

Morden Collegiate Institute

School Continuous Improvement Plan

2019-2020





MISSION STATEMENT

The mission of our school is to create a safe and caring environment which emphasizes learning as a life-long quest.

Our school strives for equality, mutual respect and co-operation in everything that it does; to be a place where all are encouraged to seek continually to be better, more informed people and citizens.

MCI RESPECT STATEMENTS

At Morden Collegiate we respect ourselves and others by doing the following:

We promote accountability

We appreciate a safe and clean environment

We promote diversity and equality

We use appropriate language

We value a positive school climate

We value positive interactions

We value active listening

We value acceptance

We are inclusive

Morden Collegiate Institute is a grade 9-12 high school that offers a varied set of programs and courses to meet the needs of our diverse population of learners. Our intent is to be able to provide opportunities for every student to pursue their passions while they study at Morden Collegiate Institute, and to be prepared to lead a successful life after completing their K-12 education. We strive for our students to be leaders in academic achievement, innovative thinking and creativity, and to be comfortable in the risks required to be those leaders.

School Profile

Morden Collegiate Institute is the only high school in Western School Division. We serve students from the City of Morden and surrounding areas who are in grades 9-12. Our student population self identifies as being 72% born in Canada and 28% newcomers. The number of students not born in Canada increased 3% in one year. Over the five previous years, this number has increased at approximately 1% per year. We anticipate an even larger increase in the year coming up. The diversity of our school population is continually evolving, and the pace at which it is changing, is increasing in its rapidity.

School Leaders

Principal Marianne Fenn (mfenn@westernsd.mb.ca)
Vice-Principal Tania Sigurdson (tsigurdson@westernsd.mb.ca)

Staff Complement

Full-time equivalents	No.
Administrators	2
Teachers	35.925
Resource Teachers	2.8
Counsellors	1.6
Educational Assistants	11
Youth Support Guidance Worker	1
Administrative Assistants	2.5
Librarians	1
Cafeteria	2.5
Custodial Staff	5

Students

Total number of enrolled students 2019-2020 (As at Oct 7/2019): **573**

Grade	Grade 9	Grade 10	Grade 11	Grade 12
Number	131	147	113	166
Percentage of all	23	26	20	29

Disaggregation	# of students	Percentage of student population
English as Additional Language (funded)	54	9.4
Self Declared Aboriginal	37	6.4
Children in Care of CFS	9	1.6
Vocational Programming	66	11.5
French Immersion Programming	53	9.2
School of Choice	14	2.4

Facility

Number of classrooms (inclusive of rooms listed below)	33
Number of computer labs	3
Physical fitness space	Gymnasium, fitness room
Music room	1
Theatre	1
Learning Resource Centre	1
Science Labs	4
Home Ec Space	1 (shared with EMMS)
Woodworking Shop	1 (shared with EMMS)
Guidance offices	2
Resource room	2 (Life Skills Resource Rooms shared with EMMS (plus 3 resource offices)
Teen Learning Centre	Offsite program
Morden Collegiate Welding Shop	Offsite program
Morden Collegiate Piping and Plumbing Shop	Offsite program
Health Care Clinic – onsite Nurse Practitioner	Operates onsite – one day per week currently

Career Development – Ready for Life Initiatives

Purposeful Course Selection Process with Guidance Conversations to Support Future Planning

MCI Guidance Counsellor staff help support students with selection of courses to achieve graduation, but also with the consideration of future types of goals in mind (ie: pursuit of a particular post-secondary options, vocation or trade option, or employment opportunity). Divisionally, our opt in to the “My Blueprint” program is supporting these planning conversations. We are just getting off the ground in the use of this software to support future planning.

Career Symposium/Hosting Post Secondary Consortium/College and University Visits

Students participate in offsite and onsite opportunities to learn about careers and post secondary options. We host an annual visit of a consortium of colleges/universities in the fall. In the last few years we have expanded that option to include other local businesses and potential employers. We also provide students with the opportunity to tour Brandon University, University of Manitoba, University of Winnipeg and Red River College. Some years our students attend the Rotary Career Symposium in Winnipeg as well. In 2017/2018 all of our grade 9 students participated in a “World of Choices” event, offered in partnership with Junior Achievement Canada.

Career Development Courses at MCI

Morden Collegiate offers courses in grades 9-12 with a focus on career development. The four Manitoba Education and Training developed courses, Life/Work Exploration, Life/Work Planning, Life/Work Building and Life/Work Transitioning are well subscribed courses at every grade level. In the 2018/2019 school year, Morden Collegiate Guidance department developed a local online opportunity for students to work independently to achieve a grade 10 Career Development credit.

Internships/Employment/Volunteer for Credit

Morden Collegiate offers the Credit for Internship, Credit for Employment and Volunteer credits in both English and en Francais. Guidance Counsellors have developed an online system to track hours and feedback forms to facilitate ease in completion of these courses.

Business Education Courses

A complement of courses in applied commerce education support our student’s gaining practical skills that will support them in the workplace and in their own lives. Courses such as Accounting Essentials and Accounting Systems, Business Communications, Business Innovations, Creative Promotions, etc... are available.

Red River Technical Vocation Area Programs

Western School Division is a partner division within the Red River Technical Vocation Area (RRTVA) consortium of schools. MCI offers a Health Care Aid program, a vocational Welding program and a Piping and Plumbing Trades program. Our partner divisions offer programs such as Culinary Arts, Automotive Tech, Heavy Duty Mechanics, Electrical Technology, Hairstyling, Esthetics, Carpentry, and more. MCI students can enroll in these programs and in many cases will achieve credit toward level one apprenticeship in the skilled trade they are learning. Even for students who do not choose to enroll in a program, tours are available for other students within our school, and the exposure to the options can also inspire students to think about their futures more purposefully.

In the 2018/2019 school year, in partnership with WC Miller in Altona, we offered an Introduction to Construction Trades (ICT) course for grade 10 students interested in the areas of Piping Trades and Carpentry. Students spend ½ of a semester in Morden getting an introduction to the field of the Piping Trades and ½ a semester in Altona getting an introduction into the field of Carpentry. Offering this broad introduction created a baseline of understanding for students to build on in their grade 11 year as well as offered them 4 credits in a vocational hands on learning environment.

Guidance Initiatives such as “Safe Workers of Tomorrow”, “Take our Kids to Work Day”

Our Guidance Department works within the community to offer students with exposure to training opportunities such as “Safe Workers of Tomorrow” training, and the provincial initiative, “Take our Kids to Work Day.”

My Blueprint

In the 2018/2019 school year, our guidance department partnered with our grade 9 health classes to introduce students to the “My Blueprint” online portfolio program focused on developing strong student achievement and connecting current learning to post secondary/workplace opportunities and requirements. The program is also used in all career development courses from grade 9 – 12 to help bridge students into the workforce.

Education For Sustainable Development – Key Focus

As per Manitoba Education and Training, sustainability is considered to be a whole school approach. They indicate 5 domains as; curriculum (teaching and learning), facilities and operations (reducing the carbon footprint), capacity building (training for staff), governance (sustainable school plans and policies), and partnerships within the community.

Curriculum

A natural connection to ESD is in our social studies classrooms (Gr. 9 Social Studies, Grade 10 Geography, Grade 11 History, and Grade 12 Global Issues). For example, our Grade 10 Geography classes focus on food security, creating project based learning initiatives around this topic. Recent projects have included a group creating a rap song and accompanying music video to bring awareness to food security issues. Other teams have hosted fundraisers to support those for whom food security is a problem.

Facilities and Operations

Within our current facilities, we run a paper and plastic recycling program and this year plan to research the possibility of implementing or better understanding the school composting needs or services in all MCI food prep areas (staff room, foods and nutrition classrooms, and cafeteria).

Capacity Building

Through our leadership committee, we will discuss the integrations of key themes (poverty alleviation, human rights, health and environmental protection, and climate change) into curriculum and bring the result of this discussion to the full staff. For example, in our Clothing and Textiles classes,

Governance

Following the Manitoba Health Schools guidelines, our school vending machines and cafeteria offer healthy meal and snack options for students encouraging healthy eating.

Partnerships Within the Community

Each year, Morden Collegiate partners with our local food bank through various food drive initiatives and projects to raise funds and awareness. Our Foods and Nutrition and Phys Ed classes (Health curriculum) are planning to partner up to create a small school community garden.

Programs

French Immersion

Students have had the opportunity to learn in both official languages. Diplomas have been achievable in the English Language program and Canadian Parents for French Certificates are available to students who have qualified by taking the appropriate number of French Immersion courses. In 2016/2017 we increased our French Immersion course offerings to allow grade 9 students starting that year, to potentially achieve enough credits to earn a French Immersion Diploma as the graduating class of 2020. In 2017/2018, and 2018/2019, additional staff with competency in teaching French Immersion have helped us to continue to grow, and be prepared for additional growth in this program.

Now entering the 2019/2020 school year, we are ready to graduate four grade 12 students with the French Immersion Diploma. These students will be required to write the Provincial Assessment in their Grade 12 French Language class and will give us a benchmark of data from which to build on in our continuous improvement. Our current graduating class of 2021 can have four French Immersion Diploma students; in 2022, we have 11 potential French Immersion Diploma graduates; and in 2023 we could graduate as many as 16 students with the French Immersion Diploma.

Vocational

Western School Division is a partner division in the Red River Technical Vocational Area consortium of school divisions. Consortium members work together to provide technical vocational programming options to students in all partner divisions. Morden Collegiate Institute students are able to access these programs by enrolling in either of the three programs offered by our school (Health Care Aid, Welding, Plumbing and Piping Trades), or by accessing available seats in programs offered by our partner divisions (ie: Auto Body, Automotive Technology, Baking and Pastry Arts, Carpentry, Community Health & Child Care, Culinary Arts, Educational Assistant, Electrical Technology, Esthetics - Nail & Skin Care Technology, Hairstyling, Heavy Duty Equipment, Introduction to Construction Trades. Students who successfully complete 8 courses in an approved cluster of technology based courses qualify to receive a Manitoba Education Senior Years Technology Diploma. In many cases, students also receive shop hour and instructional hour credit toward Level 1 Apprenticeship. More information about RRTVA can be found here: <http://www.blsd.ca/school/rrt>

Alternate Track

In the 2018/2019 school year, we continued to offer the Alt Track program to students who have been recognized by the resource teachers to need adaptations in the form of additional time and more one-on-one support in order to succeed. We enrolled 7 grade 9 students, 5 grade 10 students, four grade 11 students and 2 grade 12 students for a total of 18 students receiving this focused support.

Life Skills

Our Life Skills program promotes integration and provides individualized plans to students with diagnosed specialized needs. Student specific goals may focus on developing functional literacy, functional numeracy, social emotional outcomes, behaviour development, occupational therapy, or physical therapy. Students will have a variety of individualized programming to meet their specific needs. This may include time in classrooms, in work placements, or in the Life Skills classroom working on specific goals. In the 2018/2019 school year, we had seven students working with the Life Skills Program.

School Strengths, Equity Issues and Challenges

Strengths:

- ✓ **Flexible (and growing) Program Options for Various Student Interests and Needs** – Morden Collegiate is a growing school connected to creating a place of belonging for all students to find success. Though our French Immersion and Advanced Placement (AP) programs, we offer students the opportunity to challenge themselves academically better preparing them for the academic challenges of their post-secondary options. In the 2019/2020 school year, we introduced AP Psychology as a new elective. We currently have 15 students who are working towards earning an AP credit and possibly credit towards a post-secondary diploma.
- ✓ In grade 11 & 12, we offer all three math delivery options (Essential, Applied, and Pre-Calculus Math) available through the province to ensure students have many entry points to their math goals. In grade 11 & 12 physical education programming, we offer a fitness option and additionally an outdoor ed option at the grade 12 level to ensure that students can find success in their required physical education credits while following a path more engaging to them individually. Students who wish to pursue a vocation or for students who simply like learning in a more hands-on environment, we offer four local and an additional twelve regional vocational programs for students to participate in. For those students who struggle to find academic success, Morden Collegiate offers resource periods to students who need time in their schedule with support to focus on achieving current courses and a credit recovery program to support students who were close to gaining credit but not quite successful and allow them to reach back and recover their credit without a complete repeat of the course. For those students who struggle with working on campus, we offer an off campus half day program for students to continue to work towards credit at our Teen Learning Centre. If a student has become dis-engaged in their learning and has become non-compliant in attending school, they may find support through our focused Learn to 18 program where they can meet one-on-one with a teacher off campus and focus on their life goals and support the path to achieve them.
- ✓ **Capable and Caring Staff** – Morden Collegiate is staffed with highly trained and caring staff who regularly seek professional development opportunities to improve their skills and remain lifelong learners. Their focus on creating a safe and caring school with a focus on academic success begins with strong relationships with each other and with students. Meeting students where they are at and moving them forward with a positive focus on success is one of our strengths. In the classroom, a shifted focus over the past two years to create project based learning opportunities connecting student passions and interests with curricular outcomes has been a challenge teachers recognize as worth the extra effort to engage students. Outside of the classroom, staff engage students with school through coaching, supervising or cheering on our athletes, supervising school dances and various school spirit events, attending conferences or competitions with our student activists or debaters, or organizing student experiential opportunities like going to a Winnipeg Goldeyes game or attending an Ai-kon anime convention.

