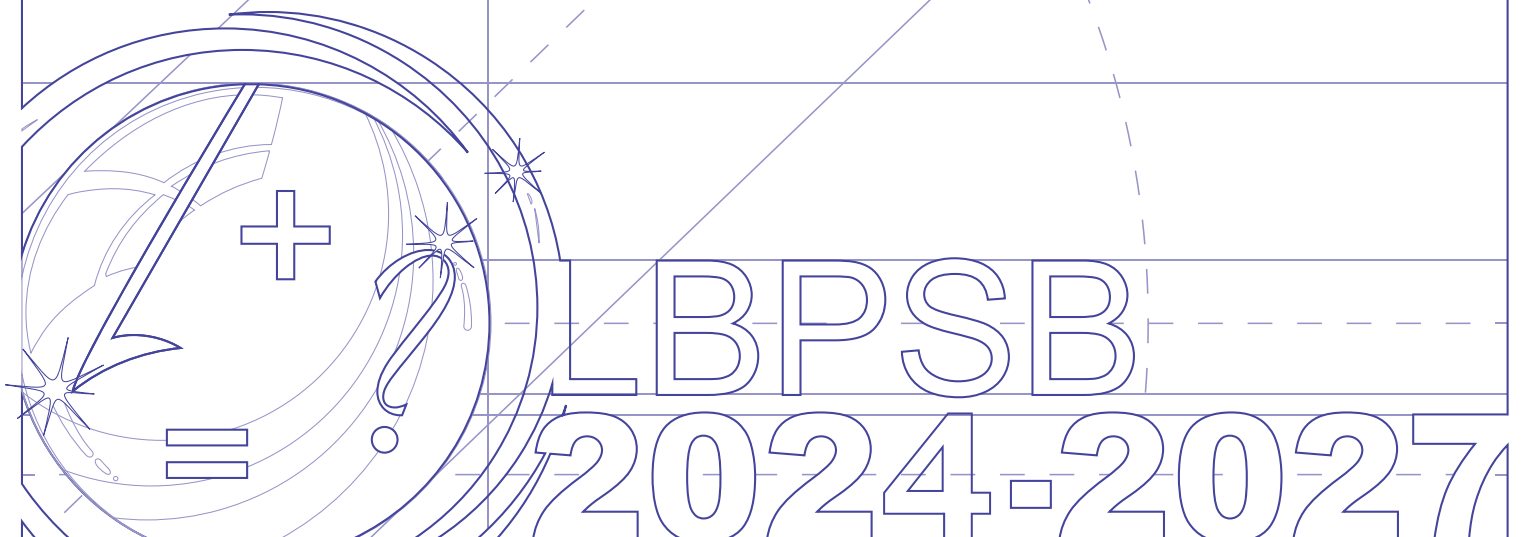




# **Educational Project 2024-2027**

**School Name:** Pierrefonds Community H.S.

**Approved on:** November 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

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: Improve literacy throughout all levels.

School Objective 3: Improve numeracy throughout all levels

### 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.  
To ensure that students develop a sense of responsibility by 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 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: Increase 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 36 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.		
<b>School Objective 1:</b> 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.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 1:</b> Yearly evaluate the efficacy of implemented measure. MEQ success rates	2023 overall MEQ success rate of 84%	Increase success rate by 3%
<b>School Indicator 2:</b> Number of academic intervention offered to students.	Four targeted academic interventions (Homework Program, in house tutoring, study blocks, Math Essentials)	Increase academic intervention in all core subjects by 1
<b>School Objective 2:</b> Improve literacy throughout all levels.	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 3:</b> Number of enrichment and improvement programs targeting literacy.	Seven enrichment and improvement programs offered in 23/24 (IB, Immersion, English Core, ESL, ALPS, resource, Francisation)	Increased enrichment and improvement programs targeting literacy by 1.
<b>School Indicator 4:</b> Current final average for ministry, board, and local Language exams.	MEQ 2023 Final average for ELA and FLS 77%	Track and increase ministry, board, and local language exam final averages by 3%.
<b>School Objective 3:</b> Improve numeracy throughout all levels	<b>Indicator Baseline Data</b>	<b>2026-2027 Target</b>
<b>School Indicator 5:</b> Number of enrichment and improvement programs targeting numeracy.	Five targeted enrichment and improvement programs targeting numeracy (Math essentials, Homework program, IB, tutorials, remediation)	Increased enrichment and improvement programs targeting numeracy by 1.
<b>School Indicator 6:</b> Current final average for ministry, board, and local math and science exams.	MEQ 2023 final average for Math and Sciences 77.9%.	Track and increase ministry, board, and local exam final averages in Math and Sciences by 2%.



