



**Success Plan  
2010-2015  
Pierrefonds Comprehensive H.S.**

# Success Plan For Pierrefonds Comprehensive H.S. for 2010-2015

## Introduction

The Pierrefonds Comprehensive High School Success Plan for 2010-2015 is based on the Lester B. Pearson School Board's Strategic Plan entitled "Together We Learn: Partnering for Student Success" and the PCHS Educational Project which was reviewed and revised in 2009. The PCHS School Success Plan outlines a clear direction and defines our priorities for the coming five years. At PCHS, it is our responsibility to ensure that every student in our school has the opportunity to excel. Our success plan provides a road map to meet that responsibility. It is built on the foundation of work accomplished through our 2006-2009 success plan and ensures that our goals are achievable, our progress is measurable and that we are accountable to those who place their trust in Pierrefonds Comprehensive High School.

Our success plan has been developed with input from our stakeholders and in accordance with the strategic directions of the Ministry of Education, Leisure & Sports and the four identified pillars of our schoolboard's strategic plan. We believe the objectives and strategies we have chosen represent key areas that will increase the success rate of our students. At PCHS student success is the force that drives all our actions.

## Characteristics of the School

**Pierrefonds Comprehensive High School** has been a community high school since 1971. PCHS takes pride in the uniqueness and diversity of its multi-cultural environment. It serves students with different learning needs who come to us from a variety of backgrounds. Our school currently serves over 1100 students, primarily from Pierrefonds but also from neighbouring boroughs.

The staff at PCHS is committed to meeting the needs of all students. Four distinct programs of study are provided, as well as a wide variety of services and extra-curricular activities.

### Our School...

- provides Work Oriented Training, English, French Immersion and International Baccalaureate Programs.
  - o The Work Oriented Training Program permits students to pursue general education studies to prepare for the workforce by taking the pre-work training program in preparation for a trade.
  - o The English Program allows the students to graduate with a High School Diploma.
  - o The French Immersion Program allows students the opportunity of learning different subjects in French, as well as graduating with a French Immersion High School Diploma.
  - o The International Baccalaureate Program requires that students learn different subjects in French, complete a personal project and meet their community service hours. Students in the IB Program graduate with an IB Middle Years Diploma in addition to a French Immersion High School Diploma.
- has created a middle school program, in a distinct area of the school, in order to better meet the needs of the early adolescent.
- implements an accelerated French Program for all students where students write the Secondary V French exam in Secondary IV and, if successful, take an enhanced French Language Arts course in Secondary V.
- offers exciting courses, including: film & creative writing, accounting & entrepreneurship, dance, gourmet cooking, sports administration, psychology, spinning, leadership, Spanish etc.
- boasts a strong Student Services Team comprised of a Social Worker, School Nurse, Spiritual & Community Life Animator, Resource Teacher, School Psychologist, Planning Room Technician, Guidance Counsellor and Work Study Program Coordinator.
- is a member of Peaceful Schools International.

### Enhancements to Student Life

- # Interscholastic & Intramural Sports
- # Leadership Crew
- # Green Team
- # Junior & Senior Band
- # Drama Society & Improv. Team
- # Trojan Times Student Newspaper
- # Student Radio
- # Stained Glass Club
- # Variety Show
- # Acappella group
- # Bead Society
- # Cycling Club
- # A wealth of Clubs & Committees

### Facilities

PCHS is housed in a facility with many advantages:

- 600 seat newly renovated auditorium/theatre;
- spacious, fully automated library whose catalogue is accessible from home through the portal and the PCHS website;
- open concept atrium & cafeteria with giant skylight;
- spiritual and mediation center; and,
- vocational training facilities.

The teaching areas include:

- 60 computer equipped classrooms, several with electronic white boards;
- shared electronic white board room;
- 11 outstanding science labs;
- 2 fully equipped and integrated computer labs;
- 2 music rooms, including 4 additional practice rooms;
- 3 well equipped art rooms; and,
- a fully equipped culinary training facility.

The Physical Education facilities are second to none, and feature:

- gym field house;
- gymnasium;
- gymnastic room;
- weight & cardio training rooms;

- 6 tennis courts; baseball diamond;
- football field;
- soccer field; and,
- outdoor track and field area.