- ✓ **Highly Inclusive School Environment** – Morden Collegiate’s mission statement indicates we will “create a safe and caring environment which emphasizes learning as a life-long quest”. While we see this in many areas of the school and programming, our focus on individualizing programming for our students with the most academic challenges is one that we are very proud of. Our Life Skills program creates authentic inclusion in the classroom as well as real life training in work placement programs within the community. Our teachers work closely with our resource teachers to create authentic and appropriate individualized modified programming in each class for students working towards modified credit. Our Student Assistance Program (SAP) focuses on students who are struggling in many areas including socially, academically, behaviourally, or socioeconomically and ensure they have the adequate support and care to overcome these challenges. Morden Collegiate genuinely believes in the success of our students and continues to work with them with whatever is creating a challenge or barrier to that success.

- ✓ **Arts Education** – Morden Collegiate offers many Arts based programs including Concert Band, Jazz Band, Concert Choir, Jazz Choir, Visual Art, Performance Drama, Technical Drama, and Production of a play. In 2019/2020 we have students were enrolled in the following arts courses: 74 in Concert Band, 62 in Jazz Band, 50 in Choir and/or Jazz Choir, 78 in Performance Drama, 81 in Technical Drama, 24 involved in producing a play, and 116 in Visual Art. Culminating Art Shows, drama productions, festival adjudications, and concerts allow students to showcase their skilled growth to their families, friends, and broader community. Cross curricular opportunities are created through this strong PLC group who focus on creating opportunities for students to develop both curricular success and soft skill development that will serve them in their professional pursuits in any field.

- ✓ **Robust Athletics/Extracurricular/Co-curricular Programs** - students at Morden Collegiate benefit from the spirit of volunteerism from our staff and from skilled and involved community members in pursuits of extra curricular activities and athletics. Other opportunities for Co-curricular programs include clubs like HASTA (Hopeful Aware Students Taking Action), Youth in Philanthropy, Debate Club, Korean Culture Club, Student Council, etc. Students may also take credits for internship, employment and for community volunteering.

- ✓ **Community Relationships** – Morden Collegiate values and maintains an ongoing partnership with our broader community. Through professionals coming into the classroom to guest speak or guest judge student work, our students being invited to observe as classes or individuals the work and career options available in our community. Our volunteer credit, apprenticeship credits, credit for employment, work placements, and credit for internship programs offer student the opportunities to achieve course credit while getting real life experience in the work force. Our continued development in connecting students with career options through our university/collage/career fair in the fall as well as our participation in the *World of Choices* event are continuing to create opportunities for students to connect with professionals and create career goals for themselves. Our Vocational Programs continue to be invited to participate in community projects offering real-life experiences in the trade as well. At our convocation ceremony each year, we are honoured by the over 1,000 family, friends and community

members to celebrate our graduates many through their scholarship donations to help support our students onto achieve their career goals. In the 2018/2019 school year, we continued our partnership with Southern Health and Agassiz Health Centre to offer a Health Care Clinic onsite at Morden Collegiate. We continue to partner with Regional Connections to increase our capacity to support newcomer students and their families to integrate in our schools with our Settlement Workers in Schools (SWIS). In the 2018/2019 school year, we were able to offer a parent information night at course selection time focused on newcomer families prior to our general grade 9 information night for course selections. With our home school liaisons, guidance counsellors, SWIS workers, and administration, we were able to offer a introduction to schooling in Manitoba in general and the credit system. Moving at a more introductory pace with translators with a large portion focused on Q&A with our newcomer families, we were able to create a strong baseline of understanding with which to build upon when it comes to picking courses for their children.

Equity Issues:

- ✓ **Socio Economic Factors and Poverty** - In our school data and work through our Student Assistance Program (SAP), we have recognized a clear correlation to students who are not successful at achieving credit and indicators of poverty and socio economic status. With purposeful work through the SAP program, our home-school liaison workers, and community connections, we continue to work to create positive inclusive school relationships with the whole family including the student.
- ✓ **Students in care** - Often, in the case of our students in care, they transition into the school year outside of the beginning of the semester with a history of interrupted learning and resulting academic challenges in the classroom. Maintaining positive relationships with our local Foster Families and Social Workers as well as proactive conversations through the intake process with the new student helps ease their transition into school.
- ✓ **Indigenous learners** - Our work with our Indigenous students begins in making purposeful effort to integrate Indigenous content into our classroom materials and, when possible, including Indigenous content courses in the course selection process. Also, through creating community partnerships to increase opportunities for our Indigenous students, we hope to increase engagement at the school setting and focus on long term goal setting.
- ✓ **Diversity** – Students at Morden Collegiate increasingly represent a diverse group of people. Our community, staff and student population represent individuals with differences represent culture, religion, socio-economics, gender, sexual orientation, ability, etc... We are committed to supporting our diverse school community, but it comes with some difficulties in balancing all perspectives sometimes.

Challenges:

- ✓ **Student Mental Health and Wellness** - Through purposeful support partnered with our guidance counsellors, youth support guidance worker, administration, families and community partnerships, we work to have pro-active conversations about mental health and mentoring practices of self-care.

- ✓ **Technology** - Increased access to technology both on school and personal devices for the purposes of instruction and learning has been a focus to breakdown barriers between students and learning. Talk-to-text and recording devices as well as laptops are strategies that are increasing student's access to communication while decreasing their reliance on others or avoidance strategies.

- ✓ **Facility** – (furnishings – LRC update, space in shared programs home ec especially, learning commons) - Annual assessment of learning spaces and individual student needs has increased our implementation of flexible student learning options (standing desks, group seating, rocking chairs etc.) has allowed for increased access to these supportive tools.

- ✓ **Student Disengagement/Attendance** – Communication with EMMS admin, resource, and guidance has been supportive in anticipating the incoming needs of our incoming grade 9's to anticipate students who are arriving dis-engaged from their learning or with habitual truancy already. Once students are here, close monitoring (automatic phone call home after one absence, letter from school at 6, and contact with possible parent meeting from admin at 10 absences depending on the circumstance). Again, the strategy most employed is creating a connection with the student and their family and working to instil an sense of belonging at our school. The longer a student is gone, the more difficult it is to re-engage them and, on a case by case basis, we might consider strategies such as off-campus programming for the remainder of the semester, enrollment in a work period to support additional time required to get caught up, or attending an after school/lunch school tutoring session such as "math matters" open to any student working towards a math credit.

Western School Division - Literacy and Numeracy Goal

Driving Numeracy and Literacy Goal

"To ensure quality numeracy and literacy instruction and learning for all students, through building student and adult capacity in critical thinking, problem solving and making connections."

Sub-Goals:

- Students will use metacognition to develop deep understanding while learning, applying and transferring the 6 strands of English Language Arts across curricular areas.
- Students will engage in meaningful, relevant and context-based activities that support the development of essential literacy skills.
- Students will develop and use numeracy and problem solving skills in the deep exploration of open-ended, authentic problems.
- Students will engage in meaningful, relevant and context-based activities that support the development of essential numeracy skills and the progression from procedural/concrete learning to conceptual/abstract learning and making connections.
- Staff will use evidence of student learning from a variety of sources to determine where a student is on the learning/developmental continuum and to guide planning, instruction and assessment for future learning.

Morden Collegiate Numeracy Data - Grade 9 Math

Continuous Improvement Numeracy

Numeracy Focus:

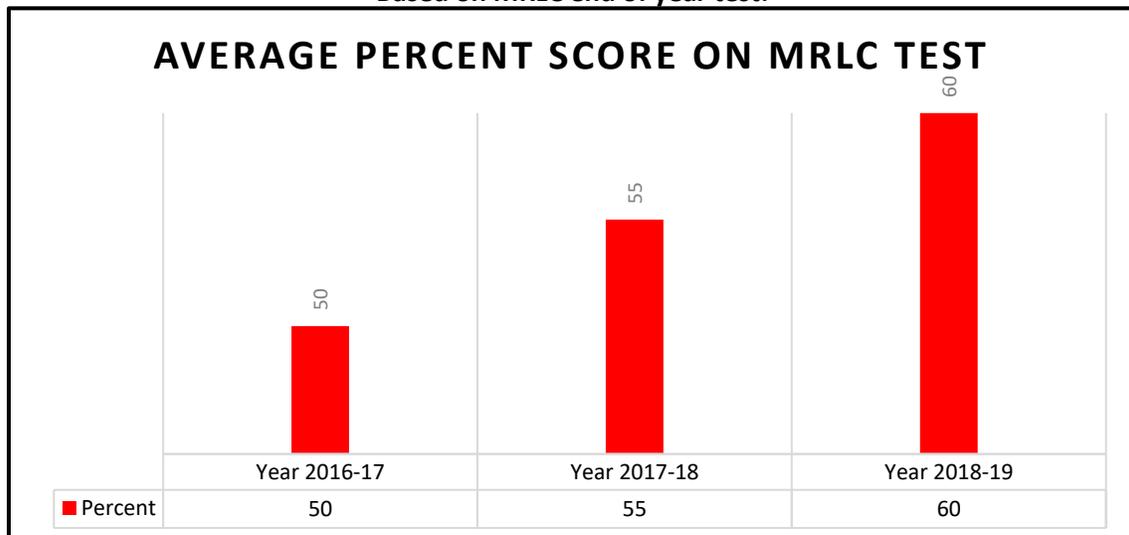
- Student achievement will improve in the Patterns and Relations strand, focusing especially on PR1, PR3 and PR4 in the Grade 9 Mathematics curriculum.
- Teachers will continue to use the pacing guide to support teaching of Grade 9 Mathematics curriculum with appropriate reach back activities and exercises.
- Teachers will continue to utilize data and evidence to guide instructional practices.
- Teachers will continue to incorporate project-based and inquiry learning approaches in their Grade 9 Math classes.

Board Priorities:

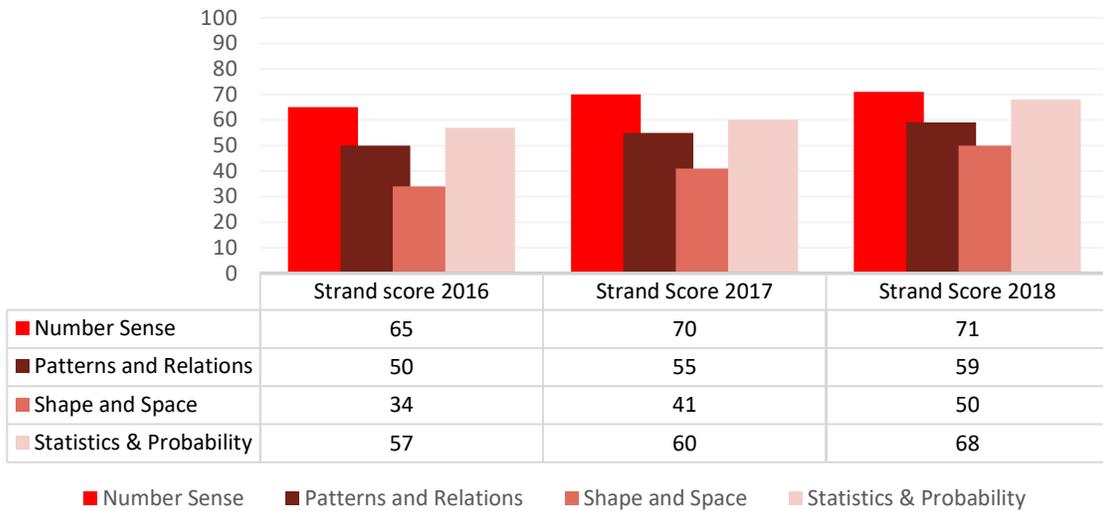
- Improve Student Learning
- Encourage Adventurous Achievers

Grade 9 Math Achievement Results – 2016/17, 17/18 and 18/19

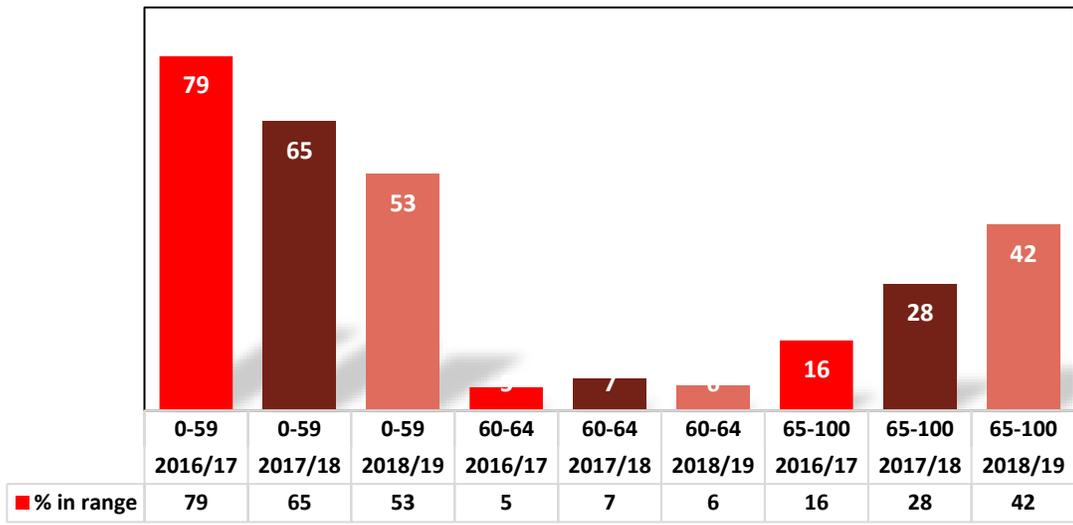
Based on MRLC end of year test:



Scores per Numeracy Strand Comparison of 2016/17, 2017/18 and 2018/19



Frequency Distribution of Scores for MRLC Test 2016/2017/2018



Successes

- ✓ Grade 9 students have been able to achieve an increase in overall final year MRLC test scores of 5% each year since we began writing the tests. We have increased from 50% to 55% and now 60% average mark on the final test.
- ✓ An increase was recorded in every strand area as well. Larger gains have been noted in areas where the largest growth potential has been. (largest growth in Shape and Space, and Statistics and Probability strands).
- ✓ As of the 2018/19 school year, all strands averaged scores of 50% or higher.
- ✓ Frequency distribution of scores indicates that fewer students each year are scoring in the 0-59% range and the numbers scoring in the 65-100 range is growing proportionally.
- ✓ Students have been able to achieve higher formative quiz score results on the common quizzes.
- ✓ A finalized version of a common exam for Morden Collegiate grade 9 mathematics has been completed and student results were compiled.

