EDUCATIONAL PROJECT & ACTION PLAN -M.E.E.S
ENJEU: La réussite éducative

Final Version: June 2025

English

MEQ Orientation	MEQ Objective	MEQ Indicator	MEQ Benchmark	MEQ Target 26-27
1. Faire de la réussite de nos élèves une grande priorité de la société québécoise	1. Accroître la réussite des élèves	4. Proportion d'élèves qui obtiennent entre 70 % et 100 % à l'épreuve obligatoire de **lecture** en FLE, 4e année du primaire	70.0 %	**80.0 %**

CQSB Objective	CQSB Benchmark (June 2022)	CQSB Target 2026-2027
Increase the proportion of students whose result is at 70 % or higher on the Ministry's compulsory **Grade 6 ELA exam, *Reading* competency**	49.2 %	**59.0 %**

	Our School Objective	Indicator	MEES Benchmark	MEES Target
ELEMENTARY	Increase the proportion of students whose result is at 70 % or higher on the Ministry's compulsory Grade 6 ELA exam, *Reading* competency Although our data demonstrates that our students are not as strong in the writing competency, there is a direct correlation between reading and writing which is why we chose the reading competency for our goal. *"Research has found that when children read extensively, they become better writers"- https://www.k12reader.com/the-relationship-between-reading-and-writing/*	Proportion of students whose result is at 70 % or higher on the Ministry's compulsory grade 6 ELA exam, *Reading* competency	June 2023: 61% June 2024: 67.3%	June 2027: **75%**

ACTION PLAN	
Plan for Improving (Strategies) • **All of the following strategies are aimed at increasing the success rate of students. These best practices will benefit all students, including students who are at risk, more specifically EDHAA students and boys, who are currently underperforming compared to their female counterparts.**	
Screening and Remediation	**1. Screening (By the end of October Each Year)** • Assess every student's reading level using DIBELS and, if needed, DRA. • Identify students at risk and those needing extra support. **2. Booklet Development (2024-2025)** • Resource teachers, in consultation with homeroom teachers, create leveled home-practice booklets. • Align booklets with students' needs based on DIBELS and DRA results (focus of instruction). • Finalize and print booklets by the end of 2025 **3. Implementation (2025-2026)**

	• Distribute booklets to students at risk. • The resource teachers will provide guidance on home use. • Monitor progress and adjust support as needed. **4. Ongoing Evaluation (Starting 2027)** • Review student progress annually using DIBELS and DRA. • Update booklets and intervention strategies. • Continuously refine the program for effectiveness.
Improve the Response Process	**1. Strengthening Teacher & Student Understanding (2025-2026)** • Teachers (with the help of a mentor) and students will engage in deeper learning about the **reading response process.** • Each grade level selects **two response books** to use annually for structured, consistent reading responses year after year. **2. Focus Areas by Cycle (2025-2026)** • **Cycle 1** (Grades 1-2): Emphasize on **making connections** (text-to-self, text-to-text, text-to-world). • **Cycle 2** (Grades 3-4): Focus on **meaning and opinion**, encouraging students to interpret and evaluate texts. • **Cycle 3** (Grades 5-6): Deepen **structures and features and illustrator's craft**, including text organization, literary devices, and author intent. **3. Teacher Training & Support (2025-2026)** • **New teachers (4 years or less of experience or teachers new to CQSB)** will receive **mandatory training** on the reading response process given by someone on the literacy committee. • Ongoing professional development opportunities for all teachers to refine reading response strategies. **4. Data Collection & Analysis (2025-2026)** • Teachers will **record student progress** in reading responses based on the CQSB rubric. • Data will be **compared annually** to track improvement and identify learning gaps. **5. Implementation & Monitoring (2025-2027)** • Teachers integrate selected books and response strategies into yearly planning. • Teachers will help students actively engage in response activities aligned with their grade level focus. • Gather feedback from teachers and students to refine the approach. **6. Continuous Improvement (Starting 2027)** • Review and adjust book selections and response strategies as needed. • Provide additional training and resources to enhance reading comprehension and critical thinking skills. • Use collected data to guide instructional decisions and improve overall reading response outcomes.
Literacy Committee Objective	• The committee will ensure that each class contributes to the school's reading tree (2024-2025) and participates in the cross-grade reading buddies program (2025-2026).

