



The educational project is a strategic tool for an educational institution that defines its policy orientations, priority actions and expected results. It is a tool to inform its community with a view to ensuring educational success for all students regardless of age. The educational project reflects the characteristics and needs of the students who attend the educational institution, as well as the community’s expectations regarding the education they receive. The educational project is prepared and implemented through the collaborative efforts of the various school stakeholders: students, parents, teachers, and other school staff members as well as community and school board representatives.

The educational project is part of a process designed to promote coordinated action and synergy among the various levels of the education system (MEQ, school boards and educational institutions), with due regard for their specific areas of autonomy and characteristics. This educational project must align with the English Montreal School Board’s Commitment to Success Plan.

LEGAL FRAMEWORK

According to the Education Act, Sections 37 and 97.1, an educational institution’s educational project must include:

- a description of the context in which the institution acts and the main challenges it faces, particularly with respect to educational success and, in the case of a vocational training centre, the relevance of the training to regional or provincial labour market needs,
- the specific policy orientations of the educational institution and the objectives selected for improving educational success,
- the targets to be achieved by the end of the period covered by the educational project,
- the indicators to be used to measure achievement of these objectives and targets,
- the intervals at which the educational project is to be evaluated, determined in collaboration with the school service centre or school board.

The educational project must:

- respect the students’, parents’ and school staff’s freedom of conscience and of religion (EA, Section 37),
- cover a period that is harmonized with the period covered by the school service centre or school board’s Commitment to Success Plan and the period covered by the MEQ strategic plan (EA, Section 37.1, 97.2 and 209.1),
- comply with the terms established by the Minister to coordinate the entire strategic planning process between the educational institutions, the school service centre or school board and the MEQ (EA, Section 459.3),
- be consistent with the school service centre’s or school board’s Commitment to Success Plan (EA, sections 37 and 97.1).

COMPOSITION OF THE SCHOOL TEAM

This educational project was created by a school team that included:

The Educational Project Committee of the Staff Council, including the Principal and Staff Assistant.

Also participating in the school community consultation, analysis and establishing of both targets and goals moving forward were our entire team of student service professionals, including: psychologist, special needs consultant, teachers, the coordinator of our daycare program, and support staff working with special needs children (Behaviour technicians).

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

The consultation process included: Parents, Teachers, Cycle 2 and 3 Students, Support Staff, Student Service Professionals, Daycare Educators and Special project coordinators.

SCHOOL PROFILE

Territory:

Sinclair Laird is situated in Park-Extension, a traditional gateway and “landing strip” neighborhood for new arrivals in the Villeray-Parc-ex -St. Michel borough of the city. It is named after a former McGill University Dean of Education and open its doors in 1957. The absolute majority of our school population comes from within this densely populated area sandwiched between the boroughs of Outremont and the Town of Mount Royal. About 35% of our 125 students are bussed, most from a short distance.

Population:

Our school is an inner-city school set in a traditionally low-income environment that is, nevertheless in transition. We are a category 1 school as per the Inner-City Operation Renewal (ICOR) criteria. Our school is also A Montreal School for All (AMSFA) and we are in the tenth decile. However, since the construction of a major University Hospital Center (CHUM) was announced and completed at the south end of the neighborhood, property values and other signs of gentrification have become more critically manifest.

At the present time, the school has 125 students from Pre-K to the end of Cycle 3. Sinclair Laird once had 520 students at its peak but has evolved into a school that caters to a growing special needs population. In addition to a single cohort and class at each grade level, the school presently houses five closed classrooms, each dedicated to a new cohort of 4 to 8 ASD students. We also share the building and collaborate with St. Raphael, a social affairs school.

Despite our success, we have seen a steady decrease in our numbers due to the continued introduction and enforcement of restrictive legislation that began with Bill 101. The students reflect an immigrant population, which belongs to a multicultural community, including the following languages: Tamil, Bengali, Punjabi, Greek, Italian, Portuguese and Urdu.

Most of the students are born in Quebec and are considered first generation Canadians. A large majority of the students speak their language of origin. English is most often their second language followed by French as their third language. Our programs are geared towards developing proficiency in both English and French as well as instilling pride in Canadian culture and history as an international partner for peace and cooperation.

Programs:

We have been adapting our school program to meet the academic, social, physical and spiritual needs of our students. In 2011-2012 we became a fully bilingual school. We incorporate technology via the STEAM initiative, the use of such devices as Smart Boards, I-pads, laptops and a 3-D printer, computer instruction, piano, dance and robotics. An array of carefully selected field trips and extra-curricular activities are always offered to the students at no charge.

