

EDUCATIONAL PROJECT 2023-2027
HAMPSTEAD SCHOOL
English Montreal School Board



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:
Principal, Cycle 1 Teacher, Cycle 2 Teacher, Cycle 3 Teacher, Resource Teacher, Daycare Technician

GROUPS CONSULTED IN THE DEVELOPMENT OF THE PROJECT

Governing Board, All Staff, School Board Professionals, Administration, Parents, and Students (via the OurSchool Survey)

SCHOOL PROFILE

Hampstead School, situated in Hampstead, Quebec, boasts a diverse student body hailing from various cultural, ethnic, religious, and socio-economic backgrounds. We currently have 254 students in our school, of which 70 have special education codes, 15 have IEPs without a code, with a total of 85 students with IEPs. There are a total of 169 students who do not have codes or IEPs.

The staff working at Hampstead School is comprised of one principal, 23 teaching staff, 18 Special Education Support Staff, 4 daycare staff, one school secretary, and two caretakers (day and evening). We have a documentation technician one and a half days a week and a Spiritual and Community Animator once a week. Moreover, our team of professionals from the EMSB Student Services Department visits us weekly, consisting of a psychologist, occupational therapist, speech and language pathologist, special educational consultant, autism consultant, as well as other consultants and a nurse from the CLSC.

Hampstead School encompasses students from different parts of the globe. Thus, the student populace represents a wide array of ethnicities with a stable contingent of temporary stay students from countries such as India, Ukraine, South Korea, Israel, Japan, Italy, China, United States, and South Africa, among others.

One aspect of our school's Socio-Economic Environment Index ranking shows that our school falls within a range that reflects a balanced socio-economic environment, where families come from diverse backgrounds and experiences.

The school is firmly committed to an inclusive model aimed at catering to the diverse needs of all students, including those with special needs, who are integrated into the regular student body. Central to Hampstead School's educational approach are specialized programs designed to align with both student needs and the objectives of the QEP (Quebec Education Program) and school board initiatives.

Notably, the Success for All (SFA) literacy program, employs a school-wide cooperative learning framework focused on English Language Arts reading and writing. This program, delivered in daily 90-minute blocks, organizes students into reading groups based on their reading level rather than their grade level, facilitating personalized learning experiences. Assessment of students' reading progress occurs regularly during the year, with adjustments made to reading groups based on the data and teacher feedback, facilitating continuous progress.

Some of our classes are designed for specific student needs such as our Resource Model Classes (Cycles 2 and 3) where the student to teacher ratio is smaller allowing for students' needs to receive more individualized attention. Moreover, students who need reinforcement of a topic have access to learn in this class as needed. Our Language Class is designed for students with severe language disorders. Students are provided with intensive language instruction. Moreover, the Speech and Language Pathologist consults weekly in the Language Class.

At Hampstead School, we have a diverse range of enriching programs available to the students, designed to inspire learning, creativity, and personal growth. Hampstead School boasts a Team-Building room with various games that lend themselves to turn-taking and fair play games that are thoughtfully designed to naturally strengthen behavioral and social skills. We have a Creative Arts room with supplies and space for dramatic productions and other creative arts activities. We have a dedicated French room with easily accessible resources and games for the students to be able to seamlessly integrate into the French program. There is a gym for physical education activities and stage for dramatic productions and assemblies. Our large school yard gives the students ample space for supervised (un)structured play during recess, outdoor learning, and sporting activities.

Some programs we currently have in place have helped reduce student anxiety: Our Pet Therapy Program and our Team Building Room provides a safe and enjoyable space where students can engage in recreational activities and experience stress relief, improve their mood, and develop social skills such as cooperation and teamwork.

Our Daycare has approximately 60 students attending regularly. Depending on the staffing allocation for the year, the staff generally consists of one Daycare Technician to manage the administrative duties and other daily responsibilities, three educators, as well as two Special Education Attendants. After school activities generally include homework time, snack time, outside and/or indoor play, and possibly an artistic activity. In addition, on Pedagogical Days the daycare offers an extended experience to daycare students through in-house activities, guest animators, outings with an additional cost to parents/guardians.