Opportunities for Improvement

- ✓ Shape and Space strand has traditionally been one that has been de-emphasized in grade 9 instruction and the pacing planning for the delivery of the course is helping to ensure more instructional time in this area is offered. Over the last three years there have been significant increases in the average score in shape and space from 34% to 41% to 50%. However, this strand is still score 9% lower than the next lowest strand, and 16% lower than the *combined average scores* of the remaining strand. This is still an area for improvement.

Comments

- ✓ Morden Collegiate began offering mathematics in grade 9 with a number of cohort options in the 2017/2018 school year. Students could sign up to take Transitional Math with Mathematics 10F (same teacher, same class cohort all year), or they could take Mathematics 10F with Essential Mathematics 20S (again, same teacher, same class cohort all year). Alternatively, students were also able to continue to take just Mathematics 10F in one semester or the other as well if that was their preference. The same options were available in the 2018/2019 school year, and continue in the 2019/2020 school year as well.
- ✓ Morden Collegiate continues to offer mathematics grade 9 with cohort groups of either transitional math or Essential Mathematics 20F (same teacher, same class cohort all year). We have noticed an increase in the number of students choosing to take the cohort including Essential Mathematics 20S.
- ✓ The “culture” of mathematics enrollment at MCI has shifted and increasing numbers of students are enrolling in Essential Math 30S and 40S as well. Frequently, students are taking Essential Math at a grade level *earlier* than their actual enrolled grade. We see students with more mathematics exposure (although in different topic areas), more contact with topics in Essential Mathematics as well, and also students who are potentially risking taking a second math like Applied or Pre-cal 30 or 40 having already established an Essential Math credit as an achieved compulsory credit.
- ✓ In reviewing these changes, this year’s MAT10F/TMA10F teachers, MAT10F/EMA20S teachers and MAT10F (stand-alone) teachers also have discussed the following options for consideration could be considered:
 - *Both the TMA10F credit and the MAT10F credit could be the norm for all Grade 9 students (with some exceptions) at our school. Students would receive 2 credits in math in

Grade 9. Each class of students could be assessed by the teacher during the course of the year to determine how many of the TMA10F topics would need to be addressed before MAT10F topics could be addressed.

*Like the schools in most of the divisions that participated in the mRLC program, our school could schedule MAT10F to be taught every day for one full school year. The students would receive 1 credit.

*Cohort groups could still be formed based on math achievement in middle school. One cohort group could still do MAT10F in first semester and EMA20S in second semester (though that is not our recommendation).

*Teaching MAT10F every other day all year is not as effective as teaching MAT10F every day. This may be true for Grade 9 students in particular because of their difficulty remembering homework and concepts when there is a gap between instructional days.

Targets

- ✓ Achievement in the Patterns & Relations strand as indicated by scores on the mRLC exam from 55% to 58% in the next school year's data. We look for improvement on the following outcomes in particular: PR1, PR3 and PR4.
- ✓ Achievement in the Number Sense strand as indicated by scores on the mRLC exam to stay at current levels (70%) or to increase.
- ✓ Incorporate the problem-solving scenarios (from our mRLC training) into our teaching of MAT10F at our school; our goal is for teachers to incorporate at least 2 of the scenarios into their teaching in the coming year.
- ✓ We hope to see the mRLC quiz average (based on all 4 quizzes combined, all teachers and all sections combined) to improve by 5% as compared to the previous school year.
- ✓ We hope to see the percentage of students whose quiz mark improved between Quiz #1 and Quiz #4 to increase by 5% compared to the previous school year. Data for all teachers and all sections will be combined.

Morden Collegiate Numeracy Data - Grade 12 Math Achievement

Continuous Improvement Numeracy

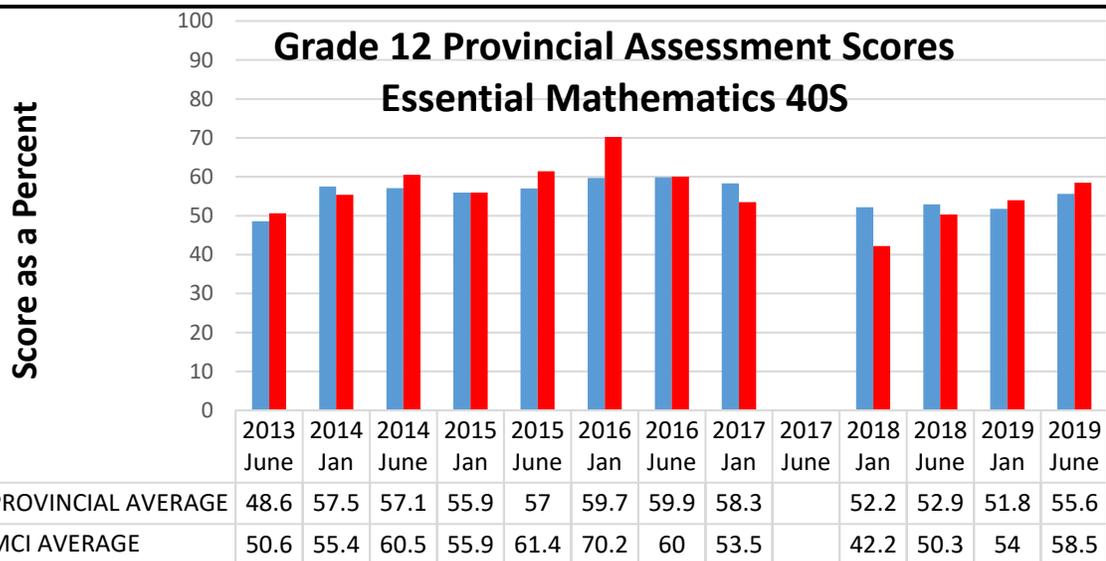
Numeracy Focus:

- Improve student achievement in all three grade 12 mathematics options
- Teachers using data and evidence to guide instructional practices.
- Incorporate project based and inquiry learning
- Hone guidance counselling process so students continue to be placed in appropriate math classes to support their capabilities and their career/life goals.

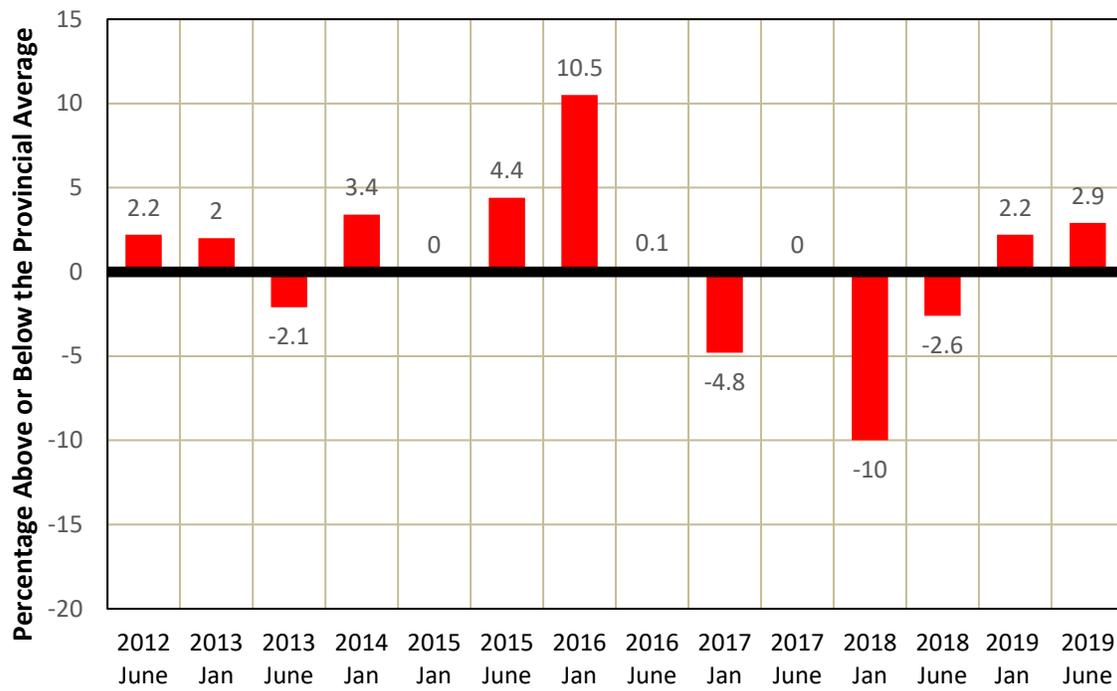
Board Priorities:

- Improve Student Learning
- Encourage Adventurous Achievers

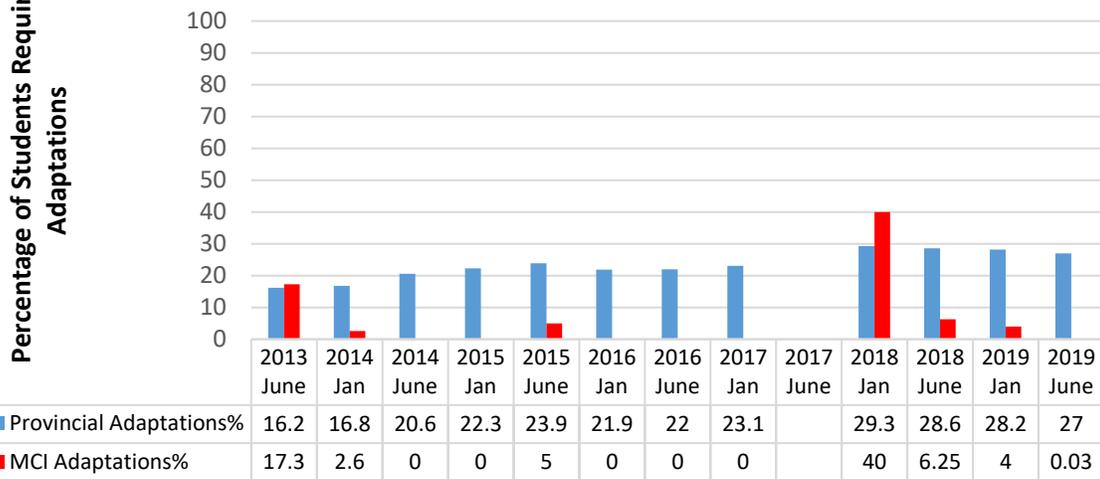
Provincial Mathematics Grade 12 Assessment Data: Essential Mathematics 40S



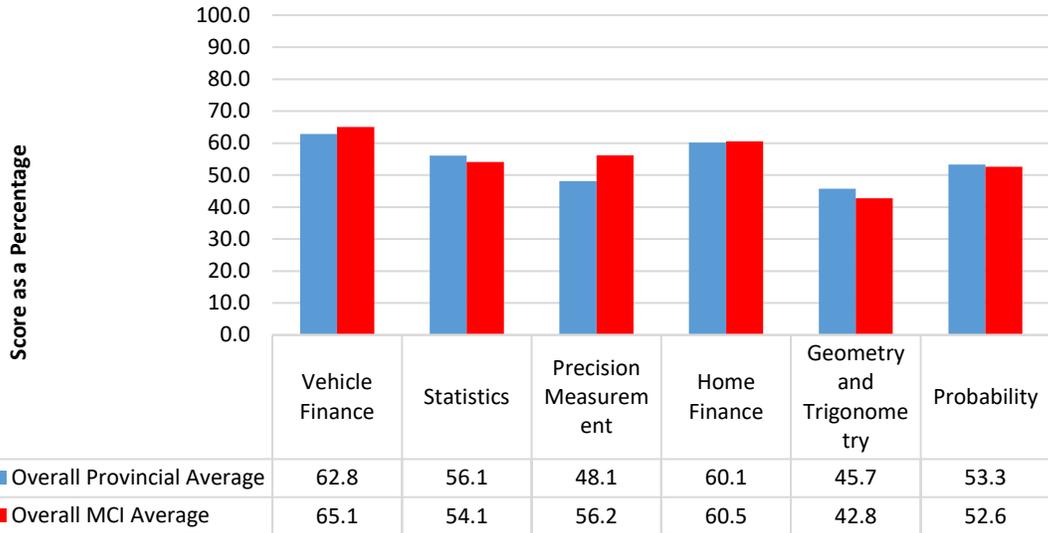
**Percentage MCI is Above or Below the Provincial Average
Essential Mathematics 40S**



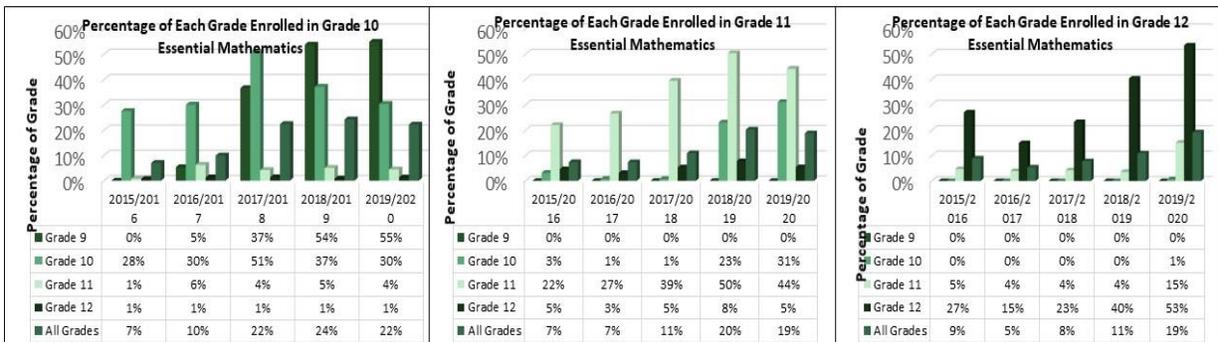
**Percentage of Students Requiring Adaptations on the
Final Exam
Essential Mathematics 40S**



Cumulative Average Mean Score by Curricular Unit (%) Essential Mathematics 40S



Enrollment in Essential Mathematics Grades 10-12



Implementing the program change that allowed the opportunity to take EMA20S in conjunction with MAT10F in grade 9, has increased the registrations across the board in Essential Math in high school.