Math

MEQ Orientation	MEQ Objective	MEQ Indicator	MEQ Benchmark	MEQ Target 26-27
1. Faire de la réussite de nos élèves une grande priorité de la société québécoise	1. Accroître la réussite des élèves	4. Proportion d'élèves qui obtiennent entre 70 % et 100 % à l'épreuve obligatoire de **mathématique** (compétence *Résoudre*), 6e année du primaire	66.0 %	**75.0 %**

CQSB Objective	CQSB Benchmark (June 2022)	CQSB Target 2026-2027
Increase the proportion of students whose result is at 70 % or higher on the **Grade 6 mathematics** mandated Ministry end-of-cycle evaluation, ***problem solving*** competency	48.3 %	**60.0 %**

	Our School Objective	Indicator	MEES Benchmark	MEES Target
ELEMENTARY	Increase the proportion of students whose result is at 70 % or higher on the Ministry's compulsory Grade 6 Math exam, *Solves a situational problem* competency	Proportion of students whose result is at 70 % or higher on the Ministry's compulsory grade 6 Math exam, *Solves a situational problem* competency	June 2023: 67%	June 2027: **71%**

ACTION PLAN	
Plan for Improving (Strategies) • **All of the following strategies are aimed at increasing the success rate of students. These best practices will benefit all students, including students who are at risk.**	
To Develop Logical Reasoning	Although this objective is related to mathematics, it will also help in other subjects, even the reading competency (to justify their opinion and make inferences, for example). Effective ways to foster logical reasoning: 1. Staff members will provide logic puzzles, riddles, brain teasers and/or games like Sudoku and chess to encourage students to think critically, plan strategically and reason step by step. 2. Staff members will engage students in open-ended questioning, encouraging them to think deeply, explain their reasoning, and consider different perspectives. 3. Staff members will organize debates or discussions where students must present logical arguments and support their opinions with evidence. This enhances critical thinking and reasoning skills. 4. Staff members will present students with real-life scenarios or problem-solving tasks that require logical solutions, such as math problems, science experiments, or case studies in various subjects. 5. Staff members will encourage students to identify patterns and sequences in mathematics, science, and even language arts. Recognizing patterns is key to developing logical thinking. 6. Staff members will have students analyze the cause and effect in various situations, helping them understand relationships and consequences. 7. Classroom teachers will teach students to use flowcharts or diagrams to visualize and map out problems and solutions, reinforcing logical progression. 8. After activities or assignments, classroom teachers will have students reflect on the process they used to solve a problem, emphasizing the logical steps taken. 9. Classroom teachers will allow students to work in groups to solve complex problems, encouraging communication and collective logical reasoning.

	By incorporating these strategies into lessons and everyday school life, students will build a strong foundation in logical reasoning, benefiting them across various subjects.
Situational Problem	**1. Focus on Situational Problems (Starting 2025-2026)** • **Same-grade teachers** will collaboratively select **two situational problems** that will be administered each year—one for **Term 2** and one for **Term 3**. • Situational problems will integrate real-world scenarios to foster critical thinking and application of math concepts. **2. Word Problems & Multi-Step Problems (Starting 2025-2026)** • Teachers will dedicate time to **practice word problems** with their students, including **multi-step problems**, to build problem-solving skills. • Teachers will teach and model how to break down and solve complex problems. **3. Remedial Support for Math (Starting 2025-2026)** • The administration will allocate **remedial time** within the school schedule to address math difficulties, focusing on problem-solving and foundational skills. • **Small-group or one-on-one support** will be provided to students struggling with math concepts. **4. Re-Teaching and Home Support with Booklets (Starting 2026-2027)** • Before distributing **booklets** to students lagging, **teachers will re-teach the concept** through direct instruction or interactive lessons. • If re-teaching in class or during remedial is not sufficient, homeroom teachers will provide parents with educational videos or sites that explain key concepts, enabling them to assist students at home in rebuilding foundational skills. • Homeroom teachers will design and provide booklets to complement the use of **K5 Learning**, **IXL**, **DreamBox**, or other educational apps, providing targeted exercises to reinforce classroom learning. **5. Data Collection & Annual Comparison (Starting 2027)** • Teachers will **track progress** through situational problems, word problems, and app data. • Annual data will be compared to monitor improvement and identify trends in problem-solving skills. • Adjustments will be made to teaching strategies, problem selection, and remedial support based on the collected data.

