

## Educational Project: CENTRE ACCESS: Brossard and Royal Oak Annual Report – May 2021

Our Educational Project has emerged from the collective reflection of our school staff and through consultation with our school community. It stems from our specific context, reality and needs, this in the best interest of our students and their ongoing success. It outlines the challenges, orientations and objectives that we, as a school, have prioritized for the next years. It also provides the indicators that will allow us to concretely observe our progress towards the attainment of our targets within the set objectives. In 2019-2020, efforts were invested into fine-tuning this Educational Project and its selected data sources to track progress effectively. We also worked on developing and implementing the related Action Plan, detailing the chosen strategies and tools through which we intended to address the chosen priorities, measure progress and achieve our objectives.

As stated in our mid-year report in December 2019, the 2019-2020 school year was the first year of implementation of this Educational Project. In March 2020, however, our efforts were suddenly halted due to the worldwide pandemic with which we are still dealing. This health crisis interrupted our actions and interventions as well as our data collection. Despite significant efforts from our school team, the ongoing COVID-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluation and reporting, thereby compromising our access to required student learning data such as end-of-year marks. As a consequence, we cannot fully report on our progress towards attaining set targets. Through this annual report, we therefore reflect on the 2019-2020 school year within these limitations. We provide a brief update on the **actions** completed for each of the objectives identified by our school team. We also outline the **means** we used to **track** both the efficiency of our actions and student progress in the targeted areas.

### Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
<ul style="list-style-type: none"> <li>➤ Increase number of students completing training programs</li> <li>➤ Strengthen ties between educational settings and community stakeholders</li> <li>➤ Increase the literacy skills of the adult population of Quebec.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Strengthen ties between educational settings and community stakeholders</li> <li>➤ Ensure a high level of language proficiency</li> <li>➤ Help raise the proportion of adult population with high literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ To better integrate vocational students into the workforce and Québec community.</li> <li>➤ To better integrate AGE students into the workforce and Québec community.</li> <li>➤ To continuously improve student learning.</li> </ul>

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<b>OBJECTIVE</b>	<b>To better integrate vocational students into the workforce and Quebec community</b>			
<b>INDICATOR</b>	Number of offering/ VT sector year			
<b>TARGET</b>	All vocational programs			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Develop a needs assessment to be administered to industry partners to determine what supplemental training would best support our vocational students in integrating into the workforce.</li> <li>➤ Administer the needs assessment to industry partners in order to determine what supplemental training would best support our vocational students in integrating into the workforce.</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE #</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Document is produced to survey industry partners</li> <li>➤ Collection of need assessments</li> <li>➤ Number of registrations in DVS Bricklaying; CHARLEMAGNE, BILAN 5</li> </ul>			
<b>RESULTS</b>				
<b>NUMBER OF STUDENTS REGISTERED IN BRICKLAYING/NUMBER OF GRADUATE STUDENTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>24/10</b>	<b>13/9</b>	<b>31/15</b>		
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>NOV 2020: SOME VOCATIONAL PROGRAM IMPLEMENTED A SURVEY TO COLLECT DATA AMONGST INDUSTRY PARTNERS TO EVALUATE WHAT SUPPLEMENTAL TRAINING WOULD BEST SUPPORT VOCATIONAL STUDENTS. SO FAR IT REINFORCED OUR RELATIONSHIP WITH THE INDUSTRY.</p>				

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### SURVEY DATA

#### **Total number of surveys sent out:**

BRICKLAYING – 30 INDUSTRY PARTNERS  
PROFESSIONAL SALES – NONE WERE SENT  
SALES REPRESENTATION – NONE WERE SENT

#### **Total number of surveys received:**

BRICKLAYING – 10 INDUSTRY PARTNERS  
PROFESSIONAL SALES – NONE WERE RECEIVED  
SALES REPRESENTATION – NONE WERE RECEIVED

NUMBER OF SURVEY SENT /NUMBER OF SURVEY RECEIVED				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
0/0	0/0	30/10		

#### **Bricklaying**

Renovation training isn't included in the currently Bricklaying program, but it is a growing market, and discussions with the service director to include an AVS training (Ouvrier) to get specialized training for renovations and AVS (Masonry Restoration) heritage building restoration. This would satisfy a need. Could reach a conclusion in the summer.

