

### Educational project – ACTION PLAN 2023 -2027-Updated 2026

Within the context of results-based management, the educational institution has developed an educational project that includes challenges, orientations, objectives, indicators and targets. It shares this project with the education community and the population. Once this has been done, the educational institution can devise an action plan.

As part of this action plan, the educational institution determines, for each action selected, the target groups, person(s) in charge, terms and conditions of implementation, the resources that will be devoted to it and the means of evaluation. The action plan makes it possible to monitor the implementation of the various actions and provides stakeholders with an opportunity to work together toward a common goal.

This tool is intended to support the school or centre team in developing its action plan.

It should be noted that if a means toward the achievement of an action does not yield the desired results, the principal or director of the school or centre can, with the agreement of the teaching team and while the action is still under way, make any changes it deems necessary, together with its school team.

Reminder: As stipulated in section 96.13 of the *Education Act*, the principal shall regularly inform the governing board of the proposals it approves under sections 96.15 and 110.12.

EDUCATIONAL PROJECT									CtSP	
<b>Orientation</b>	<b>To prioritize the well-being of all staff and students.</b>								<b>SWLSB Orientation 1</b>	To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.
<b>Objective</b>	<b>To improve school climate using positive behaviour frameworks.</b>	<b>INDICATOR(S)</b>	<b>Initial indicator</b>	<b>Reference year</b>	<b>Target 2023-2024</b>	<b>Target 2024-2025</b>	<b>Target 2025-2026</b>	<b>Target 2026-2027</b>	<b>Indicators and targets</b>	<b>2024</b>
		<b>Our SCHOOL Survey: Social-Emotional Outcomes (i.e., <i>Students with positive behaviour at school and Students with moderate or high levels of anxiety</i>) and Drivers of Student Outcomes (i.e., <i>Bullying and exclusion, and feel safe attending this school</i>).</b>	Students with positive behaviour at school: 81% Oct 2023 (Canadian norm 90%)  Students with moderate or high levels of anxiety: 22% Oct 2023 (Canadian norm 29%)	2023-2024	To achieve school results at or above/below the Canadian norms in the following categories:  Students with positive behaviour at school: 90% Canadian Norm; Pinewood 81% Oct 2023.  Students with moderate or high levels of anxiety: 29% Canadian Norm; Pinewood 22% Oct 2023.	To achieve school results at or above/below the Canadian norms in the following categories:  Students with positive behaviour at school: 90% Canadian Norm; Pinewood 91% Oct 2024 and 79% May 2025.  Students with moderate or high levels of anxiety: 29% Canadian Norm; Pinewood 24% Oct 2024 and 23% May 2025.	To achieve school results at or above/below the Canadian norms in the following categories <sup>1</sup>  Students with positive behaviour at school: 90% Canadian Norm; Pinewood 84% Oct 2025 and 86% March 2026.  Students with moderate or high levels of anxiety: 29% Canadian Norm; Pinewood 21% Oct 2025 and 23% March 2026.	Proportion of schools and centres using the Student Well-Being Framework, based on research data, to conduct a situational analysis of their environment.		

<sup>1</sup> To be determined using April School Survey Results

SCHOOL OR CENTRE : Pinewood Elementary School

			<p>Bullying and exclusion: 25% Oct 2023 (Canadian norm 30%)</p> <p>Feel safe attending this school: 56% Oct 2023(Canadian norm 62%)</p>		<p>Bullying and exclusion: 30% Canadian Norm; Pinewood 25% Oct 2023.</p> <p>Feel safe attending this school: 62% Canadian Norm; Pinewood 56% Oct 2023.</p>	<p>Bullying and exclusion: 30% Canadian Norm; Pinewood 22% Oct 2024 and 17% May 2025.</p> <p>Feel safe attending this school: 62% Canadian Norm; Pinewood 54% Oct 2024 and 44% May 2025.</p>	<p>Bullying and exclusion: 30% Canadian Norm; Pinewood 18% Oct 2025 and 19% March 2026.</p> <p>Feel safe attending this school: 62% Canadian Norm; Pinewood 58% Oct 2025 and 59% March 2026.</p>			
--	--	--	---	--	--	--	--	--	--	--