Frequently, students are taking Essential Math a year ahead of their actual grade level. Essential Math enrolment for our school population has risen in the last 5 years:

- Grade 10: from 7% to 22%
- Grade 11: from 7% to 19%.
- Grade 12: from 9% to 19%.

Successes

- ✓ 2018/19 saw increases in MCI test score rates over previous years.
- ✓ Precision measurement is one of our strongest unit strands and is the unit where we have the largest gap over the provincial averages at 8.1%.
- ✓ As the final chart above demonstrates, our enrollment in Essential Math 40S has increased in 5 years to 19% from 9% (as a percent of the entire student body) enrolled in the course. More students (double) taking EMA40S means more diversity and more of a heterogeneous student population in those classes.
- ✓ We believe that the skills learned and content within the grade 12 EMA course (and other EMA courses) are valuable life lesson mathematics concepts and are students are more prepared for life having encountered these topics.
- ✓ We see sustained enrollments in our pre-calculus and applied mathematics courses, even with the increase in enrollment in EMA40S. This suggests that our students are seeing Essential Math not as a replacement for their other maths, but as a way to increase their exposure to and experience with Mathematics learning.

Opportunities for Improvement

- ✓ The geometry and trigonometry unit are traditionally lower scoring units at both MCI and across the province. (Provincially, it is the lowest scoring unit).
- ✓ At MCI, over the last 7 years of tests, we have averaged approximately 3% lower than the provincial average in the geometry and trigonometry units.
- ✓ While we have scored slightly lower than provincial average in the units “probability” and “statistics” the gap between our scores and provincial averages is 1-2% in those units. Geometry and trigonometry at 3%, is where the largest gap exists.
- ✓ We will continue to work to promote Essential Math 40S as an elective to our grade 11 and 12 students, to continue to diversify the student group enrolled in the program. As the last chart above demonstrates, our enrollment in Essential Math 40S has increased in 5 years to 19% from 9% of the whole student body enrolled in the course.

Comments

- ✓ Morden Collegiate does counsel students regarding their likeliest success paths in mathematics course enrollments at the senior level, but we do not expressly forbid students to take applied or pre-calculus mathematics without meeting a specific benchmark in a previous school year as a prerequisite to enrollment. We are aware that by allowing students to take higher academic risks (ie: attempting a credit in applied or pre-calculus mathematics when their previous year mathematics achievements don't indicate likely success in the next level) we risk students scoring lower on mathematics achievement tests etc... Our counselling department ensures back up planning with essential mathematics courses to ensure graduation requirements are met in these cases. We acutely feel the difficulty in balancing the encouragement of “adventurous achievers” and the need to improve student learning in these subject areas especially.
- ✓ Reviewing the use of adaptations requested for students writing the provincial test, we see we consistently fall far below the provincial average for requests for adaptations, in most cases requesting zero adaptations. We are curious if our criteria for adaptation requests requires refinement and will pursue checking on this. We recognize the province has applied a “blanket” opportunity for 30 additional minutes of test writing time for students without

the request for adaptations and are curious if this will result in less applications for adaptations across the province?

- ✓ Our students in our alternative track program have traditionally been excused from writing the provincial test. This changed in 2017/2018 school year. The alternative track program supports adaptations for students. It is run as a combined grade 11/12 class, which means some students who wrote the provincial test had not yet completed four years of mathematics instruction when they wrote. During the 2018/2019 school year we engaged in an extensive review of the structure of this testing process for alt track, and have determined that we will continue to have students complete the grade 12 provincial test even if they are in their 3rd year of high school when they are in grade 12 Essential Mathematics. Teachers reviewing curriculum closely indicate that there is little overlap between concepts in the two courses and can provide additional support (given the extended class time in alt-track) and that would put students in the best possible position to write the test.
- ✓ A further question for us however, is the current function and utility of the Alt-Track program and whether we would more appropriately utilize the resources currently directed at alt track – into a different program opportunity at MCI.

Targets

- ✓ Continue to improve scores on the provincial test overall so that MCI increases the achievement of MCI students against provincial average.
- ✓ Specifically improve the scores in the units statistics, probability and geometry and trigonometry to meet (and eventually exceed) the overall provincial average (an increase of 2, .7 and 2.9% respectively)
 - Purposeful reach back on these specific topics.
 - Conversations with teachers who are currently teaching grade 10 and 11 essential mathematics to determine where strengthening learning of topics related to these units would leverage into greater successes in grade 12.

Continuous Improvement Numeracy

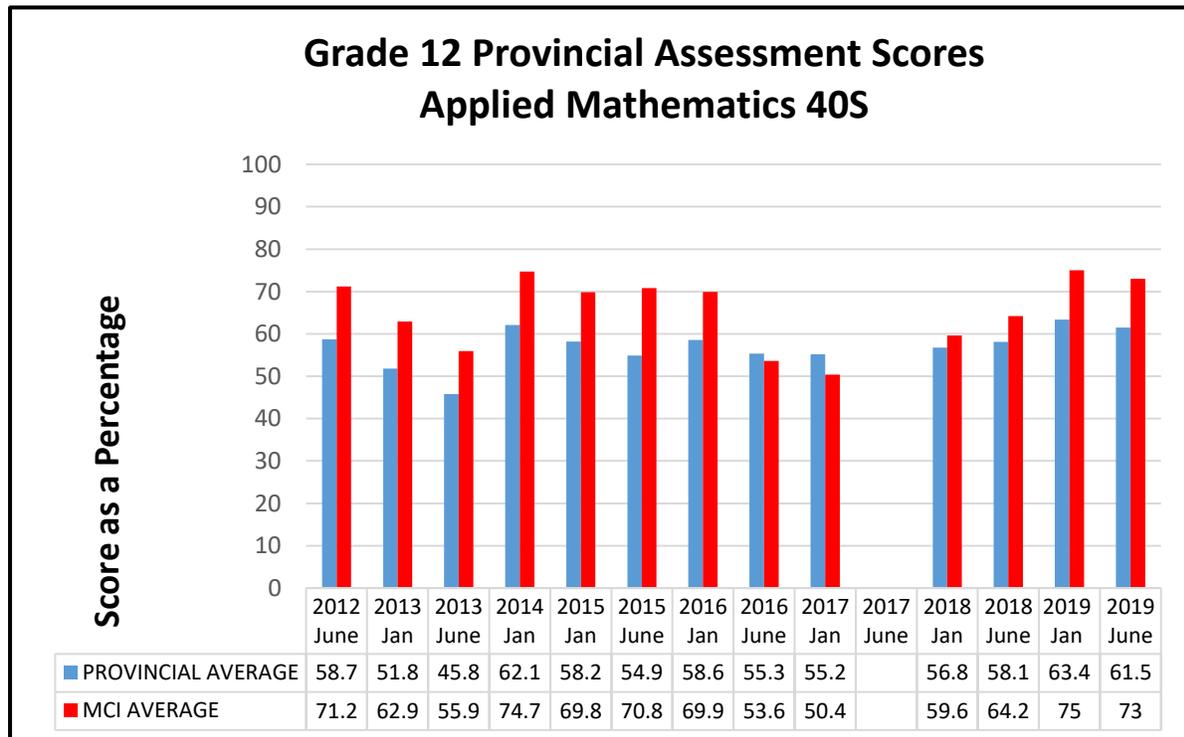
Numeracy Focus:

- Improve student achievement in all three grade 12 mathematics options
- Teachers using data and evidence to guide instructional practices.
- Incorporate project based and inquiry learning
- Hone guidance counselling process so students continue to be placed in appropriate math classes to support their capabilities and their career/life goals.

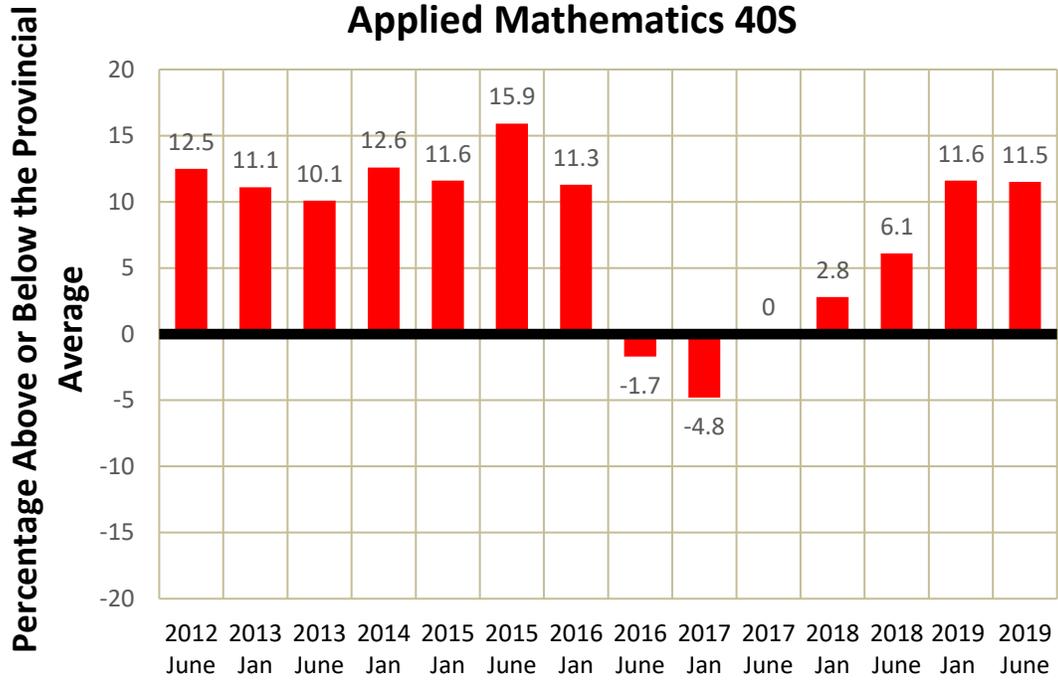
Board Priorities:

- Improve Student Learning
- Encourage Adventurous Achievers

Provincial Mathematics Grade 12 Assessment data: Applied Mathematics 40S

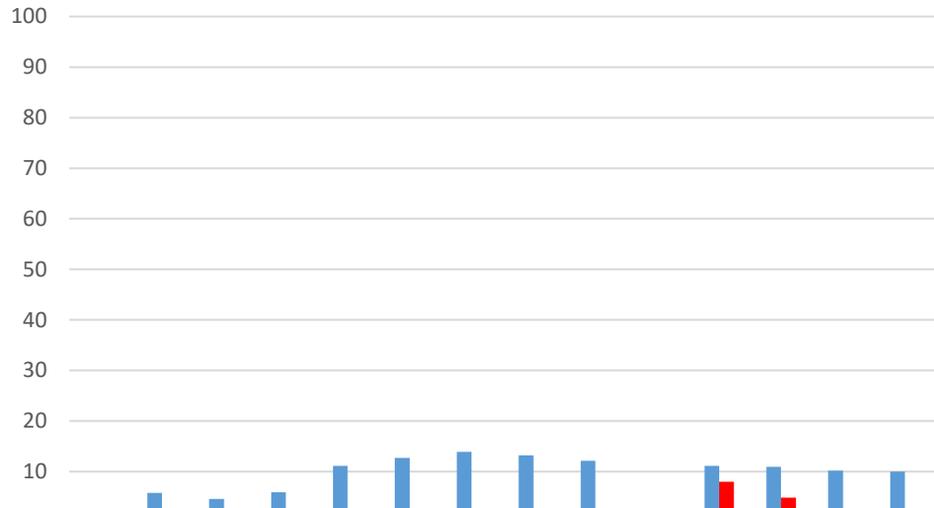


Percentage MCI is Above or Below the Provincial Average Applied Mathematics 40S



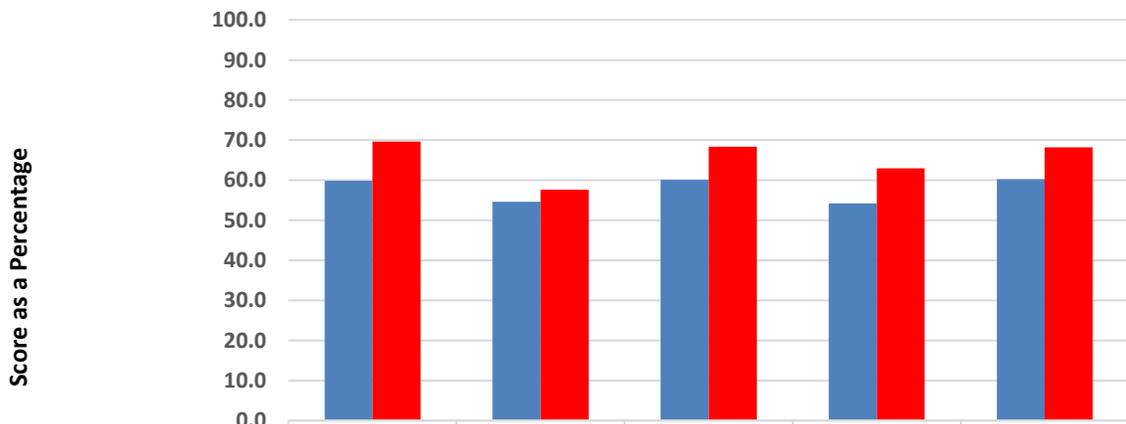
Percentage of Students Requiring Adaptations

