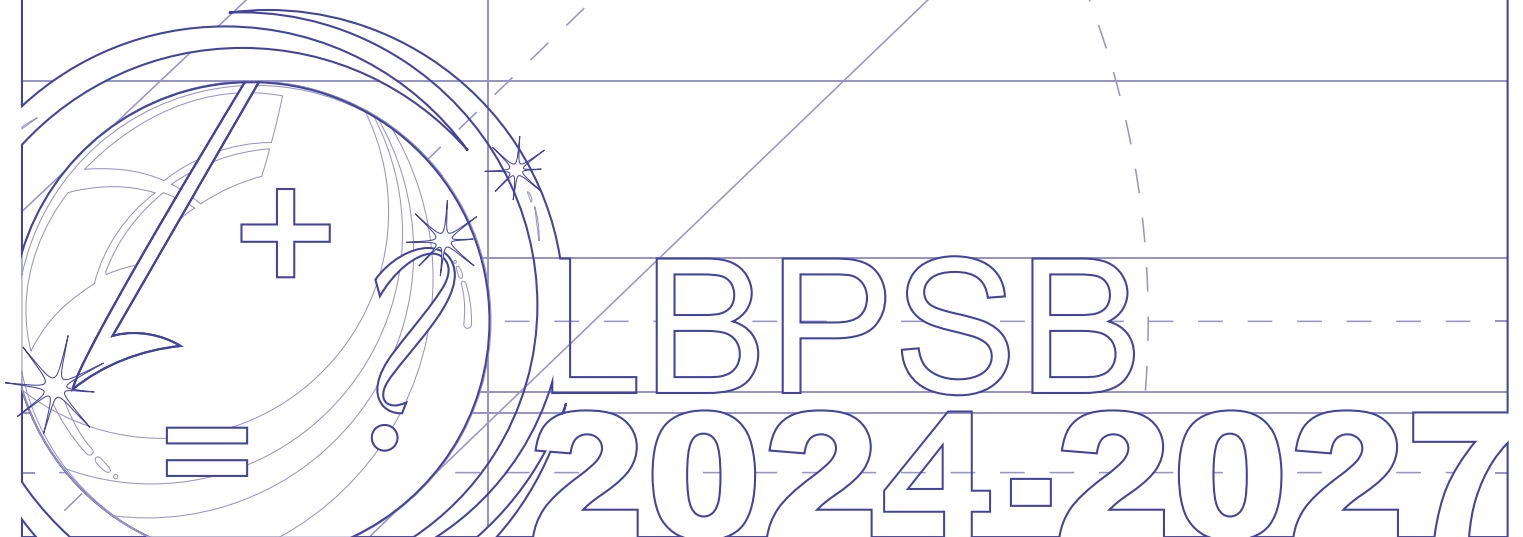




# Educational Project 2024-2027

**School Name:** Lasalle Community Comp. High School

**Approved on:** August 26, 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**.

<b>Orientation 1: Make the success of our students a top priority for Quebec society</b>
Objective 1: Increase student success rates
<b>Orientation 2: Make Vocational training a truly attractive option</b>
Objective 2: Modernize and enhance vocational training
<b>Orientation 3: Making schools and centres welcoming spaces</b>
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.

<b>LBPSB Orientation 1: Improve effectiveness at meeting the academic needs of diverse learners.</b>
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
<b>LBPSB Orientation 2: Enhance the leadership of in-school/centre teams at the LBPSB.</b>
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
<b>LBPSB Orientation 3: Make social emotional health a priority at the LBPSB.</b>
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

--

## Summary of Educational project:

### School Orientation 1: Improve Academic Success with a Focus on Literacy

School Objective 1: Yearly identify student foundational need to be targeted. Implement measures to support identified need.

School Objective 2: Increase phonemic awareness among students enrolled in the Regular French as a Second Language (FSL) program during cycle 1.

School Objective 3: Increase phonemic awareness among students in English during cycle 1

### School Orientation 2: Foster leadership within our school teams

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.

School Objective 5: Improved principal and teacher collaboration towards implementation of research-based practices for instruction and support to students

### School Orientation 3: Foster Sense of Belonging (Health and Wellbeing )

School Objective 6: Implement strategies to increase students' sense of belonging, engagement, and motivation. Recognizing that fostering a positive sense of belonging and participation in school life and enhance overall student well-being and academic success.