## 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.		
<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. To ensure that students develop a sense of responsibility by adopting good living habits with respect to health, safety and sexuality.	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 7:</b> Yearly evaluate the efficacy of implemented practices. Current Our School Survey results for "Positive Peer Relationships"	2023 results from Our School Survey (OSS) for "Positive Peer Relationships" 66%	Increase results for Our School Survey for "sense of belonging" and "Positive Peer Relationships" by 5%
<b>School Indicator 8:</b> Current Our School Survey results for "Levels of Anxiety"	2023 results from Our School Survey (OSS) for "Levels of Anxiety" 38%	Reduce the the "Levels of Anxiety" and stress according to Our School Survey by 4%
<b>School Indicator 9:</b> Current activities and participation for ECA activities.	23/24 activity and participation for ECA: 100 activities with 688 students participating.	Increase activities and participation in ECA activities by 5%
<b>School Objective 5:</b> Foster a sense of belonging (school and community)	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 10:</b> Current results on OSS for "Sense of belonging"	2023 results on OSS for "Sense of belonging" 51%	Increase OSS results for "Sense of belonging" by 5%
<b>School Indicator 11:</b> Current percentage of students participating in community service activities.	Percentage of students participating in community service activities in 23/24: 30%	Increase percentage of students participating in community service activities by 10%
<b>School Objective 6:</b> Raise awareness of the impact of technology	Indicator Baseline Data	2026-2027 Target
<b>School Indicator 12:</b> Current number of organized opportunities in place to instruct/inform/implement safe use of technology.	Number of organized opportunities in place to instruct/inform/implement safe use of technology in the 23/24 school year: 3	Increase the number of organized opportunities in place to instruct/inform/implement safe use of technology by 2
<b>School Indicator 13:</b> Current areas where free use of cell phones and personal devices are permitted.	2023/2024: Cell phones permitted at breaks, free use of personal devices permitted throughout the building at breaks.	Eliminate the use of cell phones during school hours and to limit the areas where the free use of personal devices to the library, atrium and cafeteria.



## Orientation 3: Increase student engagement in 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 14: Current number of ECA activities, and student and staff participation.	23/24 school year- ECA participation: 100 activities and 688 students, 90 staff members participating	Maintain the number of activities and student and staff participation in ECA activities.
School Indicator 15: Current number of arts and elective options offered.	2023/24 arts options: 4 per level (Secondary 1 and 2)) 3 per level (Secondary IV and IV) 2 per level (secondary 5) . Elective courses offered: Secondary III: 3, Secondary IV: 5, Secondary V: 9	Maintain the number of arts and elective courses.
School Objective 8: Increase communication of activities within the school to promote involvement	Indicator Baseline Data	2026-2027 Target
School Indicator 16: The current modes of direct communication with stakeholders regarding activities.	The modes of direct communication with stakeholders regarding activities in 23/24: 4 (email, social media, daily announcements, and website)	Maintain or increase modes of communication.
School Objective 9: Increase student involvement in our greater community	Indicator Baseline Data	2026-2027 Target
School Indicator 17: Current percentage of students participating in community service activities.	Percentage of students participating in community service activities in 23/24: 30%	Increase percentage of students participating in community service activities by 10%