IMPLEMENTATION OF THE EDUCATIONAL PROJECT – ACTION PLAN 2024-2025

ACTION	Students targeted	Person in charge	Implementation of the action			Resources			Means of evaluation	Follow-up mechanism* (Dates or steps)
			Duration	Frequency	Place	Financial	Human	Material		
<p><b>Action no. 1</b></p> <p><b>Collect and analyze data from the OurSCHOOL SURVEY in the following categories: <i>Students with positive behaviour at school, students with moderate or high levels of anxiety, bullying and exclusion, feel safe attending this school.</i></b></p>	Grade 4, 5 and 6 students	<p>ABAV committee members</p> <p>School administrators</p>	<p>Data collection: 1 hour per session</p> <p>Data analysis: A half day to analyze the survey at each timepoint</p>	Bi-annually (October and March/April)	School	<p>Grade 4, 5 and 6 students</p> <p>Teachers and staff:</p> <p>Special Education Technicians</p> <p>ABAV committee members</p> <p>School administrators</p>	<p>Devices for each student to complete the survey</p> <p>Survey report on student outcomes and school climate</p>	Release time	Our School Survey Results	<p>✓ Administer OurSCHOOL SURVEY to collect baseline data (October 15-17, 2024.)</p> <p>✓ Analyze OurSCHOOL SURVEY report on school outcomes (Week of October 21, 2024.)</p> <p>✓ Administer OurSCHOOL SURVEY to monitor results at the end of the school year. (Week of April 7, 2025.)</p> <p>✓ Analyze OurSCHOOL SURVEY report on school outcomes (Week of April 28, 2025.)</p> <p>✓ Analyze OurSCHOOL SURVEY report on school outcomes with Ed Project committee and update indicator targets (October 28th, 2025.)</p>

SCHOOL OR CENTRE : Pinewood Elementary School

<p><b>Action no. 2</b></p> <p><b>Schedule School Climate Matrix check-ins for teachers and staff to: (a) promote a common understanding of the matrix, and (b) discuss and reflect on implementation strategies (e.g., flow chart).</b></p>	<p>All staff</p>	<p>School administration</p>	<p>15 minutes to 1 hour per session</p>	<p>Three times per year (August, November, March).</p>	<p>School</p>	<p>All staff</p>		<p>Additional hours outside regular workload for support staff</p>	<p>School Climate Matrix</p>	<ul style="list-style-type: none"> <li>✓ Check-in session 1 at staff meeting (August 26th 2024)</li> <li>✗ Check-in session 2 on November 1<sup>st</sup>, 2024 Staff Meeting/Support Staff December 2024.</li> <li>✗ Check-in session 3 at March Staff Meeting/Support Staff-March</li> </ul>
<p><b>Action no. 3</b></p> <p><b>Monitor progress of School Climate Matrix</b></p>	<p>All staff</p>	<p>School administration</p>	<p>Data collection: 10-15 minutes to complete a survey</p> <p>Data analysis: 3 hours to analyze the survey at each timepoint</p>	<p>Bi-annually (October and April)</p>	<p>School</p>	<p>All staff</p>	<p><a href="#">School Climate Matrix survey</a></p>	<p>none</p>	<p>School Climate Survey/Results</p>	<ul style="list-style-type: none"> <li>✓ Create School Climate Matrix survey (February 2, 2024).</li> <li>✓ Send School Climate Matrix survey to all staff (October, 2024).</li> <li>✓ Send School Climate Matrix survey to all staff (April, 2025).</li> <li>✓ Analyze School Climate Matrix survey results to monitor progress (May Staff Meeting).</li> </ul>