We use the funds from ICOR and Supporting Montreal Schools to institute different projects that have a positive effect on our students, namely:

- Classroom resource support for students in English, French, and Math
- Additional resource support and projects (dance, pet therapy) for a new special needs WINGS program and 5 class cohort of ASD students.
- Tutoring, enrichment and resource support in arts, mathematics, and critical thinking
- Sports, ECA Programs (basketball, track, skating, swimming, STEAM, Piano...)
- Preparation for High School Programs through visits, guest speakers and workshops

- Fully subsidized field trips and special activities
- Breakfast Club of Canada

School community:

We are continuing to develop an environment that nurtures the needs of our multicultural school population. Resources have been allocated to our school team members for professional development in order to meet the needs of our students. Teachers in all cohorts collaborate, working *in* teams and *through committees* such as the one responsible for this document.

We continue to *encourage parental participation* in educational activities and *welcome volunteers*.

Our *partnerships* with community organizations and school board professionals allows us to ensure that services are offered to students and families in need.

We welcome, assess and support students with special needs through the various services and programs mentioned above resulting in initiatives and orientations such as:

- We have Cycle 3 students who excel in storytelling in both English and French.
- Our boys' and girls' teams also participate in the GMAA cross country run and GMAA mini basketball tournament, and
- We have made a concerted effort to organize activities and outings that involve walking and the use of the public transportation system to get to and from various local destinations (museums, parks, city hall, fire station, library, daycares, swimming pool, arena...)
- Furthermore, a healthy breakfast (Breakfast Club of Canada), fully subsidized lunch, as well as a daily snack are provided for all students.

Approach:

We continue to be successful in adapting our school program to meet the diverse needs of our students, resisting the trap of deficit models often associated with special needs and inner-city schools, through a focus on the potential for excellence of all.

- Our concerted efforts to identify the needs and talents of our students and our on-going concerns to address them have had a positive impact on the greater community.
- We envision a differentiated, foundational and flexible school program that allows teachers to target the individual needs of all students.
- Inclusion and motivation are privileged so that Interest-based exploration provides students with the opportunity to share both their skills and aptitudes with classmates to work more effectively as a community of learners.
- We also strive to enhance our objectives by promoting *an ethos of acceptance, celebration and inclusion over and against one of performance and ranking* but retain a competitive spirit that reinforces achievement.

School Staff:

Sinclair Laird has one Principal, one Secretary, and a Daycare Coordinator.

The teaching Staff is composed of 7 Generalists, 2 Resource Teachers (1.2), 2 Specialists (Art & Physical education) and 5 Special needs teachers.

Support Staff is composed of 6 Behavior technicians and 3 Attendants. We also employ 4 tutors through ICOR, AMSFA and other additional funding.

The school receives additional support from professionals, a cluster of whom include: a school psychologist, speech and language pathologist, occupational therapist and 2 special needs consultants.

MISSION AND VALUES

Sinclair Laird is a bilingual school dedicated to providing an environment that promotes well-being, fostering personal growth, civic responsibility, a love of learning and comprehensive academic excellence. We believe it our imperative to create a socially relevant, inclusive, bilingual, literacy-rich environment and to encourage both parental and community involvement in our school.

THE CONSULTATION

The following groups were consulted through an online survey: parents at large, staff council, community representatives, school staff and cycle 2 and 3 students.

A committee was created at Staff council to create the survey. The committee met 3 times to prepare discuss and analyze the survey.

Participants in the survey were asked 6 questions and were encouraged to provide input on statements about the school. They were asked to rate the statements on a scale of 1 to 5, where 1 indicated strongly disagreed and 5 indicated strongly agreed with the statement. Participants were also asked for general and detailed feedback on the future of the school. Answers have been converted to a positive percentage.

Statement 1: Our school offers a welcoming, safe and caring environment for children.

The response for this statement was 95% positive.

Statement 2: Our school teaches the necessary social skills for students to become responsible citizens.

The response for this statement was 90% positive.

Statement 3: At the end of each academic year, children are ready for the next.

The response for this was 85% positive.

Statement/Question 4: Do you feel that our school is meeting expectations of your child’s wellbeing and educational success? (3 parts) -- a) academically; b) mental and emotional health; c) social and extra-curricular.

- A) The response for this was 85% positive.
- B) The response for this was 90% positive
- C) The response for this was 85% positive.

Our open-ended feedback question:

What other expectations might you have of the school... what would you like to see implemented?

The following elements in the responses were identified:

- 1) Increase Extra-curricular and recess activities
- 2) Increase/improve the teaching of French
- 3) Provide more personalized/individual instruction

The results of the survey were analysed by the Educational Project Team. Following the analysis, the following orientations have been elaborated:

Orientation 1: Consult further and explore increasing both the number and variety of recreational and extra-curricular activities that connect to the school’s curriculum and academic objectives.