Mast climbing platform operator licence and telescopic forklift driver licence were a need for students to better integrate the market. We got a mast climbing platform free location in partnership with a masonry entrepreneur and we are working on a partnership with a forklift location company to get a free location twice a year to offer our students a driver licence.

#### **Bricklaying**

Survey has been distributed to students about what services they would like to have and there are different needs.

- Support for their loans and bursaries.
- Support for international students for their studies and/or work license. There will be an information session with a lawyer regarding work licences in collaboration with RISE (Riverside International Students' Education)

#### **Sales**

Survey hasn't been completed yet and hasn't been sent yet. **The PLC teams will coordinate the Survey questions for Sales internship partners. Assistant Centre Director will follow up.**

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<b>OBJECTIVE</b>	To better integrate AGE students into the workforce and Québec community.			
<b>INDICATOR</b>	Number of offerings/semester			
<b>TARGET</b>	All AGE students			
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Develop a needs assessment to be administered to staff, parents, support workers and students to determine which ties to the community need to be strengthened.</li> <li>➤ Administer the needs assessment to staff, parents, support workers and students to determine which ties to the community need to be strengthened</li> </ul>			
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE #</b>			
<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Document is produced and reviewed as needed at the beginning of each semester</li> <li>➤ Number of registrations in adult literacy courses and average passing grade; LUMIX</li> </ul>			
<b>RESULTS</b>				
<b>NUMBER OF STUDENTS REGISTERED IN ADULT LITERACY COURSES AND AVERAGE PASSING GRADE</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>1010 STUDENTS</b> <b>70% AVG</b>	<b>1007 STUDENTS</b> <b>67% AVG</b>	<b>884 STUDENTS</b> <b>69% AVG</b>		
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>SUPPORTING DOCUMENTS FOR RESULTS</p> <p><a href="#">GRICS_TB_REUSSITEMATIERESFGA.EN-CA (4)17-18 BROSSARD.XLSX</a></p> <p><a href="#">GRICS_TB_REUSSITEMATIERESFGA.EN-CA (3)BROSSARD 18-19.XLSX</a></p> <p><a href="#">GRICS_TB_REUSSITEMATIERESFGA.EN-CA (2)19-20 BROSSARD.XLSX</a></p> <p>MAY 2021:</p> <p><b><u>Total number of surveys sent out:</u></b> English Literacy/ Pre-Secondary – 173 students Francization – 90 students</p> <p><b><u>Total number of surveys received:</u></b> English Literacy/ Pre-Secondary – 151 students</p>				

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Francization – 68 *students*

NUMBER OF SURVEY SENT /NUMBER OF SURVEY RECEIVED				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
0/0	0/0	263/219		

### English Literacy/ Pre-Secondary

- **Needs:** Locating and access services
- **Action # 1**

#### Maison International – May 11<sup>th</sup> and 12<sup>th</sup> - Centre Local Emplo

- Services for new immigrants

- **Action # 2**

#### Renaissance

- They cater to all immigrants, regardless of their time in Canada.

- **Action # 3**

#### Reading Council

- Intermediate conversation class

### Francization

#### **Lower Levels**

- **Needs:** Communication skills are very low, and students have trouble accessing basic needs such as a doctor visit.
- **Solution:** The Big Sibling Mentorship program

#### **Higher levels**

- **Needs:** Students do not know available resources and job searching
- **Action # 1**

#### Maison International – May 11<sup>th</sup> and 12<sup>th</sup> - Centre Local Emplo

- Presentation for services for new immigrants has been done
- Can and has also helped to build resumes.

- **Action # 2**

#### Renaissance

- A presentation to students has been done.
- They cater to all immigrants, regardless of their time in Canada.

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### Action # 3

#### Bedard Ressources

- This organization is a placement agency and can help with job searching.
- They will be presenting to our students in the fall.

#### Ventures

Survey has been completed and has been sent.

It was proposed to us to create a written partnership and collaboration with community services and the Ventures program, through internships and job placements.