Our library has been renovated with a sleek new look. Low bookshelves have been purchased for students to be able to easily access reading materials. An interactive whiteboard has been placed in the library to enhance learning, as a visual aid, or to demonstrate research skills. It is also used for workshops and student, or teacher-led presentations.

We have extra-curricular activities (ECAs) available at our school. These activities may differ from year to year so as to offer a variety of engaging activities for our students. Currently, some of the ECAs on offer include knitting and board games, providing opportunities for creativity and social interaction. Additionally, there's a basketball program available during lunchtime for those interested in sports.

We also offer various activities that reinforce our academic programs focusing on literature and language, such as the "I Love to Read" program and the French Carnival. These activities aim to promote a love for reading and language learning among our students. Furthermore, our school organizes fundraisers to support external non-profit organizations and charities. Encouragement for involvement in community-based activities further enriches the students' educational experience.

We have multiple computer carts that house laptops and iPads which allow students to integrate technology seamlessly into various classroom activities and subjects while accommodating different learning styles and needs.

Hampstead School integrates the Universal Design for Learning (UDL) approach. As such, a portion of our student population graduates have the opportunity to attend a specialized high school upon graduation. Despite the challenges posed by its diverse student population, the school embraces innovative methods to address academic and social needs, with the UDL approach ensuring an equitable learning environment by allowing students flexibility in material choice and engagement strategies, particularly beneficial for those with learning difficulties.

MISSION AND VALUES

Hampstead School is committed to building a community of lifelong learners through people and program excellence in a flexible, diverse and inclusive learning environment in and out of the classroom, providing students with the necessary tools and skills to become independent and expert learners, providing continual professional development for faculty and staff, building and fostering strong relationships with students, parents and the community, and fostering an appreciation for the French language and culture in Quebec.

At Hampstead School we embrace personalized learning for a diversity of learners through a UDL framework. We strive to facilitate social and emotional well-being for all. Through professional development, we explore and innovate teaching and learning practices. We cultivate a culture of service and giving in students. We look for chances to strengthen leadership opportunities for students.

THE CONSULTATION

Our consultation days included a preliminary meeting with the school team to review the steps and purpose of the project and then chose survey questions for all our stakeholders. These questions were about the strengths and weaknesses of the external and internal environment of Hampstead School. The school team analyzed data from end-of-cycle 3 exams and reported on trends. The Governing Board and the school team reviewed the results of our online survey, eliminated irrelevant responses and found key themes. The latter was done in person.

Amongst the stakeholders, it was felt that there should be more opportunities for parent-to-school involvement and increased school-wide activities and assemblies to foster engagement. One theme that emerged was offering and broadening the range of activities (extracurricular or at lunchtime) from STEM (Science, Technology, Engineering and Math) programs, to sports, to Art and music. Updating the technology and infrastructure was another theme that was highlighted while also teaching more robotics and STEM classes.

The themes revealed through surveys and the consultation process highlight the positive aspects of our school. The most prominent attribute of our school was the Success For All Reading Program that is to improve literacy outcomes for all students, ensuring that they achieve proficiency in reading and comprehension. Another positive theme that emerged was the small class size, the resource model classes as well as the ability to understand the need of each individual student. The findings also positively highlighted our supportive environment and team building and collaboration along with some of our physical activities that are present in the school, such as the basketball program and our team-building room.

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
Hampstead	64.1%	52%	51.2%
EMSB	68%	55%	68%

Source: Lumix, GPI, 2023

Interpretation: The source of our baseline is derived from the last three years: C1 is heavily dependent on language and can have consequences on students' calculations. In 2019, the students were taught in school with hands-on activities. The lack of stability in the students' learning environment (going from online to in person) negatively impacted the students' results from during Covid. Moreover, the latest edition of our Math program provides teachers with access to more Situational Problem-solving situations which in turn allows the students to practice the multifaceted math problems.

