

Educational Project: Centres ACCESS: Cleghorn, Guimond, Darwin Annual Report – November 2020

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.

Also, it is important to note the growth of this cluster as we were added one more 'Point de service' – ACCESS Ste-Julie and the major growth of our online courses which are now regrouped under our Online Campus.

Educational Project Overview

CHALLENGES	ORIENTATIONS	OBJECTIVES
Retention	Through a collaborative process, the challenge identified by the School Success team was retention. This challenge was identified after careful consideration of student profiles and data collected. In 2017, as a baseline ACCESS Cleghorn had a total of 1416 students enter a Vocational program or Adult General Education program and had 254 students leave their studies resulting in a 82% retention rate globally. The intention of the objectives	<ul style="list-style-type: none"> ➤ Increase attendance with students identified as Requiring support measures ➤ Improve literacy and numeracy skills in the adult population ➤ Maintain, Promote and Diversify Student Life Activities Reflective of Our Multicultural Clientele and

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	that were chosen and the strategies put into place to achieve these objectives is to assist a greater number of students in completing their educational projects.	Enriching Personal and Social Relationships
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OBJECTIVE	Increase attendance with students identified as Requiring support measures
INDICATOR	MONTHLY ABSENCES
TARGET	REDUCE BY 5% BY 2022
ACTIONS UNDERTAKEN	<p>Action # 1 Check and Connect¹ Training and Implementation</p> <p>Action # 2 Develop and implement a common tracking system for late and early departures in both AGE and VT</p> <p>Action # 3 Implementation of Harm Reduction Strategies</p> <p>Action # 4 Changing the pedagogical model from traditional to individualized in some programs</p>
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # ACCROCHE TOI – FP (15197) ET ACCROCHE TOI FGA (15166)
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Action # 1</p> <p>At the beginning of the Check and Connect initiative in 2019 we had a total of 74 student who met the Check and Connect criteria. This includes the more extensive Check and Connect format, and the less extensive Check In – Check out Low format</p> <p>The degree severity of each student's situation would determine whether they would be placed in the Check and Connect Format (High severity) or the Check In – Check out Format (Lower severity)</p> <ul style="list-style-type: none"> - 26 of the 74 were Check In – Check out format - 47 of the 74 were Check and Connect format - 58 of the 74 were AGE students - 16 of the 74 were VT students. - 38 of the 74 students dropped out

¹ In *Check & Connect*, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., absences, tardies, behavioral referrals, grades), while the "Connect" component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence. reference <http://checkandconnect.umn.edu/model/default.html>

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This data could be interpreted as Check and Connect being not “very” effective. But, a lot of the students dropped out during the second part of the school year, i.e., during COVID. However, we can report that students who took part in the program, benefited from the initiative.

For Fall 2020, we have a total of 45 students who meet the Check and Connect criteria. 30 of those were part of the initiative last year.

- 29 of the 45 were Check In – Check out format
- 16 of the 45 were Check and Connect format
- 41 of the 45 were AGE students
- 4 of the 45 were VT students.
- 4 of the 45 students dropped out
- 2 of the 45 students no longer need Check and Connect

Action # 2

This has been difficult to implement:

New staff in the TOS positions need additional training. The training was provided in 2019-2020. Looking into additional ways to give them or get access to LUMIX.

2020-2021 will be used to look at developing a system.

Action # 3

Resources available were identified.

Third year offering Options courses (Sec. V) in Substance Abuse and Sex Ed.

Installation of condom dispensers in bathrooms (2), Planned for Winter 2020 but we had to postpone (COVID). This will be done in the current school year.

Exploring topics for Awareness workshops using our Health Care teachers.

Exploring Naloxone training for staff.