**Mission**

Pierrefonds Comprehensive High School is a bilingual community secondary school, dedicated to the academic education and overall development of adolescents.

PCHS provides diverse academic programs designed to challenge students to fulfill their individual potential. These programs are complemented by active support for social development and by extracurricular activities, providing the best possible educational experience.

PCHS encourages a sense of community and a respect and understanding of other individuals and cultures, these values being paramount to creating a safe learning environment.

**Vision**

PCHS strives to ensure our students graduate with the academic and life skills necessary to succeed and the desire to be lifelong learners.

**Our Values**

**Student Success**

- › Striving to increase the student success rate in all areas.

**Respect for Others**

- › Actively promoting respect among all partners in the education process.

**Shared Decision-Making**

- › Involving all partners - staff, students and parents - in the decision-making process.

**Multicultural Character**

- › Celebrating our internationally diverse student population.

**School Portrait**

**PIERREFONDS COMPREHENSIVE HIGH SCHOOL**

	2004-2005	2005-2006	2006-07	2007-2008	2008-2009
Total Number of Students Registered	1085	1058	1086	1186	1179
Students Entering with Delay	4.6%	5.5%	6.2%	2.5%	2.5%
Proportion of Students Identified with handicaps, Social Maladjustments or Learning Difficulties					
Drop Out Rate:	5.3%	5.8%	4.8%	6.0%	
Graduation /Certification Success Rate:	85.4%	85.3%	84.2%	79.9%	

**Result of MELS Uniform Exams**

	June 2005	June 2006	June 2007	June 2008	June 2009
French Sec 5	91.9%	94.6%	87.3%	86.5%	82.1%
French Reading			65.2%	57.0%	60.7%
French Writing			95.2%	85.8%	88.9%
English Sec 5	91.7%	90.4%	91.7%	86.4%	87.8%
Math Sec. 5	71.4%	69.7%	61.5%	61.1%	43.9%
Science Sec. 4	79.7%	67.8%	65.8%	74.1%	68.7%
History Sec. 4	67.8%	61.7%	75.5%	69.2%	
Histoire Sec. 4	100.0%	80.6%	92.3%	100.0%	

# Action Plan

## Strategic Directions 1: Maximize Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To increase the graduation rate and qualification rate	<ol style="list-style-type: none"> <li>1. Offer tutorials at lunch and/or after school throughout the school year and especially before each formal exam period.</li> <li>2. Identify Secondary 5 students at risk of failing and offer them academic mentoring through the Resource Team.</li> <li>3. Continue the Literacy Intervention Program through Literacy Unlimited.</li> <li>4. Late entry used for both horizontal &amp; vertical teacher meetings to address Cross-Curricular Competencies and harmonization of curriculae at each grade level.</li> <li>5. Create, as much as possible, groups of students with similar educational needs. (behavioural vs. educational)</li> <li>6. Provide Work Oriented Path and Work Study Program.</li> <li>7. Resource Room available to students for developing study skills techniques.</li> <li>8. Variety of engaging option courses provided based on student interest, where possible.</li> </ol>	<p>The success rate of the MELS Secondary 4 Science &amp; Technology, Secondary 4 Math Options and Secondary 4 History &amp; Citizenship exam results</p> <p>Secondary 1 student reading levels in English/French (sampling of students with difficulties)</p> <p>The percentage of graduates</p> <p>Number of students attending tutorials.</p> <p>The success rate of students in groupings with specific needs.</p> <p>Qualification rates for students in Work Oriented Path and Work Study Program.</p>	<p>An increase in the graduation rate and qualification rate to 84% by 2015</p> <p>A 5% increase in the success rate of MELS Secondary 4 Math exam results by 2015</p> <p>A 5% increase in the success rate for MELS Secondary 4 Exam results in Science &amp; Technology by 2015</p> <p>A 3% increase in the success rate for MELS Secondary 4 Exam results in History &amp; Citizenship by 2015</p> <p>50% of sampled students (with difficulties) will be at level.</p> <p>Increase in the number of tutorials available to students.</p>

