

## Educational Project: ACCESS Brossard and Royal Oak Annual Report – November 2020

Our Educational Project emerged from the collective reflection of our centre staff and through consultation with our centre 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 centre, 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 centre team, the ongoing COVID-19 reality has impacted teaching and learning. At the end of last year, it led to altered evaluations, thereby compromising our access to required student learning data such as end-of-year course 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 centre 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 the number of students completing VT training programs</li> <li>➤ Integrating students into the workforce and the community</li> </ul> | <ul style="list-style-type: none"> <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>➤ 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>   | To better integrate vocational students into the workforce and Quebec community  |                  |                  |                  |
| <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 in order 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>  | MEASURE #<br>NOT APPLICABLE  |                  |                  |                  |
| <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>➤ Session held based on feedback from surveys</li> </ul>  |                  |                  |                  |
| <b>RESULTS</b>   |  |                  |                  |                  |
| <b>2018-2019</b>   | <b>2019-2020</b>   | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|  |  |                  |                  |                  |
| <b>REFLECTION ON ACTION AND RESULTS</b>  |  |                  |                  |                  |
| <p>BRICKLAYING AND STATIONARY ENGINE MECHANICS IMPLEMENTED A SURVEY TO COLLECT DATA FROM INDUSTRY PARTNERS TO EVALUATE WHAT SUPPLEMENTAL TRAINING WOULD BEST SUPPORT OUR VOCATIONAL STUDENTS. IT HAS REINFORCED OUR RELATIONSHIP WITH THE INDUSTRY AND CONFIRMED THE QUALITY OF THE EDUCATIONAL SERVICES OFFERED</p> <p>OTHER PROGRAMMES (DAYCARE, PROFESSIONAL SALES/SALES REPRESENTATION) WILL FOLLOW SUIT DURING THE CURRENT YEAR</p> |  |                  |                  |                  |

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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>  | ➤ Develop a needs assessment to be administered to staff, parents, support workers and students in order to determine which ties to the community need to be strengthened. |                  |                  |                  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>  | MEASURE #<br>NOT APPLICABLE  |                  |                  |                  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>  | ➤ Document is produced and reviewed as needed at the beginning of each semester<br>➤ Number of sessions held each semester   |                  |                  |                  |
| <b>RESULTS</b>   |  |                  |                  |                  |
| <b>2018-2019</b>   | <b>2019-2020</b>   | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |
|  |  |                  |                  |                  |
| <b>REFLECTION ON ACTION AND RESULTS</b>  |  |                  |                  |                  |
| THE NEEDS ASSESSMENT WAS DRAFTED BUT NOT ADMINISTERED GIVEN THE COVID CONTEXT AS OF MARCH. WE WILL ADMINISTER IT THIS YEAR AND INCLUDE SESSIONS FOR STUDENTS BASED ON THE SURVEY FEEDBACK. |  |                  |                  |                  |

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| <b>OBJECTIVE</b>  | To continuously improve student learning   |                  |                  |                  |  |
| <b>INDICATOR</b>  | Minimum of 1 intervention strategy chosen and implemented<br>Use of tools to track the progress of 4 marker students<br>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>➤ Teachers and professionals explore research based teaching strategies such as learning intentions and success criteria to enhance student learning.</li> <li>➤ Professional development provided for teachers regarding research based teaching practices.</li> </ul> |                  |                  |                  |  |
| <b>MEASURE MONIES DEDICATED TO THIS OBJECTIVE (IF APPLICABLE)</b>   | MEASURE #<br>NOT APPLICABLE  |                  |                  |                  |  |
| <b>TRACKING MEANS (ACTIONS AND/OR STUDENT PROGRESS)</b>   | <ul style="list-style-type: none"> <li>➤ Students needs are identified in team notebook</li> <li>➤ Students know the learning outcomes as demonstrated during walkthroughs</li> <li>➤ Teacher needs regarding professional development are recorded in team notebook along with ongoing actions</li> </ul>   |                  |                  |                  |  |
| <b>RESULTS</b>  |  |                  |                  |                  |  |
| <b>2018-2019</b>  | <b>2019-2020</b>   | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> |  |
|   |  |                  |                  |                  |  |
| <b>REFLECTION ON ACTION AND RESULTS</b>   |  |                  |                  |                  |  |
| <p>WE CONTINUE TO IMPLEMENT PROFESSIONAL LEARNING COMMUNITIES THROUGHOUT THE CENTRE. EACH PLC COLLABORATES AND TEACHERS USE RESEARCH BASED TEACHING PRACTICES. EACH PLC TEAM KEEPS TRACK OF WHAT THEY ARE DOING IN THEIR NOTEBOOK.</p> <p>PROFESSIONAL DEVELOPMENT HAD TO SHIFT FOCUS BECAUSE OF THE COVID SHUTDOWN WITH MOST OF THE EMPHASIS BEING PLACED ON HOW TO SUPPORT ONLINE LEARNING AND TRAINING THE TEACHERS ON THE TOOLS TO FACILITATE IT.</p> |  |                  |                  |                  |  |



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