Preparing communications on how to address mental health risks (including workshops YMCA)

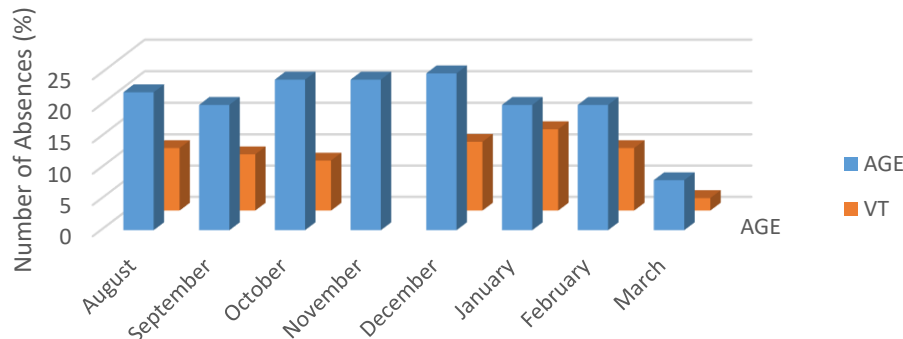
Review available communications regarding COVID

Action # 4

Two programs are offered using the individualized approach in VT (Secretarial and Automobile Mechanics)

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		Two individualized courses in AGE (English and History, Math and Sciences)																													
		VT: Visit CFP Lennoxville, November 28, 2019 Sharepoint was created to house the two VT programs documents (Individualized schedules for each student)																													
RESULTS																															
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023																											
	AUGUST 2019 – FEBRUARY 2020 DATA AGE AVERAGE: 22% VT AVERAGE: 10%																														
REFLECTION ON ACTION AND RESULTS																															
<div><div>Number of Absences (%) - 2019-2020</div><table><caption>Approximate data from the bar chart</caption><thead><tr><th>Month</th><th>AGE (%)</th><th>VT (%)</th></tr></thead><tbody><tr><td>August</td><td>22</td><td>15</td></tr><tr><td>September</td><td>20</td><td>12</td></tr><tr><td>October</td><td>22</td><td>12</td></tr><tr><td>November</td><td>22</td><td>12</td></tr><tr><td>December</td><td>22</td><td>12</td></tr><tr><td>January</td><td>20</td><td>15</td></tr><tr><td>February</td><td>20</td><td>12</td></tr><tr><td>March</td><td>10</td><td>5</td></tr></tbody></table></div> <div><p>WE KEPT THE DATA FROM AUGUST 2019 TO FEBRUARY 2020. IN MARCH 2020, SCHOOLS WERE CLOSED AND THE ATTENDANCE DATA IS NOT REFLECTIVE OF THE USUAL SITUATION.</p><p>DIFFERENT ACTIONS WERE PUT IN PLACE TO REDUCE THE AMOUNT OF ABSENCES. HOWEVER, IN A PANDEMIC YEAR, IT WOULD SEEM THAT THE EFFORTS NEED TO BE PLACED ON MOTIVATION OF OUR STAFF. WE MUST ALSO CONCENTRATE ON THE WELL BEING OF OUR STAFF AND OUR STUDENTS.</p></div>					Month	AGE (%)	VT (%)	August	22	15	September	20	12	October	22	12	November	22	12	December	22	12	January	20	15	February	20	12	March	10	5
Month	AGE (%)	VT (%)																													
August	22	15																													
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AS THE LEVEL OF ABSENCE WAS NOT REFLECTIVE OF THESE EFFORTS, SCHOOL CLOSURE, GOING TO AN ONLINE MODEL IN A VERY SHORT PERIOD OF TIME WITH LITTLE OR NO TRAINING FOR STAFF, MOTIVATION WAS DEFINITELY AFFECTED. THE LEVEL OF ABSENCES IN THE SECOND PART OF 2019-2020 WAS DEFINITELY NOT AN ACCURATE REFLECTION OF OUR USUAL STATUS AND OUR EFFORTS.