## Strategic Directions 1: Maximize Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To decrease the drop out rate	1. To continue with a comprehensive intramurals program in the gyms/outside at lunch time and after school.  2. Provide a variety of interesting clubs and activities for students, with special emphasis on activities for boys and secondary 3 students: # Battle of the Bands # Leadership Crew # Green Team # Junior & Senior Band # Drama Society & Improv. Team # Trojan Times Student Newspaper # Student Radio # Stained Glass Club # Variety Show # Acappella group # Bead Society # Cycling Club  3. Provide Work Oriented Path and Work Study program. 4. Variety of engaging option courses provided based on student interest, where possible.	The number of student drop outs.  The number of male drop outs.  Number of students involved in extra-curricular activities.	A 10 % reduction in the overall number of students who drop out by 2015.  A 10% reduction in the number of boys who drop out by 2015.  30% of students involved in extra curricular activities.



## Strategic Directions 1: Maximize Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
To increase the French and English literacy levels.	<ol style="list-style-type: none"> <li>1. Implement an accelerated French Program for all students where students write the Secondary V French exam in Secondary IV and, if successful, take an enhanced French Language Arts course in Secondary V.</li> <li>2. Continue the additional English reading support program through the resource team.</li> <li>3. Continue the Literacy Intervention Program through Literacy Unlimited.</li> <li>4. Invite more French guest speakers, plays etc for students.</li> <li>5. Use a leveled reading program to increase reading levels in French.</li> <li>6. Increase the percentage of French taught in Sec. 1, 2 &amp; 3.</li> <li>7. Emphasize reading and writing through the use of portfolios (in both languages) .</li> </ol>	<p>The success rate on the MELS Secondary 5 Uniform Exam results in French Reading &amp; Writing.</p> <p>The success rate on the MELS Secondary 5 Uniform Exam results in English Reading &amp; Writing.</p> <p>Percentage of Secondary 1 students who have achieved the required reading level in French.</p> <p>The number of French activities (guest speakers, plays, etc.) for students.</p> <p>The success rate in English and French for Secondary 2.</p>	<p>A 3% increase in the success rate for MELS Secondary 5 Uniform Exam results in French Writing by 2015.</p> <p>A 5% increase in the success rate for MELS Secondary 5 Uniform Exam results in French Reading by 2015.</p> <p>A 2% increase in the success rate for MELS Secondary 5 Uniform Exam results in French Writing by 2015.</p> <p>A 2% increase in the success rate for MELS Secondary 5 Uniform Exam results in French Reading by 2015.</p> <p>An increase in the number of French activities in the school.</p> <p>80% of Secondary 1 students reading at the required level in French.</p> <p>A 5% increase in the success rate in English and French for Secondary 2.</p>

## Strategic Directions 1: Maximize Student Success in a Culture for Learning

Objective	Strategies	Indicator	Targets / Results
<p>To increase the awareness, for all students, of the alternate educational pathways: Cegep Education, Vocational Programs, the Work Oriented Pathway and the Work Studies Program.</p>	<ol style="list-style-type: none"> <li>1. Expand the Work Study Program for students with special needs and students who would benefit from this program.</li> <li>2. Create a Work Oriented Path Program for 15 year olds.</li> <li>3. Increase the awareness of the vocational education programs through guest speakers and trips to the centres.</li> <li>4. Provide information sessions and guest speakers (CEGEP teachers &amp; students) related to CEGEP education as well as career counselling.</li> </ol>	<p>Graduation and qualification rates for all students.</p> <p>Percentage of students targeted for the Work Study Program and the Work Oriented Path Program that were placed in the program.</p> <p>Number of activities related to awareness of vocational education.</p> <p>Number of information sessions and guest speakers related to CEGEP education.</p> <p>Number of students using the "career surfing" web based application.</p>	<p>Increase in the graduation rate and qualification rate to 84% by 2015.</p> <p>Provide placements for 100% of students targeted for the Work Study Program and the Work Oriented Path Program.</p> <p>Increase in the number of activities related to awareness of vocational education.</p> <p>Increase in the number of information sessions and guest speakers related to CEGEP education.</p> <p>Increase in the number of students using the "career surfing" web based application.</p>

## Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
<p>To develop the staff capacity to support new initiatives and best practices.</p>	<ol style="list-style-type: none"> <li>1. Train Secondary 1 French Language Arts teachers in reading strategies.</li> <li>2. Send staff to workshops relating to their category</li> <li>3. Ensure that all PIC funds are distributed for professional development .</li> <li>4. Provide a "wellness retreat" for staff to learn effective time management and team building strategies.</li> </ol>	<p>Percentage of Secondary 1 French Language Arts teachers receiving reading strategies training.</p> <p>Number of staff attending workshops</p> <p>Percentage of available PIC funds used.</p> <p>Percentage of staff attending "wellness retreat"</p>	<p>100% of Secondary 1 French Language Arts teachers receiving reading strategies training.</p> <p>100% attendance rate for workshops provided in specific categories.</p> <p>100% of available PIC funds used.</p> <p>80% of staff attending "wellness retreat"</p>

## Strategic Directions 2: Fostering and Supporting a Commitment to Professional Growth for All

Objective	Strategies	Indicator	Targets / Results
To provide adequate professional development and mentoring for new staff members.	For new staff, where required:  * Offer DLP workshops by teachers for teachers.  * Continue with existing mentoring program.	Number of staff members attending DLP workshops.  Percentage of new staff mentored by existing staff.	80% of staff requiring DLP training attend DLP workshops.  100% of new staff mentored by existing staff.

### Strategic Directions 3: Promoting Wellness in a Safe & Caring Community

Objective	Strategies	Indicator	Targets / Results
<p>To support and expand programs that foster healthy living.</p>	<ol style="list-style-type: none"> <li>1. Continue to provide the MELS Sex Education Program - "Love, Friendship and Sexual Health" for all grade levels.</li> <li>2. Continue to provide a wide variety of extra curricular and inter-scholastic sports activities.</li> <li>3. Continue to provide extra health related option courses.</li> <li>4. Continue programs which allow staff to model a healthy lifestyle: sport coaching, spinning classes, weight room usage, bike club, track club.</li> <li>5. Provide a "wellness retreat" for staff to learn effective stress management strategies.</li> </ol>	<p>Percentage of students participating in the new MELS Sex Education Program.</p> <p>Number of extra curricular and inter-scholastic sports activities.</p> <p>Number of extra health related option courses.</p> <p>Percentage of staff participating in health related activities.</p> <p>Percentage of staff attending the "wellness retreat"</p>	<p>75% of students participating in the new MELS Sex Education Program.</p> <p>Maintain the number of extra curricular and inter-scholastic sports activities.</p> <p>Maintain the number of extra health related option courses.</p> <p>60% of staff participating in health related activities.</p> <p>80% of staff attending the "wellness retreat"</p>

### Strategic Directions 3: Promoting Wellness in a Safe & Caring Community

Objective	Strategies	Indicator	Targets / Results
<p>To provide a safe, secure, healthy and welcoming environment.</p>	1. Continue to provide programs for junior students involving Sec. 5 students.	Percentage of Sec. 5 students involved in programs for junior students	25% of Sec. 5 students involved in programs for junior students
	2. Maintain intramural sports program.	Continue to offer cross-age after-school and lunchtime activities.	Maintain cross-age after-school and lunchtime activities.
	3. Invite Community officers in as speakers to address concerns	Number of times the Community officer needs to come in and keep a record of the topics that needed to be addressed.	Number of suspensions for acts of physical or verbal aggression.
	4. Provide more garbage containers outside	Number of times required to go out and clean-up by students and the Green Committee	Number of times required to go out and clean-up by students and the Green Committee
	5. Add picnic tables on the junior side so they too can enjoy their lunches outdoors.	Number of teachers needed outdoors.	Number of Safe and Caring Schools Policy handed to parents regarding specific issues.
	6. Promote the Safe and Caring Schools Policy of the Lester B. Pearson School Board.	Percentage of staff eating lunch outside or in the cafeteria.	40% of staff eating lunch outside or in the cafeteria while students are present.
	7. Continue to have teachers join students during lunch hour or break times.	Written reports by the Green Committee indicating what projects were tackled regarding our school environment.	Number of reports by the Green Committee indicating what projects were tackled regarding our school environment.
	8. Continue with the Green Committee.	Maintenance of Peer Mediation Program.	Number of peer mediation interventions.
	9. Maintain Peer Mediation Program		