Socio-Emotional

			MEQ	**MEQ**	**CQSB**	**CQSB**	**CQSB**

MEQ Orientation	MEQ Objective	MEQ Indicator	Benchmark	Target 26-27
3. Faire des écoles et des centres des espaces accueillants	5. Améliorer le climat de bienveillance, de bien-être et de sécurité des élèves	12. Proportion d'écoles et de centres ayant recours au référentiel sur le bien-être de l'élève, élaboré en fonction des données issues de la recherche, pour faire une analyse de situation de leur milieu	0 %	**100.0 %**

Objective	Benchmark (June 2022)	Target 26-27
Proportion of schools and centres having used the "référentiel sur le bien-être de l'élève", based on research, to analyze the situation in our milieu (Our School Survey)	0 %	**100 %**

	Our School Objective	Indicator	MEES Benchmark	MEES Target June 2027
ELEMENTARY	Improve Sense of Belonging	How many students feel a sense of belonging at MEES?	66% (from the "Tell Them from Me" survey completed in November 2024)	**Target: 100% of the students will have a high sense of belonging in school to match the Canadian norm.**

ACTION PLAN	
Plan for Improving (Strategies) • **All of the following strategies are aimed at increasing the success rate of students. These best practices will benefit all students, including students who are at risk.**	
CLC School	Become a Community Learning Centre (CLC) school before June 2026. The Community Development Agent (CDA) will help develop and implement activities that support student success and contribute to the vitality of our community.
House system with school-wide activities (2026-2027)	The school will implement a house system, awarding points for participation and achievement in school-wide activities. The activities will foster teamwork, friendly competition, school pride, and a sense of community among students. -Olympics at the end of the year -The activities will develop different skills: intellectual, motor, technology-oriented, artistic, etc.

MEES Objective

EDUCATIONAL PROJECT				ACTION PLAN
Our School Objective	**Indicator**	**Benchmark**	**Target**	**Plan for Improving (Strategies)**

				June 2027
ELEMENTARY	100% of students will participate in 10 hours of contemporary, level appropriate, cross-curricular STEM activities that develop the 21st century competencies, offered throughout the year. STEM: Science, Technology, Engineering and Mathematics	Feedback from teachers who provided STEM activities for their students the previous year.	**1st year Benchmark To be determined after year 1.**	**100%**

- **All of the following strategies are aimed at increasing the success rate of students. These best practices will benefit all students, including students who are at risk.**

Step 1: Meeting with all staff to determine what STEM looks like at MEES and develop our action plan, with the support of consultants.
-What does STEM look like at MEES?
-Do we want to focus on certain letters of STEM?
- School wide or does each cycle have a focus?
-What do teachers feel capable of accomplishing?

After meeting:
Ideas to then be implemented into action plan once this meeting has occurred depending on what STEM can look like at our school and what is achievable with our staff:
- Provide training for staff related to STEM objectives for school and inquiry-based learning.
-Provide STEM options and teaching tools for each cycle (including kindergarten) depending on STEM objectives
-Have external organizations and programs support teachers in meeting the expected number of hours in the first year such as ESTIME, Kids Code Jeunesse, Scientists in School, etc.
- Day of code (instead of hour of code as we do not have enough technicians to have all students doing hour of code at the same time)
-STEM project of the month
- Opportunities for students to present their STEM projects to students, staff and parents (STEM fair, assembly presentation, etc.)
-Open Creative spaces
-Genius Hour
- Support from CQSB consultants to integrate STEM into main learning and teaching subjects.
- Hands-on science workshops/activities at every level, including kindergarten