Objective 1: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 51 % in 2023 to 56 % by 2027.

Table 2: Percentage of End of Cycle 3 Students Success rate on the Uniform Exam (C1)

	2019	2022	2023
Hampstead	64%	55%	63%
EMSB	84%	70%	82%

Source: Lumix, GPI, 2023

Interpretation: The success rate from 2022 to 2023 has increased likely due to consistent in-class lessons and fewer disruptions due to the COVID pandemic. The steady in-school lessons allowed for more certainty and stability regarding learning and teaching Situational Problem Solving (C1).

Objective 2: To increase student success rate for the end of Cycle 3 uniform exam (C1) from 63 % in 2023 to 68 % by 2027.

**Table 3: Percentage of End of Cycle 3 Students
Success Rate on the Uniform Exam (C2)**

	2019	2022	2023
Hampstead	44%	61%	62%
EMSB	66%	72%	81%

Source: Lumix, GPI, 2023

Interpretation: The Success Rate of our cycle 3 students from 2019 to 2023 increased by 18%. Our resource model class in place, and increased cycle-wide regular hands-on station activities, this gave students more opportunities to solidify concepts that are typically asked of them in the mathematical reasoning competency. This likely accounts for the increase of 18% from 2019 to 2023.

Objective 3: To increase student success rate for the end of Cycle 3 uniform exam (C2) from 62% 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: HAMSTEAD SCHOOL AND EMSB Success Rates on the End of Cycle 3
English Language Arts June Examination by Component (%)**

	2019	2022	2023
School Reading Component	65.7%	66.7%	80%
School Writing Component	77.1%	72.7%	50%
EMSB Reading Component	93%	87%	92%
EMSB Writing Component	96%	95%	93%

Source: Lumix, GPI, 2023

Interpretation: The data presented in the success rate in the above table shows an increase in success rate. The QEPs mandate “Learning to Be Prioritized for the 2021-2022 School Year in the Context of the Pandemic” is reflected in a reduction and targeted focus on learning for reading and writing. This negatively impacted the mix of abilities and diversity of student levels in our English classes (SFA). Now that students have returned to a standardized schedule improvements are being seen in reading and writing.

Objective 4: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination until 2027.

Objective 5: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 50 % in 2023 to 60 % 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.

HAMPSTEAD SCHOOL AND EMSB Success Rates on the End of Cycle 3 French Second Language June Examination by Component (%)

In working with Educational Services, we have determined that setting a goal in this particular area is not feasible at this time. This decision is based on the lack of sufficient data and the need for further expertise with the evaluation measures. The school will collect data from the June 2024 results and set appropriate goals at a later date.

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: Hampstead School Student Perceptions of Selected School Climate Factors (%)

Factor	Hampstead School		EMSB		Canadian Norm (2022)
	2019	2022	2019	2022	
Bullying and Victimization	27	31	28	31	29
School Safety	69	44	60	59	61
Anxiety	15	33	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 data above shows an increase in anxiety, and we would like to reduce this trend. Anxiety and a sense of safety relates to the effects of the pandemic and health related issues.

Objective 6: To decrease the rate of Hampstead School students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.

Objective 7: To increase the rate of Hampstead School students' feeling safe at school, as reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.

Objective 8: To decrease the rate of Hampstead School students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 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.

We are currently organizing events for preschool in which parents and students are all involved.

- 1. Welcome to Kindergarten (K4): Introduction to Kindergarten (K5)*
- 2. Parent Teacher Interviews*
- 3. End of Year celebration (planting)*
- 4. Storytime*
- 5. Outdoor Picnic*
- 6. Family Fair*

In the coming years we plan to add the following programs or events:

- 1. Welcome Back Day*
- 2. Holiday Celebration in December*
- 3. Parent Workshops*
- 4. Interactive Playdate*

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.