Orientation 2: Consult further and explore opportunities to increase support for French language acquisition and individualized support through tutoring, university partnerships and PD.

ACADEMIC OBJECTIVES

The academic section of the educational project is aligned to the school board's Commitment to Success Plan. While the EMSB acknowledges the significance and contributions of all subjects and grades in shaping student development, the primary focus for reporting is on the core subjects at the end of Cycle 3. The end of cycle 3 serves as an indicator of progress for students as they prepare to enter secondary school.

END OF CYCLE 3 MATHEMATICS

EMSB’s Objective:

To increase the proportion of end of cycle 3 students demonstrating proficiency (70% to 100%) on the uniform exam (C1) from 61.5% in 2023 to 69% by 2027.

Table 1: Percentage of End of Cycle 3 Students
Demonstrating Proficiency on the Uniform Exam (C1)

	2019	2022	2023
Sinclair Laird	60%	30%	60%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: Most remarkable about the last few years is that student performance seems to have returned to pre-covid epidemic levels. This is reassuring, demonstrating that our students, given the opportunity, are capable. The epidemic was particularly disastrous for disadvantaged students, with far less resources and support to prepare for and perform on evaluations of this kind.

Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 60 % in 2023 to 68 % by 2027.

END OF CYCLE 3 ENGLISH LANGUAGE ARTS

EMSB’s Objectives:

To maintain the success rate of elementary students on the end of cycle 3 English Reading component of the June examination above the 90% range through 2027.

To maintain the success rate of elementary students on the end of cycle 3 English Writing component of the June examination above the 90% range through 2027.

Table 2: Sinclair Laird AND EMSB Success Rates on the End of Cycle 3
English Language Arts June Examination by Component (%)

	2019	2022	2023
School Reading Component	93%	87%	93.3%
School Writing Component	93%	93%	93.3%
EMSB Reading Component	93%	87%	92%

EMSB Writing Component	96%	95%	93%
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Source:

Interpretation: *ELA results and success rates have remained consistently high- leading us to conclude that near absolute success may be within reach. Despite the consistent success, proficiency is not fully achieved by a significant percentage of students.*

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 93.3% in 2023 to 99 % in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 93.3% % in 2023 to 99% % in 2027.

Additional Goals: *Since our proficiency rate is significantly lower than our overall success rate, we aim to increase proficiency in both reading and writing from 55% to 70% in 2027.*

END OF CYCLE 3 FRENCH SECOND LANGUAGE:

EMSB’s Objectives:

To maintain the success rate of elementary students on the end of cycle 3 French Second Language, reading component of the June examination at 90.0% through 2027.

To maintain the success rate of elementary students on the end of Cycle 3 French Second Language, writing component of the June examination at or above 90.0% through 2027.

Table 3: Sinclair Laird AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

	2019	2022	2023
School Reading Component	60%		66.7%
School Writing Component	78%		66.7%
EMSB Reading Component	87%	NA	83%
EMSB Writing Component	91%	NA	87%

Source: Lumix GPI, 2023

**Please note: there is no data available for 2022.*

Interpretation: Despite challenges and events beyond our purview, including teacher and French specialist shortages, results stabilized somewhat in 2023. Again, this is encouraging and gives us the confidence to pursue more ambitious goals.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 66.7 % in 2023 to 75% in 2027.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 66.7 % in 2023 to 75% in 2027.

SCHOOL CLIMATE

EMSB’s Objectives:

To decrease the rate of elementary students’ victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

To increase the rate of elementary students’ feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

To decrease the rate of elementary students’ moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 22% in 2027.

Table 4: Sinclair Laird Student Perceptions of Selected School Climate Factors (%)

Factor	Sinclair Laird		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	30%	35%	28	31	29
School Safety	60%	44%	60	59	61
Anxiety	26%	37%	22	31	30

Source: OURSCHOOL Survey (The Learning Bar), 2022-2023

Interpretation:

The OURSCHOOL Survey is a tool that allows students to convey their perceptions of school life. Students take the survey annually; it is anonymous and covers a variety of topics including bullying, school safety, the students’ sense of belonging, student anxiety and student-teacher relationships.

The survey is one of many tools that schools use to implement the Ministry’s policy on bullying and intimidation (Safe School Action Plan). It should be noted that students are asked what they perceived in the last 30 days preceding the survey.

It is worth noting that the Board’s Commitment to Success Plan will continue to report on the overall student perceptions of school safety, whereas schools will report on perceptions of school safety during the day.