IMPLEMENTATION OF THE EDUCATIONAL PROJECT – ACTION PLAN 2025-2026										
ACTION	Students targeted	Person in charge	Implementation of the action			Resources			Means of evaluation	Follow-up mechanism* (Dates or steps)
			Duration	Frequency	Place	Human	Material	Financial		
<b>Action no. 1</b>  <b>Collect and analyze data from the OurSCHOOL SURVEY in the following categories: <i>Students with positive behaviour at school, students with moderate or high levels of anxiety, bullying and exclusion, feel safe attending this school.</i></b>	Grade 4, 5 and 6 students	ABAV committee members  School administrators	Data collection: 1 hour per session  Data analysis: A half day to analyze the survey at each timepoint	Bi-annually (October and March or April)	School	Grade 4, 5 and 6 students  Teachers and staff:  Special Education Technicians  ABAV committee members  School administrators	Devices for each student to complete the survey  Survey report on student outcomes and school climate	Release time	Our School Survey Results	<ul style="list-style-type: none"> <li>✓ Administer OurSCHOOL SURVEY to collect baseline data ( October 6, 2025).</li> <li>✓ Analyze OurSCHOOL SURVEY report on school outcomes (October 22, 2025.)</li> <li>✓ Administer OurSCHOOL SURVEY to monitor results at the end of the school year. (Week of March 9, 2026).</li> <li>✓ Analyze OurSCHOOL SURVEY report on school outcomes (Week of March 30th, 2026).</li> </ul>
<b>Action no. 2</b>  <b>Schedule School Climate Matrix check-ins for teachers and staff to: (a) promote a common understanding of the matrix, and (b) discuss and reflect on implementation strategies (e.g., flow chart).</b>	All staff	School administration	15 minutes per session	Three times per year (August, November, March).	School	All staff		Additional hours outside regular workload for support staff	School Climate Matrix	<ul style="list-style-type: none"> <li>✓ Plan staff meeting check-in dates and discussion questions to add to agendas (October 28th, 2025).</li> <li>↑ Plan support staff meeting check-in date and discussion questions.</li> <li>✓ Recommend Cycle meeting prior to November 7th, 2025 teacher staff meeting.</li> <li>✓ Check-in session 1 at November 7th, 2025 teacher staff meeting.</li> <li>✓ Cycle meeting prior to April 17th, 2026 teacher staff meeting.</li> <li>X Check-in session 2 at May 13, 2026 teacher staff meeting.</li> <li>X Schedule a PD session for teachers on the topic of classroom management (Sam Altarac-August 25, 2026- about 2 hours).</li> <li>X Schedule a PD session for support staff on the topic of behavior management (Josée Pomminville).</li> </ul>
<b>Action no. 3</b>  <b>Monitor progress of School Climate Matrix</b>	All staff	School administration	Data collection: 10 minutes to complete a survey	Annually (February)	School	All staff	<a href="#">School Climate survey</a>	none	School Climate Survey/Results	<ul style="list-style-type: none"> <li>✓ Analyze and revise School Climate Matrix survey based on 2024-2025 results</li> </ul>

IMPLEMENTATION OF THE EDUCATIONAL PROJECT – ACTION PLAN 2025-2026										
ACTION	Students targeted	Person in charge	Implementation of the action			Human	Resources		Means of evaluation	Follow-up mechanism* (Dates or steps)
			Duration	Frequency	Place		Material	Financial		
			Data analysis: 1 hour to analyze the survey at each timepoint				<a href="#">School Climate Survey Results</a>			(October 28 2025) ✓ Complete School Climate survey during the February 16th 2026 staff meeting. ✓ Analyze and share School Climate survey results (May 13th 2026 Staff Meeting).

21-066-09A\_w1

EDUCATIONAL PROJECT									CtSP	
<b>Orientation</b>	To support academic success for diverse learners and at-risk students.								<b>SWLSB Orientation 1</b>	To support and increase the success of diverse learners and at-risk students academically, socially, and emotionally.
<b>Objective</b>	To improve teaching practices supporting student learning in key subject areas.	<b>INDICATOR(S)</b>	<b>Initial indicator</b>	<b>Reference year</b>	<b>Target 2023-2024</b>	<b>Target 2024-2025</b>	<b>Target 2025-2026</b>	<b>Target 2026-2027</b>	<b>Indicators and targets</b>	<b>2024</b>
		<b>MEQ Grade 6 Math and ELA Results</b> Proportion of Grade 6 students with an IEP reported in the Critical and Without Risk categories for the MEQ Grade 6 exams (ELA, Competency 2: <i>Reads and listens to spoken, written and media texts</i> ; and Math, Competency 2: <i>Uses mathematical reasoning</i> ).	<b>Math:</b> Decrease the proportion of students with an IEP in the Critical category from 25% (5/20 students-June 2023) to 20%. <i>(the equivalent of 1 student)</i>  Increase the proportion of students with an IEP in the Without Risk category from 55% (11/20 students-June 2023) to 65%. <i>(the equivalent of 2 students)</i>  <b>ELA:</b> Decrease the proportion of students with an IEP in the Critical category from 20%	2022-2023	none	<b>Math:</b> The proportion of students with an IEP in the Critical category was 54% (7/13 students)  The proportion of students with an IEP in the Without Risk category was 23% (3/13 students).	<b>Math:</b> The proportion of students with an IEP in the Critical category was %. (/23students)  The proportion of students with an IEP in the Without Risk category was % (/23students)	<b>Math:</b> The proportion of students with an IEP in the Critical category was %. (/23students)  The proportion of students with an IEP in the Without Risk category was % (/23students)		Success rate of students with handicaps, social maladjustments, or learning difficulties (HDAA).