Over the past few years, the ICT-RÉCIT team at the school board has hosted many PD sessions for TIF (Technology Integrations Facilitators) teachers to help them integrate technology and model this for other teachers within the school. The lessons that are conducted all the students to develop their digital awareness, footprint and competency. Over the past few years, cycle 1 and 2 have worked on Robotics programs. All classes are equipped with interactive whiteboards.

We continue to integrate technology into the curriculum using collaborative tools in the Google Apps Suite. Moreover, we encourage the use of tech tools with OCR or text to speech for students as a support for students who require assistive technology which enhances their accessibility.

Teachers will attend professional development workshops related to technology and its integration into education. They will continue to plan technology integration into the curriculum during their PLCs (professional learning communities).

APPENDIX: OBJECTIVES AT A GLANCE

OBJECTIVE	Specific Initiatives Towards Improvement
<p>Objective 1: To increase the proportion of end of Cycle 3 students demonstrating proficiency on the uniform exam (C1) from 51 % in 2023 to 56 % by 2027.</p>	<ul style="list-style-type: none"> • Expose students to more situational problems in the class. • Teach memory aid building skills throughout the year (as well as checklists). • Utilize Math vocabulary while talking about their work.
<p>Objective 2: To increase student success rate for the end of Cycle 3 uniform exam (C1) from 63 % in 2023 to 68 % by 2027.</p>	<ul style="list-style-type: none"> • Explicitly teach Math problem solving strategies. • Continue to teach students to show and label all their work. • Explicitly teach the 3 Reads Protocol for Solving Problems.
<p>Objective 3: To increase student success rate for the end of Cycle 3 uniform exam (C2) from 62% in 2023 to 68% by 2027.</p>	<ul style="list-style-type: none"> • Practicing more mental math computations • Targeted teaching of numberless tasks, math vocabulary, and problem-solving strategies (ex: CUBES).
<p>Objective 4: To maintain the success rate of elementary students on the end of Cycle 3 English Reading component of the June examination until 2027.</p>	<ul style="list-style-type: none"> • Continue to have workshops and professional development for response writing (analyzing texts) for our different levels in our Success for All Program. • Expose students to more lessons around picture books particularly to improve skills in analysis and response (in all grades).
<p>Objective 5: To increase the success rate of elementary students on the end of Cycle 3 English Writing component of the June examination from 50 % in 2023 to 60% in 2027.</p>	<ul style="list-style-type: none"> • Continue to have workshops and professional development for narrative writing (6 traits) during our Success for All Program. • Allow for more opportunities for students to write and share their narratives and other genres. • Encourage / support the use of technology to enhance flow of writing.
<p>Objective 6: To decrease the rate of Hampstead School students' victimization, as reported by the students, resulting from bullying on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027.</p>	<ul style="list-style-type: none"> • Provide students with more ECA that foster leadership development • Reinstate a student council • Kindness workshops (with spiritual animator).
<p>Objective 7: To increase the rate of Hampstead School students' feeling safe at school, as</p>	<ul style="list-style-type: none"> • Student advocates in the school yard

<p>reported by the students, on the OURSCHOOL Survey from 59% in 2023 to 65% in 2027.</p>	<ul style="list-style-type: none"> • More workshops by outside sources in our community (ex: NDG- YMCA) on safety and feeling safe in general
<p>Objective 8: To decrease the rate of Hampstead School students' moderate to high perceptions of anxiety, as reported by the students, on the OURSCHOOL Survey from 31% in 2023 to 25% in 2027</p>	<ul style="list-style-type: none"> • Continue our pet therapy program. • Calming corners in each classroom • Reviewing the names of all staff members in the building and reminding students that they can go to any staff member when they are feeling worried. • Breathing techniques to practice in class • To continue to use resources from the series "What to do When..." • Provide easier access to fidget toys and self-regulation tools