The percentages in the table concerning this factor include student feelings of safety on the way to school and home. This allows schools to give more context to their contribution to this factor.

The Sinclair Laird school community is often recognized as having been one of the most vulnerable during the Covid-19 pandemic. To help re-establish feelings of safety to pre-Covid levels and better, we have adopted new support measures, hired new staff and have planned an inclusive recess play program.

Objective 1: To increase the number of students who feel safe at school from 44% in 2022 to 65% in 2027.

Objective 2: To decrease the number of students who report feelings of anxiety from 37% in 2022 to 25% in 2027.

PRESCHOOL PROGRAM

Connecting with parents of preschoolers is crucial for preschools to establish positive ties with the community. By building relationships, sharing information, and addressing common concerns, preschools contribute to creating a supportive and engaging community for both children and families. Reaching out to parents not only builds trust but also strengthens the sense of partnership and collaboration with families. This partnership goes beyond the child's early education, creating a lasting and meaningful connection.

The MEQ has created a document titled *the Guide to Support the Parent Component: Preschool Education for 4-Year-Olds* (August 2021). This guide offers suggestions for schools to facilitate a minimum of 10 meetings over the academic year for parents of 4-year-old preschoolers. The guide recognizes that families care about their children’s well-being and success and that part of doing their best to support their children’s development is to be collaborative partners with the school and the school team.

Sinclair Laird holds regular outreach sessions and activities for parents and the school community at large. These include the Welcome to Pre-School event, our Welcome Back gathering (open to all), Parent-teacher conferences, Art and dance shows, Open House (twice) as well as other events proposed by parents and staff on a regular basis.

At Sinclair Laird, many of our 4-year-old pre-schoolers now attend closed classes in Early Stimulation (ES) or WINGS, which entail greater collaboration involving not only parents and teachers, but specialized, auxiliary, and additional services that take the form of supportive meetings gatherings, workshops and events.

DIGITAL COMPETENCY

In 2018, the MEQ launched its Digital Action Plan which was its blueprint for the integration of digital technology and associated innovative pedagogical practices into the education sector. In 2019, the MEQ published its Digital Competency Framework with 12 dimensions, which was derived from the Digital Action Plan.

Sinclair Laird is collaborating with ICT and the EMSB to integrate technology and to train Staff to support students and develop competency through what are known as the 12 dimensions. A media, cross-curricular project focused on the skills of journalism and photography is now underway.

Objective: To have all teaching staff familiar with the 12 dimensions of the MEQ Digital competency Framework and to have them trained on how to integrate this into their teaching practice by 2027.

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
Objective: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 60 % in 2023 to 68 % by 2027.	-Ongoing professional development for staff. -Regular sharing of best practices through teacher led planning sessions. -In classroom tutor support and accompaniment.
Objective: To increase the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination from 93.3% in 2023 to 99 % in 2027.	-Ongoing professional development for staff. -Regular sharing of best practices through teacher led planning sessions. -In classroom tutor support and accompaniment.
Objective: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 93.3% % in 2023 to 99% % in 2027.	-Ongoing professional development for staff. -Regular sharing of best practices through teacher led planning sessions. -In classroom tutor support and accompaniment.
Objective: To increase the success rate of elementary students on the end of Cycle 3 French Reading component of the June examination from 66.7 % in 2023 to 75% in 2027.	-Ongoing professional development for staff. -Regular sharing of best practices through teacher led planning sessions. -In classroom tutor support and accompaniment.

Objective: To increase the success rate of elementary students on the end of Cycle 3 French Writing component of the June examination from 66.7 % in 2023 to 75% in 2027.	<ul style="list-style-type: none">-Ongoing professional development for staff.-Regular sharing of best practices through teacher led planning sessions.-In classroom tutor support and accompaniment.
Objective 1: To increase the number of students who feel safe at school from 44% in 2022 to 65% in 2027.	<ul style="list-style-type: none">-Ongoing professional development for staff.-Regular sharing of best practices through teacher led planning sessions. –-Consults and referrals with teaching universities and community support programs.-In classroom tutor support and accompaniment.
Objective 2: To decrease the number of students who report feelings of anxiety from 37% in 2022 to 25% in 2027.	<ul style="list-style-type: none">-Support and intervention from Behavior Technicians-Consults and referrals with teaching universities and community support programs.-Dance and pet therapy programs.
Objective: To have all teaching staff familiar with the 12 dimensions of the MEQ Digital competency Framework and to have them trained on how to integrate this into their teaching practice by 2027.	<ul style="list-style-type: none">-Ongoing professional development for staff.-Regular sharing of best practices through teacher led planning sessions.-Collaboration with TIF teachers-Hiring of media and tech animator.