Equal to or above the Canadian norm (2.9 out of 10)</td>
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<td><strong>To encourage learners to adopt a healthy and physically active lifestyle.</strong></td>
<td>1. Promote student involvement in extra-curricular sports teams and activities. 2. Support and encourage initiatives that promote a healthy and physically active lifestyle. (For example: Energy/movement breaks, Recreation and sports options, emotional well being activities and events).</td>
<td>1. Number of extra-curricular sports teams and activities offered/Percentage of students participated (TTFM). 2. Number of specific initiatives promoting healthy lifestyle choices.</td>
<td>1. Minimum of 25 activities or teams offered in a school year / 65% of students (TTFM) 2. 3 Initiatives</td>
</tr>
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<td><strong>To foster safe and caring relationships within the school, the community and the digital environments.</strong></td>
<td>1. Maintain the annual school safety portrait via the Tell Them From Me Bullying and School Safety Thematic Report. 2. Provide professional development activities to support the LBPSB Digital Citizenship Program.</td>
<td>1. TTFM Secondary School Indicator: Feel Safe Attending School (Bullying and School Safety Report). 2. Number of Professional Development activities provided or supported.</td>
<td>1. 90% of students will feel safe at school 2. Minimum of 4 professional development opportunities</td>
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### Local Success Targets and Objectives: Pierrefonds Comprehensive High School

#### Strategic Direction 3: Strengthening Engagement

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<th>OBJECTIVE</th>
<th>STRATEGIES</th>
<th>INDICATORS</th>
<th>TARGET</th>
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| **To have our students engaged in their learning.** | 1. Encourage initiatives emphasizing collaboration, creativity, communication, critical thinking, citizenship and character.  
2. Provide professional development sessions for faculty that foster cooperation, creativity, communication, critical thinking, citizenship and character.  
2. Number of professional development activities provided to teachers designed to improve differentiated practice.  
3. Tell Them From Me Survey Intellectual Engagement Indicators: Interest and Motivation. | 1. 75% of students place moderate to high effort into their studies.  
2. 4 professional development activities.  
3. 60% of students have moderate to high interest and motivation. |
| **To have our students engaged in the world around them.** | 1. Establish school-wide strategy for managing P.C.H.S. School's digital presence.  
2. Provide enriching extra-curricular activities and trips which target citizenship. | 1. The number of active social media platforms integrated into our home web page. (Website, Facebook, Instagram, Google Classroom, Teacher websites...).  
2. Number of extra-curricular activities and trips which target citizenship / percentage of student participation. | 1. 4 regularly updated digital platforms.  
2. 10 activities or trips per year / 65% of students. |
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<th>Document</th>
<th>Last Updated</th>
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<td><strong>Appendix B:</strong> Anti-Bullying, Anti-Violence Plan (ABAV) <a href="http://pchs.lbpsb.qc.ca/EdProject/ABAVPlan.pdf">http://pchs.lbpsb.qc.ca/EdProject/ABAVPlan.pdf</a></td>
<td>June 2018</td>
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<td><strong>Appendix C:</strong> Student Code of Conduct <a href="http://pchs.lbpsb.qc.ca/EdProject/Conduct.pdf">http://pchs.lbpsb.qc.ca/EdProject/Conduct.pdf</a></td>
<td>June 2018</td>
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<td><strong>Appendix D:</strong> Guiding Principles Special Needs Department (School Board Document) <a href="http://www.lbpsb.qc.ca/content/policies/Special_Needs_Policy_3_5_sept2013.pdf">http://www.lbpsb.qc.ca/content/policies/Special_Needs_Policy_3_5_sept2013.pdf</a></td>
<td>September 2013</td>
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