# School Profile

## School Context

LaSalle Community Comprehensive is nestled in a residential neighborhood in Lasalle, boasts a vibrant community atmosphere enriched by its diverse population. With 820 students, 58 teachers, 22 support staff, and 10 professionals, our institution prides itself on fostering a strong sense of community and support. We offer a plethora of extracurricular activities, catering to various interests, and boast a robust resource department. Our commitment to nurturing a supportive environment is steadfast, ensuring every student feels valued and empowered to succeed.

## Programs of Study and Approaches to Learning

At LCCHS, we offer a diverse range of academic programs tailored to meet the needs and interests of our students. Our Regular French as a Second Language program provides a comprehensive curriculum designed to foster critical thinking, creativity, and academic excellence where students attend French class daily. For students seeking a bilingual education, our French Immersion program offers students the opportunity to apply their French language skills to Social Studies and Science at the junior level. The IB (International Baccalaureate) program emphasizes inquiry-based learning, global awareness, and community engagement, preparing students for success in a rapidly evolving world. Our Work-Oriented Training Path (WOTP) program focuses on developing vocational skills and practical experience, ensuring graduates are well-equipped for the workforce. Additionally, our Phoenix program caters to secondary 5 students with diverse learning needs, offering personalized support and alternative pathways to academic achievement. Across all programs, LCCHS emphasizes student-centered approaches to learning, promoting collaboration, critical thinking, and lifelong learning skills essential for success in higher education and beyond.

# Orientation 1: Improve Academic Success with a Focus on Literacy

Improve Effectiveness at Meeting the Academic Needs of Diverse Learners		
<b>School Objective 1:</b> Yearly identify student foundational need to be targeted. Implement measures to support identified need.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 1:</b> Yearly evaluate the efficacy of implemented measure.	TBD	TBD
<b>School Objective 2:</b> Increase phonemic awareness among students enrolled in the Regular French as a Second Language (FSL) program during cycle 1.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 2:</b> Conduct a pre-assessment at the beginning of cycle 1 to gauge students' baseline phonemic awareness levels. Then, administer a post-assessment at the end of the cycle to measure any improvements. This can be done through standardized tests, teacher assessments, or observation-based assessment.	TBD	TBD
<b>School Indicator 3:</b> Regularly monitor individual students' progress in phonemic awareness through informal assessments or progress monitoring tools. This can help identify students who are making improvements and those who may need additional support.	TBD	TBD
<b>School Objective 3:</b> Increase phonemic awareness among students in English during cycle 1	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 4:</b> Conduct a pre-assessment at the beginning of cycle 1 to gauge students' baseline phonemic awareness levels. Then, administer a post-assessment at the end of the cycle to measure any improvements. This can be done through standardized tests, teacher assessments, or observation-based assessment.	Screener: CORE Phonics Survey-Sec 1	
<b>School Indicator 5:</b> Regularly monitor individual students' progress in phonemic awareness through informal assessments or progress monitoring tools. This can help identify students who are making improvements and those who may need additional support.	TBD	TBD

## Orientation 2: Foster leadership within our school teams

Enhance the Leadership of In-School Teams		
<b>School Objective 4:</b> 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.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 6:</b> Yearly evaluate the efficacy of implemented practices.	TBD	TBD
<b>School Objective 5:</b> Improved principal and teacher collaboration towards implementation of research-based practices for instruction and support to students	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 7:</b> Increase opportunities for collaboration	TBD	TBD

# Orientation 3: Foster Sense of Belonging (Health and Wellbeing )

Make Social-Emotional Health a Priority at the LBPSB		
School Objective 6: Implement strategies to increase students' sense of belonging, engagement, and motivation. Recognizing that fostering a positive sense of belonging and participation in school life and enhance overall student well-being and academic success.	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 8:</b> Higher levels of participation in classroom activities and extracurricular events may suggest that students feel more engaged and involved in their learning environment.	TBD	To reduce absenteeism, lates and missed classes
<b>School Indicator 9:</b> Conducting surveys focused on student well-being, including questions related to sense of belonging, engagement, and motivation, can provide quantitative data to measure progress over time.	TBD	To reduce absenteeism, lates and missed classes