BY INTRODUCING NEW STRATEGIES GEARED TOWARDS A HYBRID, ONLINE MODEL FOR MANY CLASSES THIS YEAR AND PROVIDING ADDITIONAL SUPPORT AND TRAINING TO OUR STAFF, INCLUDING HIRING A DATA PROCESSING TECHNICIAN TO HELP TEACHERS, WE BELIEVE, WE WILL SEE AN INCREASE IN THE LEVEL OF ATTENDANCE OR AS A COUNTERPART A REDUCTION ON THE ABSENCES THIS YEAR. THIS YEAR, WE WILL ADD AN ACTION ITEM RELATED TO HOW BETTER SUPPORT THE ONLINE MODELS.

TAKING INTO ACCOUNT THE FACT THAT 2019-2020 WAS A TWO PART YEAR, WHERE THE PANDEMIC HAPPENED, IT IS HARD TO DETERMINE A BASELINE.

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OBJECTIVE	Improve literacy and numeracy skills in the adult population
INDICATOR	Number of students who are obtaining 70% or more in Competency 3 in Secondary 5 English
TARGET	AGE – Increase the number of students who are succeeding (70% and more) Competency 3 in English V by 5% by 2022
ACTIONS UNDERTAKEN	<p>Action # 1 Implementation of Step Up to Writing Secondary 1-5.</p> <p>Action # 2 Broaden the implementation of the Step Up to Writing program to raise the level of literacy understanding to other subjects in A.G.E. programs</p>
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE #
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Action # 1</p> <p>English teachers have analyzed the essential knowledge of the Step Up to writing program. We have sent the reproducible handouts for each grade level of the program to the printers. We will have six bound copies made for each grade level to be distributed to the different teachers. Two workshops have been offered by Isabelle Bertolotti (DBE consultant). One to all AGE teachers and one to the English department.</p> <p>1) With Covid, the English teachers have been building Moodle courses online and the digital versions of the Step up to Writing handouts have proved really useful in this regard.</p> <p>2) For secondary 1/2, a green course book of Step up to Writing handouts for the students was put together.</p> <p>We are now using the Step up to Writing, to varying degrees, in all levels of English.</p> <p>Action # 2</p> <p>To be explored and implemented as a second step to the first Action. In one to two years.</p>

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RESULTS				
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<p>79 STUDENTS WERE REGISTERED TO ENG51033 AT ONE POINT IN 2019-2020 IN CENTRE 310.</p> <p>42 STUDENTS WROTE AN EXAM (53.1646%)</p> <p>25 STUDENTS SCORED 70% OR HIGHER (59.5238% PASSED OUT OF 42 STUDENTS WHO WROTE</p> <p>37 STUDENTS DID NOT WRITE AN EXAM (46.8354%)</p>			
REFLECTION ON ACTION AND RESULTS				
<p>AS WE DID NOT HAVE DATA IN 2018-2019, WE WILL BE USING 2019-2020 AS OUR BASE LINE.</p> <p>THE FIRST ACTION HAS BEEN IMPLEMENTED AND MIGRATED TO OUR ONLINE PLATFORMS. THE SECOND STEP OF THIS INITIATIVE SEEMS TO BE MORE DIFFICULT TO IMPLEMENT. WE WILL USE THIS YEAR TO REVIEW ITS PERTINENCE AND HOW TO BEST ENCOURAGE TEACHERS TO INCLUDE THIS SYSTEM IN THEIR CURRICULUM?</p>				

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OBJECTIVE	Offer a welcoming, safe and caring living environment that fosters discussion, communication
INDICATOR	Student involvement and overall satisfaction with school life.
TARGET	To be established 2019-2020
ACTIONS UNDERTAKEN	<p>Action # 1 Develop and administer a satisfaction survey to students (end of semester A.G.E., and end of program V.T.)</p> <p>Action # 2 Develop and publicize a calendar of events</p> <p>Action # 3 Maintain & develop activities reflective of our multicultural clientele</p> <p>Action # 4 Establishing a clean and welcoming climate.</p>
MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)	MEASURE # ACCROCHE TOI FP (15197) AND ACCROCHE TOI FGA (15166)
TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)	<p>Action # 1</p> <p>First survey was given in December 2019. We received 231 responses.</p> <p>The overall responses were positive. Full results on our One Note.</p> <p>The results will be used to help with the different initiatives.</p> <p>Second survey was sent in June 2020 in link with the COVID situation. We received 86 responses.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>How do you feel with the level of support you received from ACCESS during quarantine? 86 responses</p>  <ul style="list-style-type: none"> ● Supported - my questions & concerns were answered ● Unsure - I sometimes received assistance ● Forgotten - I felt that I was left to find my own information ● Undecided - I do not have an opinion on this </div>