**Percentage of Students Requiring Adaptations on the Final Exam
Applied Mathematics 40S**



■ Provincial Adaptations%		5.8	4.6	5.9	11.1	12.7	13.9	13.2	12.1		11.1	10.9	10.2	10.0
■ MCI Adaptations%		0	0	0	0	0	0	0	0		8	4.8	0	0

**Applied Mathematics
Average Mean Score by Curricular Unit (%) (since 2013)**



■ Overall Provincial Average	Relations and Function	59.9	Probability	54.6	Financial Mathematics	60.1	Design and Measurement	54.2	Logical Reasoning	60.3
■ Overall MCI Average	Relations and Function	69.6	Probability	57.6	Financial Mathematics	68.3	Design and Measurement	63.0	Logical Reasoning	68.2

Successes

- ✓ Our January provincial test results this year had an average score that was the highest MCI has recorded since 2013.
- ✓ The provincial test average was higher as well - however MCI's average mark was approximately 12 point higher than the provincial average.
 - We realize we had a particularly strong cohort of students in both semesters, which helps support these improved scores
 - Our teacher for this course has consistently been the same person and in conversations he also feels that he is able to streamline the teaching of strategies to support student success as he has had more opportunities to teach this course

Opportunities for Improvement

- ✓ When we review the results on provincial tests by strand over the last seven years, we see that the unit topic "Probability" presents one of the biggest challenges to students in the province, and is the biggest challenge to students at MCI.
- ✓ When we review our school's results vs the results from the province over time, we see that our scores in most of the unit topic areas in Applied Math have approximated 8% above provincial averages. The one area where we had less than 8% above the province was in the Probability unit, where we have a 3% higher average score over the seven years.
- ✓ "Probability" would be an appropriate topic to target for improvement.

Comments

- ✓ We had very strong class of students enrolled in both first and second semester Applied mathematics 40S this year.
- ✓ Students this year had higher than typical test scores in their units of study this year than typical (this includes the probability unit).
- ✓ While our goal and targets will involve improvement of outcomes in the unit topic of Probability, we recognize that this particular school year we have higher than average scores, even in that typically more low scoring unit strand.
- ✓ Due to the changes we made to the options for math in grade 9, we hope that more opportunities for consistent math learning in the years leading up to grade 12, will result in better math achievement.
- ✓ We feel that continuing to strengthen the capacity and skill level of our incoming grade 9 students will have a "trickle up" effect and lead to stronger cohorts of students enrolling in senior level maths. We hope to see the results of this within two school years.
- ✓ We continue to ensure purposeful counselling conversations take place regarding student mathematics choices.
- ✓ Morden Collegiate continues to request adaptations for students writing the provincial test in Applied mathematics at a rate lower than the provincial average.

Targets

- ✓ Improve scores in the unit topic "Probability" so that MCI's scores demonstrate a gap against the province of closer to 8% above (increased from 3% above) to be consistent with other unit topics.
 - Purposeful reach back to this topic – the unit appears in first 1/3rd of course
 - Use MRLC learned reach back strategies to ensure continuous reminding of this topic.

- More focus on these questions from archived tests to simulate thinking as it is required on the provincial tests, more specific/purposeful choices in question selection.

Continuous Improvement Numeracy

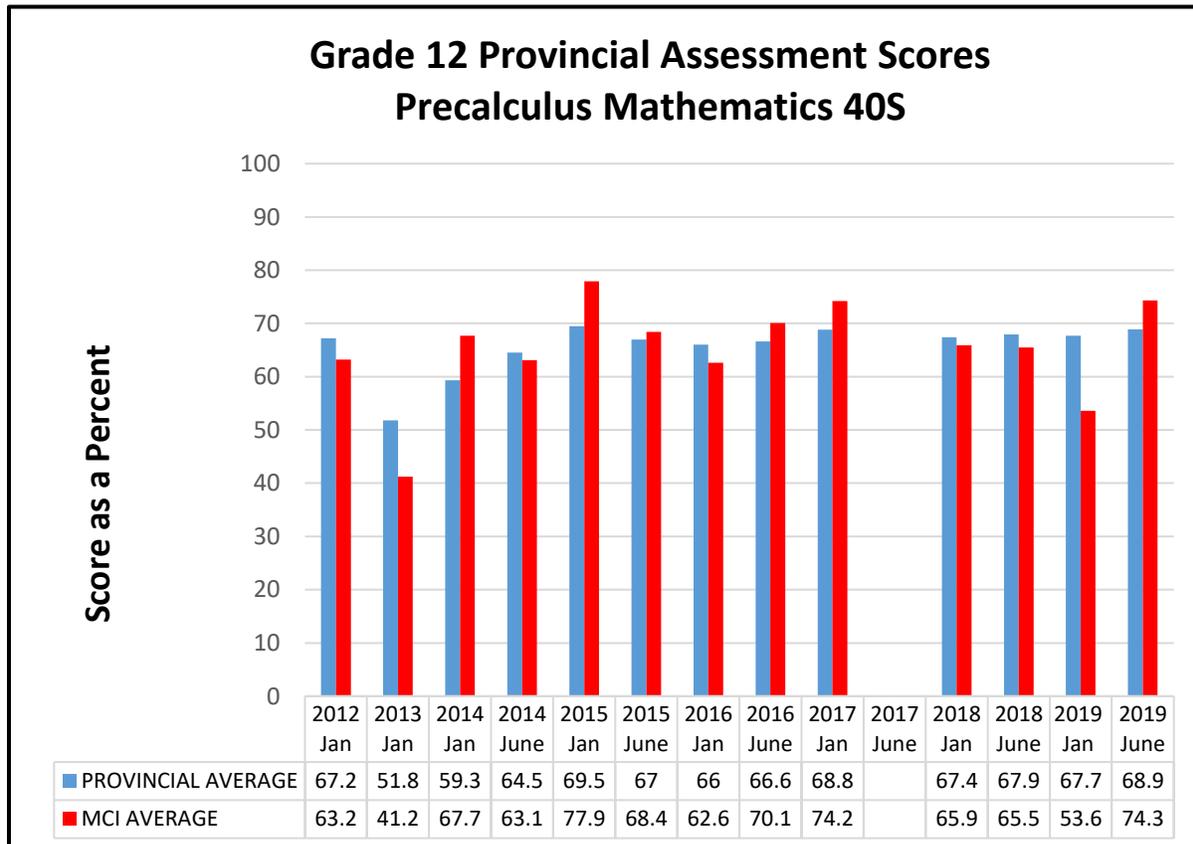
Numeracy Focus:

- Improve student achievement in all three grade 12 mathematics options
- Teachers using data and evidence to guide instructional practices.
- Incorporate project based and inquiry learning
- Hone guidance counselling process so students continue to be placed in appropriate math classes to support their capabilities and their career/life goals.

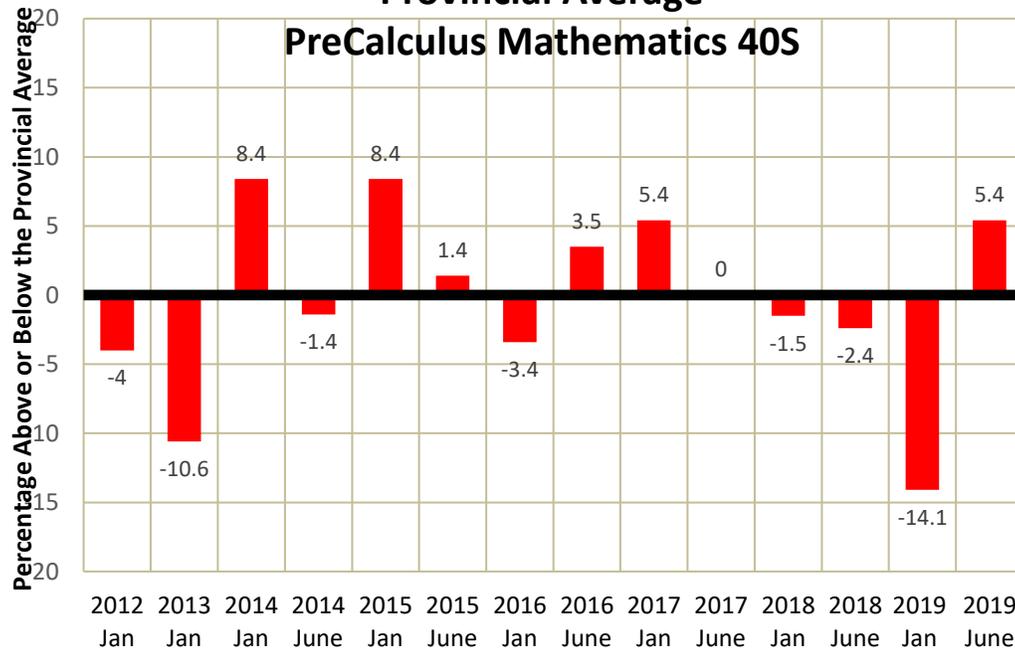
Board Priorities:

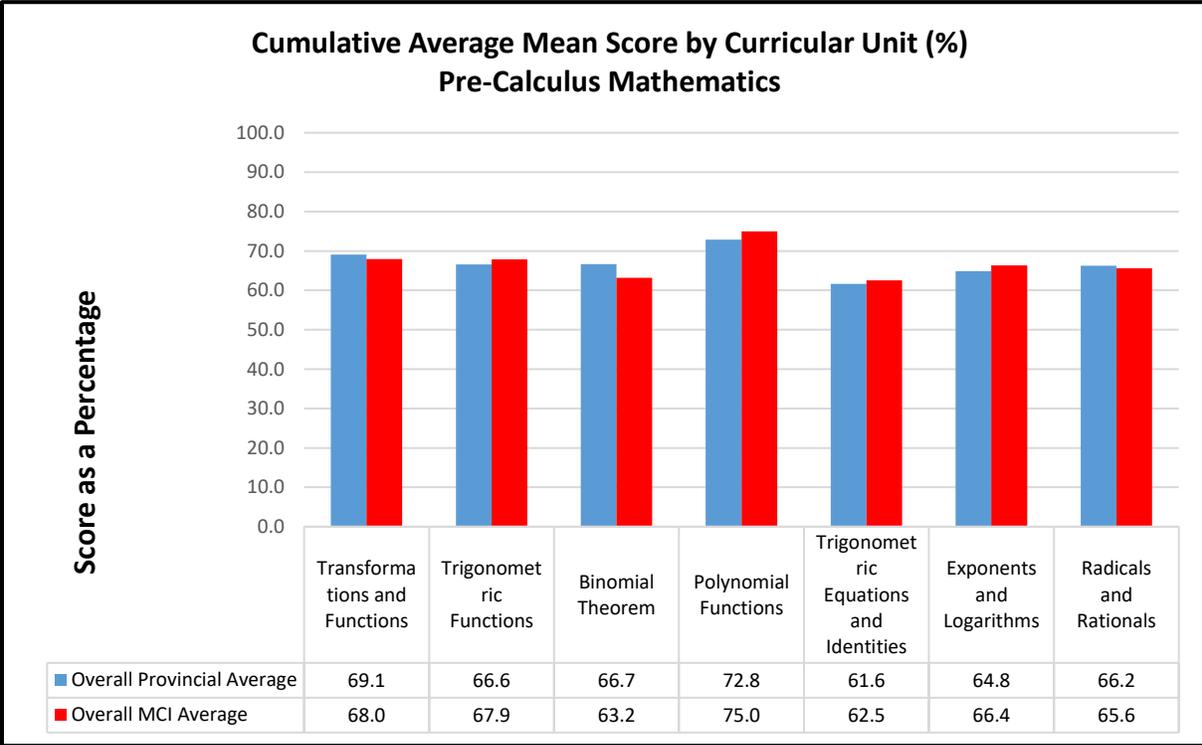
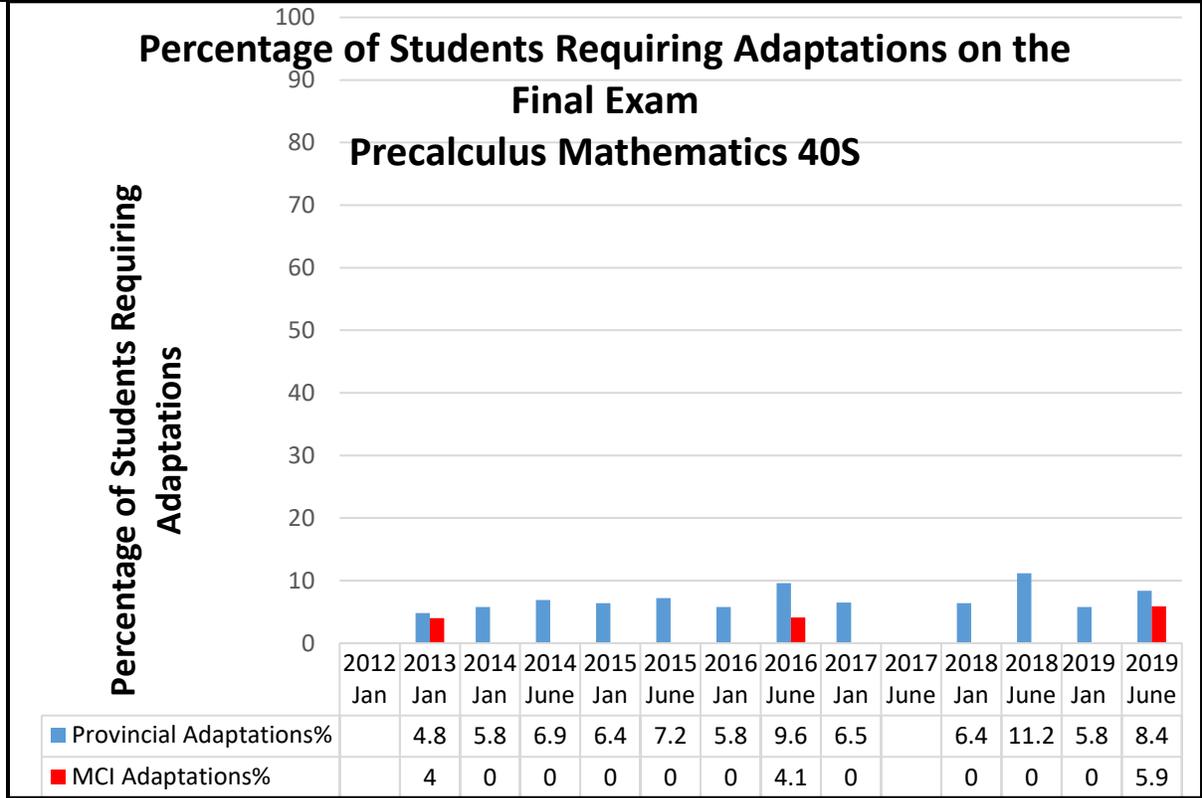
- Improve Student Learning
- Encourage Adventurous Achievers
- Deepen Community Relationships

Provincial Mathematics Grade 12 Assessment data: Pre-Calculus Mathematics 40S



Percentage MCI is Above or Below the Provincial Average





Successes

- ✓ Both the province and Morden Collegiate have a projected positive trend line for scores in Pre-calculus math moving forward based on data from 2012 onward.
- ✓ MCI average on the tests has fluctuated over the years – close to half of the years we had scores above the provincial average, the other half below.
- ✓ MCI scores have averaged higher than the province since 2013 in the unit topic areas of Trigonometric Functions, Polynomial Functions, Trigonometric Equations and Identities and Exponents and Logarithms.

Opportunities for Improvement

- ✓ Student numbers appear to be lowering in terms of enrollment in Pre-Calculus math 40S
- ✓ Encourage communication within the math department to support which units and topics can be emphasized in grade 9 and 10 math and intro to precal and applied math to support achievement in precalculus mathematics in grades 11 and 12
- ✓ Create more opportunities for final test improvement by focussing on how to prepare for the provincial test.
- ✓ Specifically target our weakest areas for increased practice and instruction in Binomial Theorem, Radicals and Rationals and Transformations and Functions

Comments

- ✓ Our pre-calculus math students 2018/2019 attended test prep workshops over lunch hours to help them reconstitute their understanding of the topics taught, and practiced writing sample tests (second semester had great uptake).
- ✓ Due to the changes we made to the options for math in grade 9, we hope that more opportunities for consistent math learning in the years leading up to grade 12, will result in better math achievement.
- ✓ We feel that strengthening the capacity and skill level of our incoming grade 9 students will have a “trickle up” effect and lead to stronger cohorts of students enrolling in senior level maths. We hope to see the results of this within two school years. Emphasis specifically in area of algebra suggested.
- ✓ Continue purposeful guidance counselling regarding mathematics course selection choices.
- ✓ Continue to review adaptation requests to ensure we are not missing opportunities to support students with appropriate education measures given our number of adaptations requests compared to provincial average.

Targets

- ✓ Binomial Theorem and Trigonometric Equations and Identities are the unit areas that Morden Collegiate has seen the weakest performance in over time.
- ✓ In the unit Trigonometric Equations and Identities, although our performance has been higher than the province, across the province this is a lower scoring unit for all students, so it is an area to target for improvement.
- ✓ Increase achievement in Binomial Theorem unit topic so achieving parity with province (3.5% increase)
 - Purposeful reach back to this topic

- Use MRLC learned reach back strategies to ensure continuous reminding of this topic.
- More focus on these questions from archived tests to simulate thinking as it is required on the provincial tests, more specific/purposeful choices in question selection.

School Numeracy Deliverables:

- Four formative assessments will be implemented in each grade 9 mathematics classes as per the MRLC project, and all students will demonstrate improvement in each iteration of the formative assessment.
- Track results of formative assessments by class.
- Improve scores in MRLC final exam to meet the average score of the rural cohort
- Track and analyze the students in each grade (9 to 12) that are enrolled each semester in each of the 13 math courses at our school; determine patterns and compare successes based on enrollment patterns.
- Track results of the common grade 9 and 10 exams.
- Create several products to support tracking of student achievement and support improved learning: a common final exam for Grade 9 Math 10F, and Essential Math 20F course; a pacing guide for the Grade 10 Essential Math 20F; a bank of reach back exercises (“Games & Numbers” or “Mental Math”).

Morden Collegiate Literacy Data: - Grade 9 English Language Arts

Continuous Improvement

Literacy

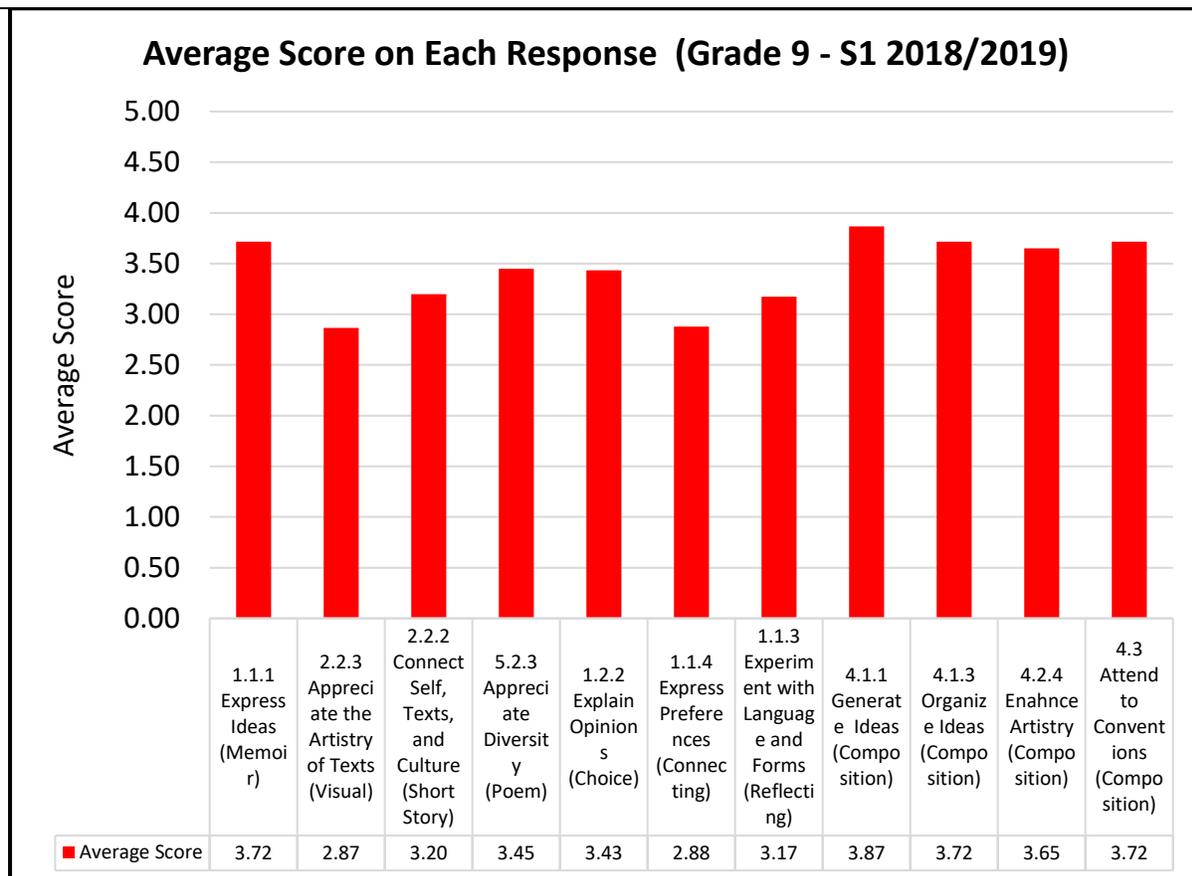
Literacy Target:

- 70% of students will score At Level or higher (3+) on Assessment
- Teachers will expose all grade 11 – 12 students to 2 strategies
- Student score on “Explaining Writing Variables” on provincial exam will increase from 52% of students scoring At Level or Higher (3+) to 70%

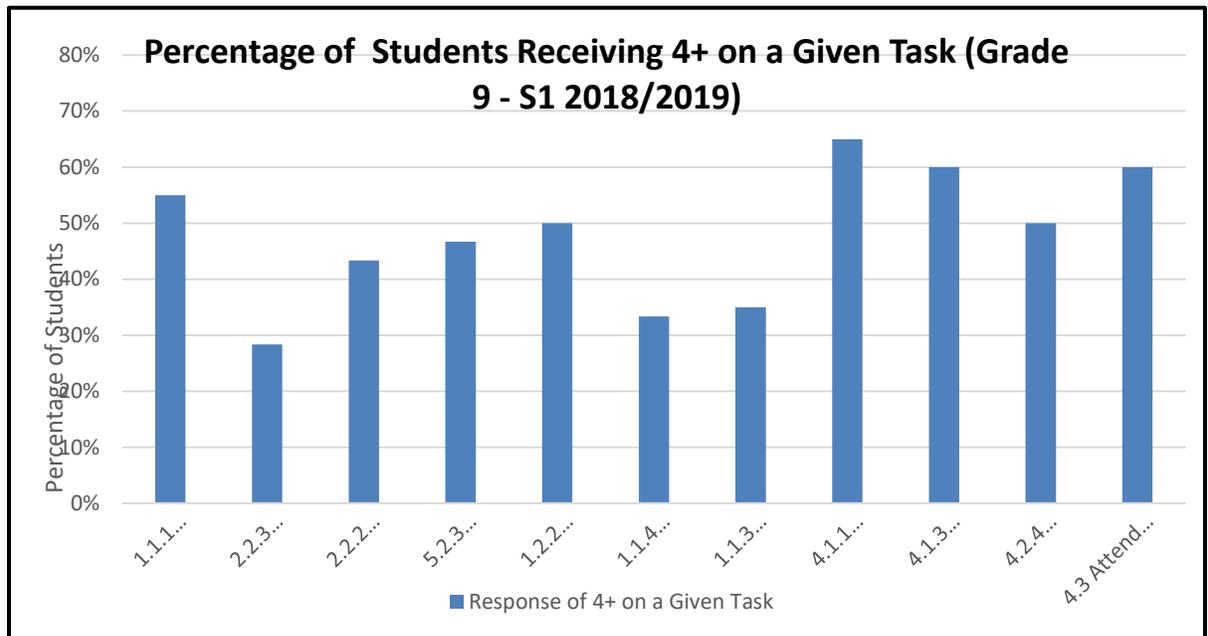
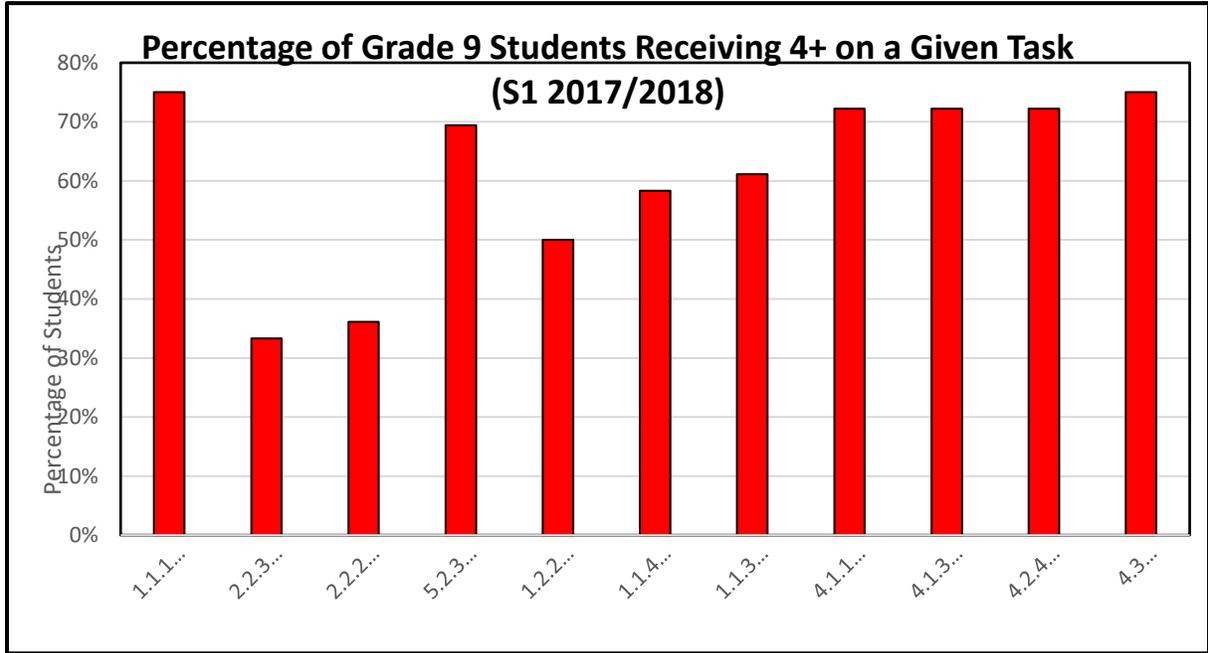
Board Priorities:

- Improve Student Learning
- Encourage Adventurous Achievers
- Deepen Community Relationships

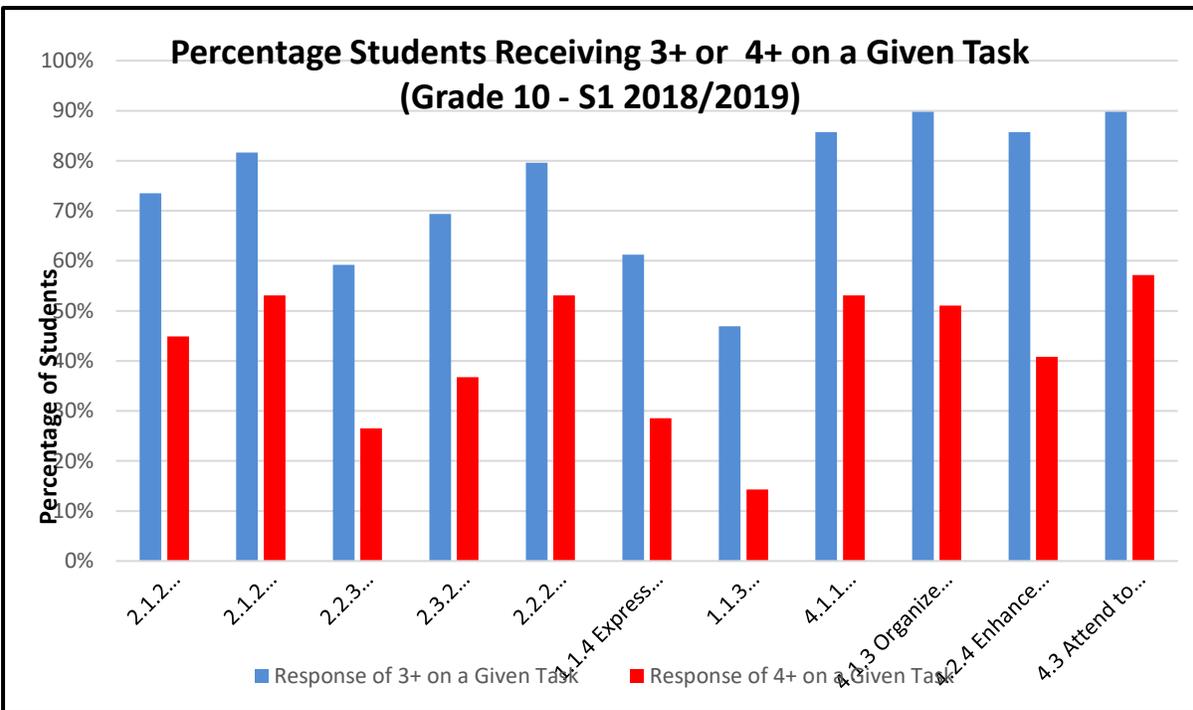
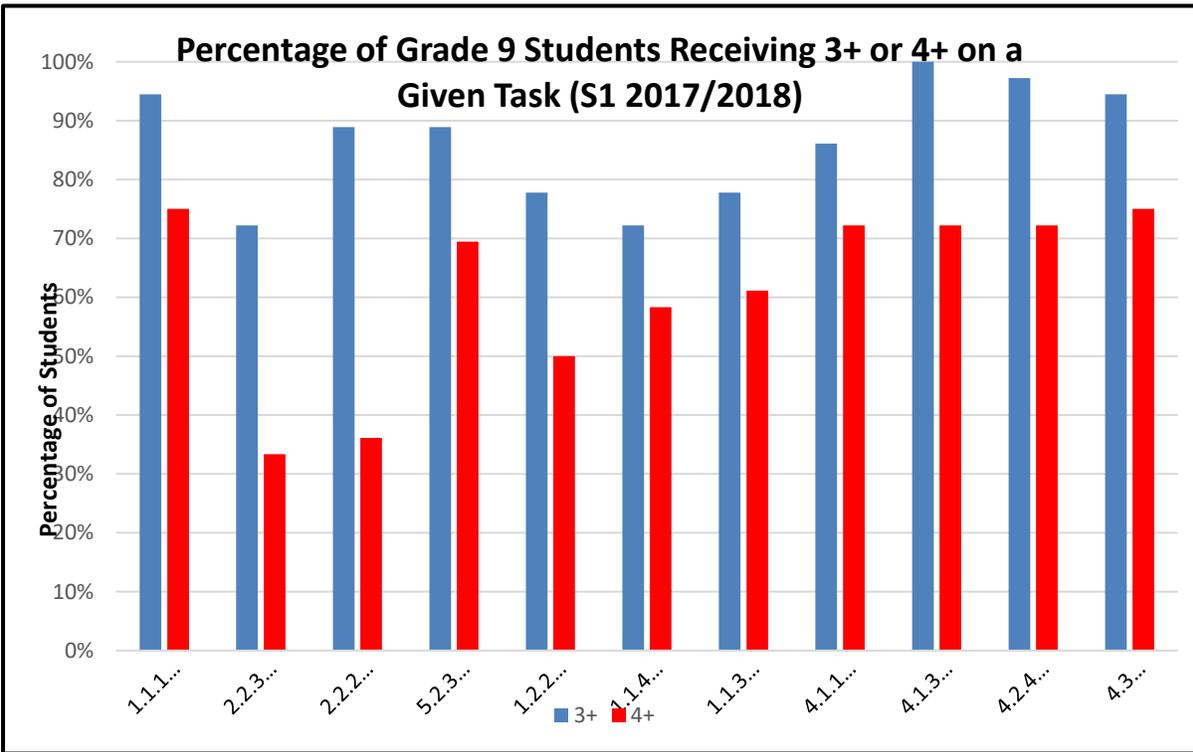
School Based Data: Grade 9 ELA outcomes



Same grade - new cohort of students data:



Longitudinal – Grade 9 results vs Grade 10 results for same cohort:



Successes

- ✓ We have a nearly 100% successful completion rate for grade 9 ELA on the first attempt at MCI.
- ✓ Students in grade 9

Opportunities for Improvement

- ✓ Teachers recognize the need to continue to support the appreciation of diversity of texts. This outcome supports both divisional goals and priorities as well as outcomes essential to the ELA curriculum.
- ✓ We want to continue to support the outcomes “appreciate the artistry of texts” and “deconstructing visuals”.
- ✓ We would like to have the opportunity to speak with horizontal learning groups to share ideas about implementation of new curriculum and to further share what we have learned students need to develop stronger skills in, in order to be successful at the grade 9-12 level.

Comments

- ✓ New curriculum training has us wondering what implementation will/can be like. We recognize a change process is often difficult and look forward to developing a larger understanding of all aspects of the new curricular framework.
- ✓ Recommend that teachers address how texts “affirm, enhance, change” perspectives, including addressing the terminology of “affirm, enhance, change”.
- ✓ Recommend that teachers use anticipation guides, KWL charts for reading texts; use QAR to teach directing words
- ✓ Recommend that teachers teach students how to refer to both text and personal experiences/observations when connecting self, texts, and culture. Teachers will focus on how to develop references to experiences/observations.
- ✓ Recommend that teachers use strategies to address students understanding of artistry and how it impacts meaning.

Targets

- ✓ 2019-20 Targets
 - Each Teacher Will Explore Works by Two Indigenous Writers/Artists with Their Classes
 - Continue and raise percentage to 100%
 - Analyze Grade 9 Assessment Data (Measure the SO: Appreciate Artistry) and improve grade 9 average by 10%
 - Grade 9 average - 2.9/5
 - Goal = improve average to 3.1/5
 - Analyze Grade 9 Assessment Data (Measure the SO: Appreciate Diversity) and improve grade 9 average by 10%
 - Grade 9 average = 2.8/5
 - Goal = improve average to 3.0/5
 - Deconstructing visuals
 - 2018-19, semester one students – 62% scored 3 or higher
 - Teachers will implement strategies to improve scores – goal = 70% of students scoring 3 or higher.

Morden Collegiate Literacy Data: - Grade 12 English Language Arts

Continuous Improvement

Literacy

Literacy Targets:

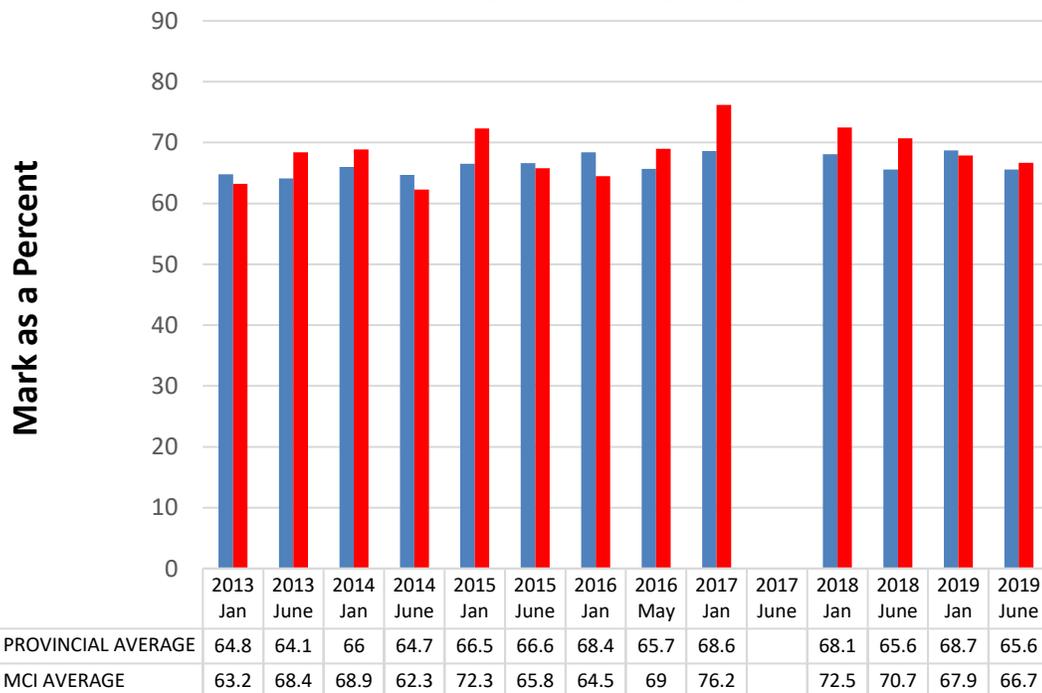
- 70% of students will score At Level or higher (3+) on Assessment
- Teachers will expose all grade 11 – 12 students to 2 strategies
- Student score on “Explaining Writing Variables” on provincial test will increase from 52% of students scoring At Level or Higher (3+) to 70%

