

L'ÉcoRéussite aggregated action plan 2011–2014

System: Child/Student						
Objective: Increase the development of oral and written language skills of children ages 0–8 years-old.						
Geographical area served: Municipalities of Notre-Dame-du-Rosaire, Sainte-Apolline-de-Patton, Saint-Paul-de-Montminy, and Sainte-Euphémie-sur-Rivière-du-Sud.						
Main finding: Many children enter the school system without the foundation to succeed.						
Protective factor: Reading and writing skills/engagement with reading and writing.						
Sub-system	Desired transformation	Indicators/targets	Evaluation tools	Activities	Lead organization	Timeline
Child/ Student	Children read books regularly.	80% of children ages 0–8 years-old read books regularly.	Registration forms, book loan database, attendance, pre- and post-surveys for families, self-evaluations.	(1) Bibliomobile service: Deliver books to family homes and daycares.	L'ABC des Hauts-Plateaux	October-June (visit family homes every two weeks, with monthly visits to daycares)
				(2) Loan books at homework help programs.	L'ABC des Hauts-Plateaux	October-May
				(3) Loan books at Passe-Partout parent workshops and meetings.	Schools	School year: September-June
				(4) Setup the Tente à contes (reading tent) at school and community events.	Schools and L'ABC des Hauts-Plateaux	School year: September-June
Family	Families integrate reading and writing into their lifestyles.	8 monthly workshops for parents and children (2 reading/writing activities per workshop); 1 activity per day of reading/writing at home; 8–12 children in attendance at events; 8 families present at events.	Registration and attendance forms for events, pre- and post-surveys on family daily habits, parent questionnaires to evaluate expectations and levels of satisfaction.	(5) Lead parent-child workshops on engaging reading and writing strategies.	L'ABC des Hauts-Plateaux and Family Resource Centre	Dependent on schedule of Family Resource Centre
				(6) Lead shared writing and reading activities in family homes.	L'ABC des Hauts-Plateaux	October-June
				(7) Lead the program “Lire et écrire à la maison (LÉA).”	Schools and teaching staff	January-May
				(8) Lead interactive storytelling sessions for families.	Library	6 weekly sessions, 6 sessions on weekends

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Sub-system	Desired transformation	Indicators/targets	Evaluation tools	Activities	Lead organization	Timeline
Class/ classroom	Classes integrate children ages 0–4 years-old and their parents in class-based reading activities.	50% of parents visit the classroom at least 2 times/year; all daycares visit the school at least 2 times/year; 1 reading activity per month/school.	Focus group discussions with parents and daycare representatives; teacher and facilitator questionnaires; attendance sheets.	(9) Shared reading: 6–8 year-olds read to 0–5 year-olds in class.	Schools and teaching staff	December-May (monthly visits)
School	Schools implement community-led reading activities.	Number/type/frequency of activities led, clientele reached, number of participants, number of partners involved.	Evaluation forms, compilation sheets on attendance and frequency of activities.	(10) Reading activities on Saturdays at the elementary school.	Elementary school and L'ABC des Hauts-Plateaux	September-June (monthly)
				(11) High school and Adult Education Centre students read to primary school children.	L'ABC des Hauts-Plateaux	2 visits per class/year
	Schools develop a collaboration model to facilitate school entry.	All parents submit a questionnaire on their child's behaviour and characteristics to primary school teachers prior to the start of school.	Compilation of number of questionnaires taken and submitted.	(12) Distribute questionnaire using "Passage à l'école" template.	Schools and teaching staff	Distribution in March, parent meetings in April
Community	The community recognizes the importance of reading and writing for community development.	All library coordinators and elected officials are convened collectively and regularly for meetings; yearly public/town hall meetings.	Meeting minutes, municipal policy proposals and outcomes.	(13) Lead information activities on the workings of local committees and municipal councils in relation to reading/writing.	L'ÉcoRéussite and the Local Development Council	Throughout the year
	The community improves access to books.	4 activities/year led by each municipality; 1 reading/writing activity led per week at sporting arenas; reading/writing activities led by inter-municipal recreation centres; 16 partners have increased access to and availability of books.	Meeting minutes, compilation of activities led, attendance sheets, number of books added to collection and distributed, number of books read, number of internal and external partners.	(14) Lead reading/writing activities across the four municipalities.	Local Development Council and the four municipalities	To be determined
				(15) Integrate reading/writing activities into inter-municipal recreational activities.	Family Resource Centre and Appalaches Regional Park	Throughout the year
				(16) Collect and distribute books for 0–8 year-olds.	Family Resource Centre	May
				(17) Lead reading/writing activities during sporting events.	Family Resource Centre and Appalaches Regional Park	Preparation in June, implementation from June-August

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