SCHOOL OR CENTRE : Pinewood Elementary School

			(5/20 students- June 2023) to 15%. <i>(the equivalent of 3 students)</i>			in the Critical category was 38.5% (5/13 students).	IEP in the Critical category was % (/23 students).	IEP in the Critical category was % (/23 students).		
			Increase the proportion of students with an IEP in the Without Risk category from 35% (7/20 students- June 2023) to 45%. <i>(the equivalent of 2 students)</i>			The proportion of students with an IEP in the Without Risk category was 15.4% (2/13 students).	The proportion of students with an IEP in the Without Risk category was % (/23 students).	The proportion of students with an IEP in the Without Risk category was % (/23 students).		
		<b>Teaching Practices</b> Number of teachers and staff participating in professional development.	Improve the tracking of participation in professional learning with a focus on frequency and type (i.e., single-session workshop/webinar, multi-session workshop/webinar, interschool pedagogical project, intraschool pedagogical project).	2024-2025	none	100% of the Math and ELA pedagogical development that teachers attended, included strategies to support students who are “at risk”.	% of the Math and ELA pedagogical development that teachers attended, included strategies to support students who are “at risk”.  <i>Math manipulatives, and resources were provided to all cycles.</i>	% of the Math and ELA pedagogical development that teachers attended, included strategies to support students who are “at risk”.		
<b>IMPLEMENTATION OF THE EDUCATIONAL PROJECT – ACTION PLAN 2024-2025</b>										

ACTION	Students targeted	Person in charge	Implementation of the action			Human	Resources		Means of evaluation	Follow-up mechanism* (Dates or steps)
			Duration	Frequency	Place		Material	Financial		
<b>Action no. 1</b> <b>Monitor the content of professional development in ELA and Math to determine whether strategies to support “at risk” students are included.</b>	Teachers	School administration	All year- Data collected in June	All year- Data collected in June	School	Teachers/ Administration	Online Form	none	<a href="#">Online Form</a>	<ul style="list-style-type: none"> <li>✓ Create Professional Development form (October 2024).</li> <li>✓ Send Professional Development form (April 2025)</li> <li>✓ Extract and review relevant data from the Professional Development Form (November 2025)</li> </ul>
<b>Action no. 2</b> <b>Analyze and use exam results to monitor and set targets.</b>	Educational Project Team	School Administration	One meeting at the beginning of the year (October 28, 2025).	Once	School	Teachers/ Administration	DVision (exam results) and Power BI	Release Time	Success rates and number of students in Critical and Without Risk categories	<ul style="list-style-type: none"> <li>✓ Analyze June 2025 MEQ grade 6 exam results (reasoning and reading- October 2025).</li> <li>✓ Analyze the 2024-2025 grade 5 ELA and Math report card results (reasoning and reading- October 2025).</li> </ul>

**IMPLEMENTATION OF THE EDUCATIONAL PROJECT – ACTION PLAN 2025-2026**

						Human	Resources Material	Financial	Means of evaluation	Follow-up mechanism* (Dates or steps)
<b>Action no. 1</b>  Monitor the content of professional development in ELA and Math to determine whether strategies to support “at risk” students are included.	Teachers	School administration	All year- Data collected in June	All year- Data collected in June	School	Teachers/ Administration	Online Form	none	<a href="#">Online Form</a>	✓ Send Professional Development form (April 2026)
<b>Action no. 2</b>  Analyze and use exam results to monitor and set targets.	Educational Project Team	School Administration	One meeting at the beginning of the year (October 28, 2025).	Once	School	Teachers/ Administration	DVision (exam results) and Power BI	Release Time	Success rates and number of students in Critical and Without Risk categories	X Analyze June 2026 MEQ grade 6 exam results (reasoning and reading- October 2026).  X Administer DIBELS and Acadience screeners to all Grade 6 students to plan appropriate intervention for students at-risk (September 2026).

\* ✓ ACHIEVED    ↑ IN PROGRESS    ⚠ TO MONITOR    ✨ NOT APPLICABLE    X NOT STARTED