Possible partnerships for internships in the community – 2021/2022

RHSSPT – Regional Health and Social Services Partnership Table which is a part of ARC  
A member of Access Adult Center is sitting on both tables, to build partnerships. This might be a Ventures related partnership to pursue.

#### ACT – Alliance Carrieres Travail

This is an ongoing partnership that continues to support for:

- Work placement
- Orientation counselling
- Language courses – English and French

<b>OBJECTIVE</b>	To continuously improve student learning
<b>INDICATOR</b>	Minimum of 1 intervention strategy chosen and implemented Use of tools to track the progress of 4 marker students Feedback is linked to learning intentions
<b>TARGET</b>	All students
<b>ACTIONS UNDERTAKEN</b>	<ul style="list-style-type: none"> <li>➤ Teachers and professionals engage in professional dialogue to identify student needs based on learning outcomes.</li> <li>➤ Explore research-based teaching strategies such as integration of technology in the learning environment.</li> <li>➤ Professional development provided for teachers regarding research based teaching practices.</li> </ul>
<b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>	<b>MEASURE #</b>

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<b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>	<ul style="list-style-type: none"> <li>➤ Students need are identified in team notebook</li> <li>➤ Students know the learning outcomes as demonstrated during walkthrough</li> <li>➤ Teacher needs regarding professional development are recorded in team notebook along with ongoing actions</li> <li>➤ Number of graduates in DVS Bricklaying and number of graduates; CHARLEMAGNE, BILAN 5</li> </ul>			
<b>RESULTS</b>				
<b>NUMBER OF STUDENTS REGISTERED IN BRICKLAYING/NUMBER OF GRADUATE STUDENTS</b>				
<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>24/10</b>	<b>13/9</b>	<b>31/15</b>		
<b>REFLECTION ON ACTION AND RESULTS</b>				
<p>WE IMPLEMENTED PROFESSIONAL LEARNING COMMUNITIES THROUGH THE CENTRES. EACH PROGRAM HAVE THEIR OWN PLC TO COLLABORATE AND IMPLEMENT RESEARCH BASED TEACHING PRACTICES. EACH PLC TEAM KEEPS TRACK OF WHAT THEY ARE DOING IN THE NOTEBOOK.</p> <p><b><u>THE BRICKLAYING</u></b></p> <p><b><u>ACTION – TRACKING SYSTEM</u></b></p> <p>WE IMPLEMENTED A TRACKING SYSTEM TO COLLECT STUDENTS GRADE AND EVALUATE THEIR LEARNING PROGRESS TO BETTER DIFFERENTIATE STUDENTS LEARNING AND INTERVENE WITH REINFORCEMENT OR ENRICHMENT ACTIVITIES TO REACH STUDENTS NEED.</p> <p>TRACKING IS DONE ON AN EXCEL SHEET</p> <p><b><u>STUDENT SERVICES WEEKLY MEETING</u></b></p> <p><b><u>ACTION – WEEKLY STUDENT FOLLOW UP</u></b></p> <p>A TEAM MEETS ONCE A WEEK TO DISCUSS ISSUES WITH TIER 3 STUDENTS IN THE RTI MODEL, AND FOUND SOLUTIONS COLLABORATIVELY</p> <p>TRACKING IS DONE ON MICROSOFT OFFICE 365 ONE NOTE</p> <p><b>THE FOLLOWING CRITERIA IS USED TO IDENTIFY STUDENTS IN NEED</b></p> <p><b>Attendance:</b> Frequent absences, lateness or early dismissals (more than 40%)  <b>Behavior:</b> Multiple Tosca memos, in or out-of-school suspensions, several warnings  <b>Under Age:</b> 16-17  <b>Multiple Failures:</b> PN, EC</p>				

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**Missed Evaluations**

**Learning Difficulties** (reading below grade level, poor writing skills, needing extra time, quiet space, laptop, etc.)

**Emotional Difficulties**

**Referred/Recommended by staff**

**MEMBERS:**

RESOURCE TEACHERS

ACADEMIC ADVISOR

SOCIAL WORK TECHNICIANS

ADMINISTRATION