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The positive feedback revolved around the flexibility, no need to travel to the school (public transportation), the methodology used (support from teacher, homework to integrate knowledge, physical presence of teacher, coaching), ability to see a lesson multiple times (recorded), working at their own pace.

Some of the negative feedback covered the lack of presence in a classroom, problems with technology, lack of classroom procedures, all students do not have the software required at home, difficulty to stay motivated.

Action # 2

Common calendar has been created. (in house activities and YMCA) Calendar was displayed in both Cafeteria and Front entrance in 2019-2020.

2020-2021 We need to determine the best way to communicate the common calendar to students in a pandemic situation. (website, facebook...)

Action # 3

2019- 2020: A list of 40 activities has been identified including multicultural holidays (awareness)
A few activities are ongoing every week.
Full list appears in our One Note.

2020-2021 Update

New SETs were identified this year and are looking, in conjunction with Student Council, at which activities can be identified in a COVID year. There will be less activities and they will be mostly online.

Action # 4

Discussions have been held regarding welcoming students and customer service

Result from December 2019 survey

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					<p>I am satisfied with the level of cleanliness in my classroom 231 responses</p>  <p style="text-align: right;">A</p>
					<p>Review emergency procedures and establish communication channels for various emergencies.</p> <p>Follow up on CPI training : Train new staff members and refresher.</p> <p>Offering orientation sessions in August, 2020 for all students (online session, overview of Centre and resources).</p> <p>Welcoming committee in the morning.</p> <p>Working on renovations to the front office to make it more user friendly and welcoming.</p>
RESULTS					
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
REFLECTION ON ACTION AND RESULTS					
<p>THE TARGET FOR THIS OBJECTIVE WAS TO BE DETERMINED IN THE 2019-2020 SCHOOL YEAR. BECAUSE OF THE SITUATION DURING THAT YEAR WE WERE NOT ABLE TO SET OUR TARGET. IT WILL BE PART OF OUR DISCUSSIONS THIS YEAR.</p> <p>IN A PANDEMIC YEAR, THE PARAMETERS DETERMINED TO REFLECT A WELCOMING, SAFE AND CARING ENVIRONMENT CAN CHANGE. WE STILL HAVE THE SAME APPROACH OF CARING WHICH HAS HELPED US PROVIDE WHAT STUDENTS NEED TO BE SUCCESSFUL, BUT THE ADVENT OF THE CURRENT SITUATION ADDS ANOTHER LAYER THAT MUST BE ADDRESSED WITH ADDITIONAL MEASURES. MEASURES HAVE BEEN IMPLEMENTED TO ENSURE THE SAFETY AND WELL BEING OF OUR STUDENTS BUT IN AN EVER CHANGING AND DEVELOPING SITUATION, WE NEED TO BE FLEXIBLE AND ADAPTABLE TO PROVIDE WHAT STUDENTS NEED.</p> <p>SOME OF THE NEW STRATEGIES THAT HAVE BEEN IMPLEMENTED ARE : THE ADDITION OF A STAFF SOLELY ATTACHED TO THE COVID DOSSIER, APPLICATION OF SANTÉ PUBLIQUE GUIDELINES, RESOURCE SUPPORT WITH A DIFFERENT APPROACH AS A LOT OF OUR STUDENTS ARE TAKING CLASSES ONLINE, ADDITIONAL CUSTODIAN SERVICES (MORE TIME).</p>					