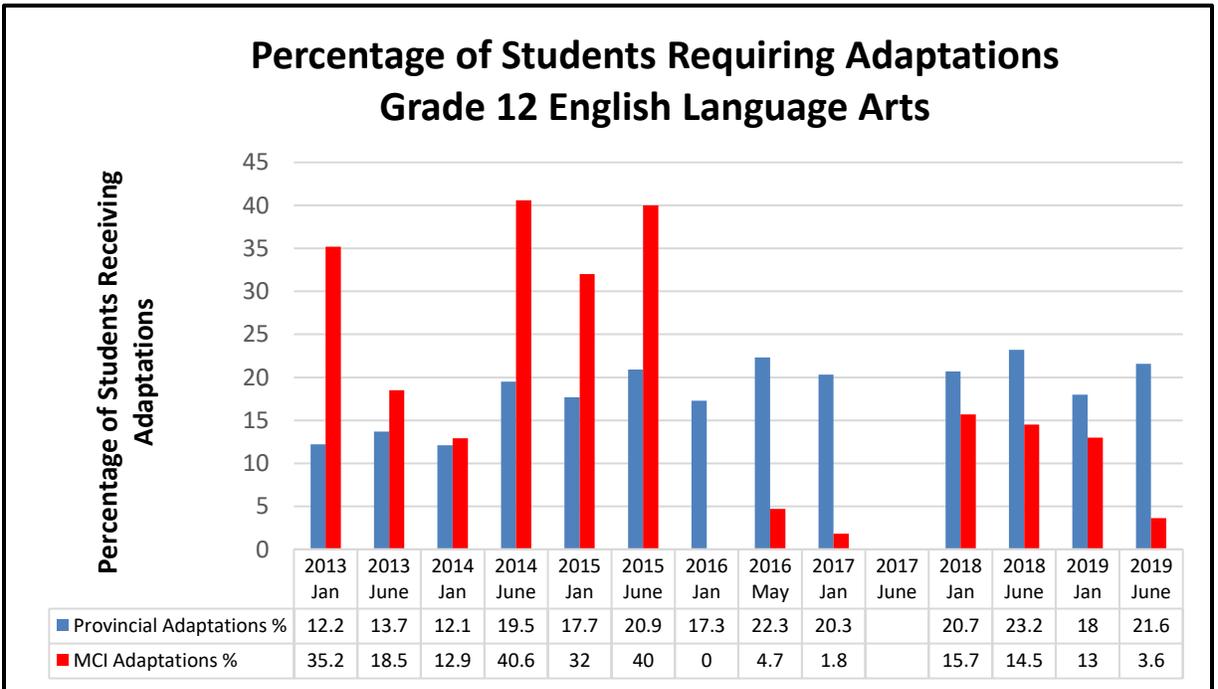
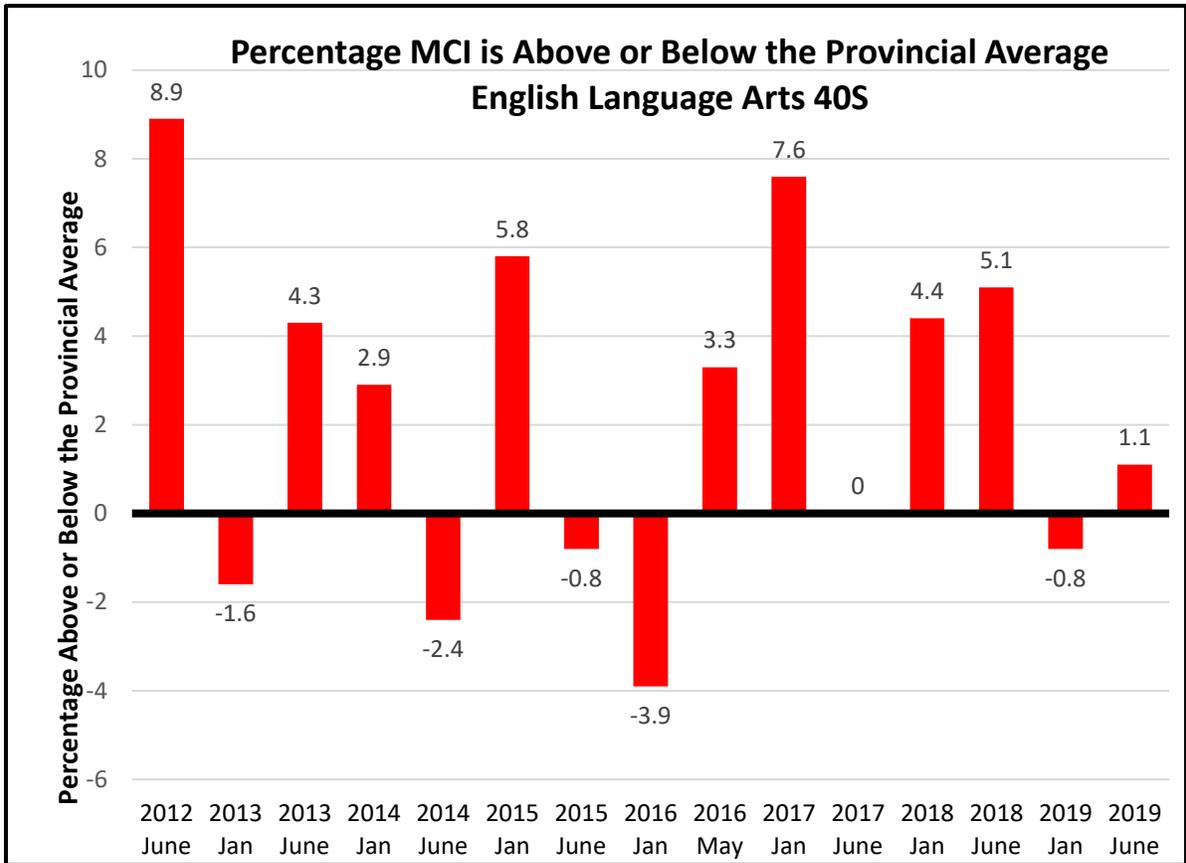
Board Priorities:

- Improve Student Learning
- Encourage Adventurous Achievers

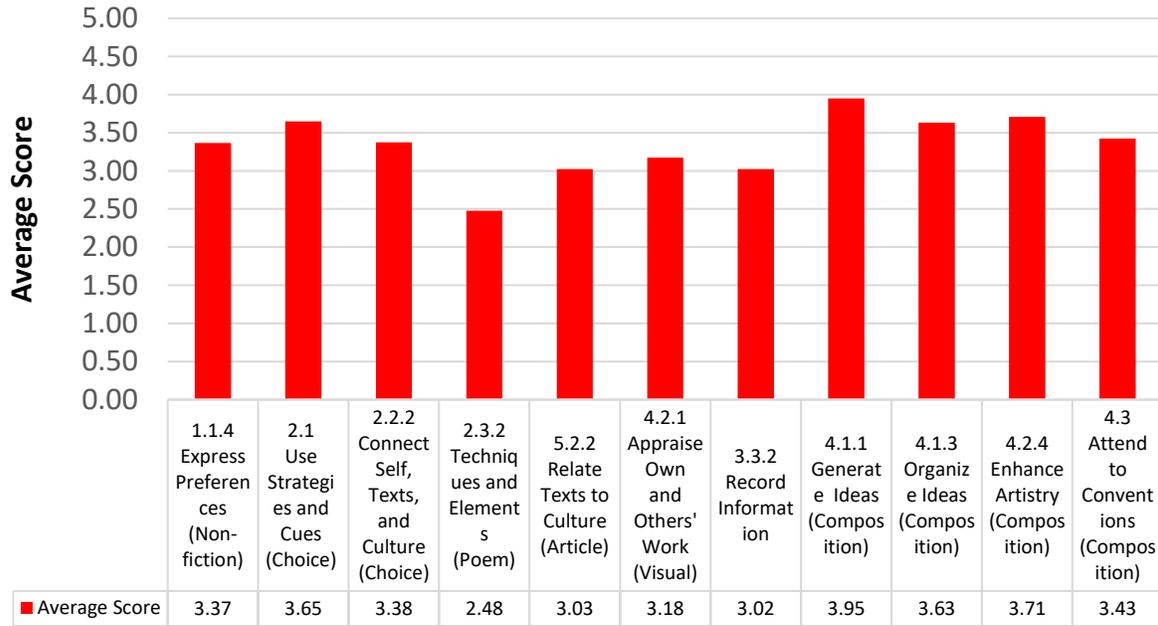
Provincial Data: Gr. 12 English Language Arts

Average Provincial Assessment Scores Grade 12 English Language Arts

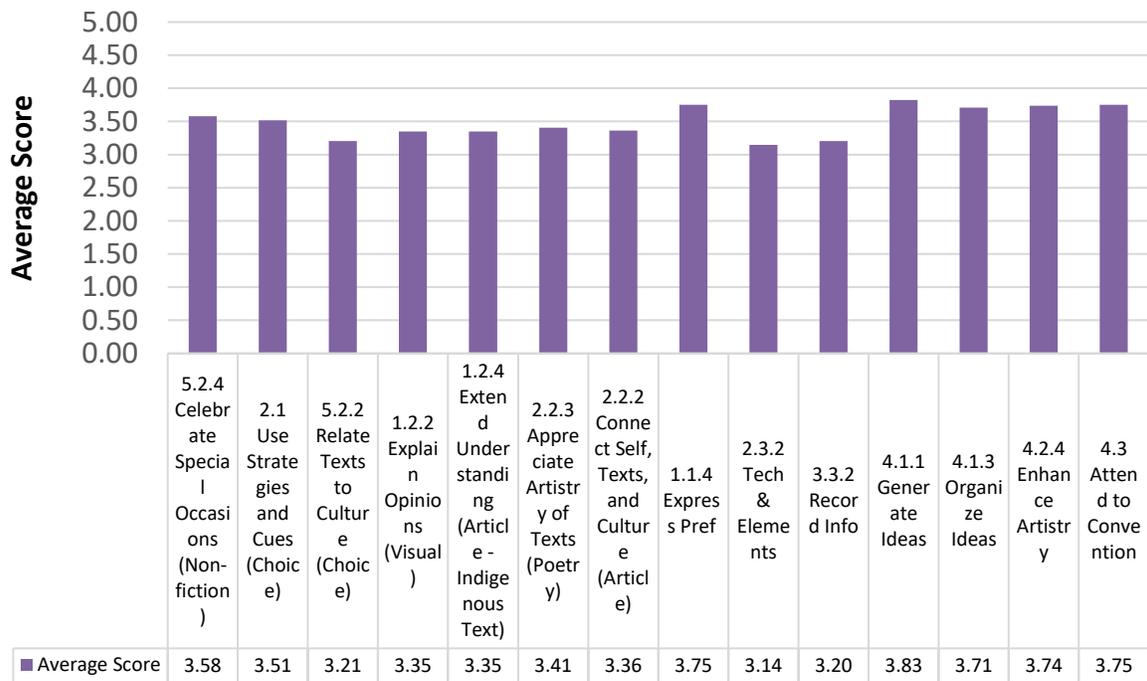




Average Score on Each Response (Grade 12 - S1 2018/2019)



Average Score on Each Response (Grade 12 - S2 2017/2018)



Successes

- ✓ We have data available for 14 of the last testing periods for ELA 40S provincial tests. Over those 14 test, MCI has scored better than the province 9/14 times or 64% of the time. When we score better than provincial average – our average gain over the province is 4.8%. (Conversely, our average drop below province in the 5 times in 14 test periods that we've scored lower, is 1.9%).
- ✓ We score better than the provincial average 65% of the time, and when we don't, the gap is less than 2% (on average).
- ✓ There is a consistent pattern of successful achievement in ELA test results with generally little dramatic variabilities.
- ✓ Most of our students score very well on outcomes on the provincial test that relate to generating and connecting ideas, and the big "thinking" based outcomes. Use of Language to support their ideas is also strong.

Opportunities for Improvement

- ✓ Reviewing provincial test data by task type over time shows us that students are less capable at the more metacognitive writing practices like reflecting on ideas, and explaining the connections and purposeful choices in choosing and in between their writing variables. A focus for improvement would be to do more purposeful practice of reflections of this type.
- ✓ In comparison of recent tests, while cohort ability levels do cause shifts in scores per task type, consistently we also see improvement needed in students ability to define techniques and elements of texts and in their recording of information related to texts.

Comments

- ✓ Our school has typically fallen far below the average of requesting adaptations to writing the provincial test in any of our senior math courses, we have been forthcoming in requesting adaptations in ELA. In many cases from June 2015 and prior – we have had a larger number of requests than the province overall. Our feeling is that those requests came from having a large number of EAL learners in our newcomer populations at that time who were still receiving language supports and who needed additional time for tests and exams. In the more recent last three years, the shift in newcomers has been to families with younger children, so less adaptation support is typically needed by Grade 12, hence the shift in the last 3 years.

Targets

- Grade 11 – 12 ELA teachers will collaborate to develop 3 new strategies for teaching students more awareness and capacity for student responses in analysis of "Writing Variables".
- Achieve the following targets:
 - 70% of students will score at Level or higher (3+) on "Reflecting on Composition"
 - Teachers will expose all grade 11 – 12 students to 2 strategies
 - Student score on "Explaining Writing Variables" on provincial test will increase from 52% of students scoring at Level or Higher (3+) to 70%

Deliverables

- ✓ Summary of Potential Deliverables for future
 - Continue
 - Each Teacher Will Explore Works by Two Indigenous Writers/Artists with Their Classes

- Develop Grades 9-10 Assessments to Measure the SO: Use Language to Show Respect
- Develop Grades 9-10 Assessments to Measure the SO: Appreciate Diversity
- Implement strategies addressing Writing Variables and their connections
- New (options)
 - Develop and implement strategies for deconstructing visuals
 - Develop and implement lesson(s) and strategies for deconstructing sequential art (techniques/elements/artistry)
 - Develop and implement strategies for teaching “enhancing artistry” (deliverable for 2019-2020)
 - Develop and implement strategies for deconstructing poetry, including creating a poetry terminology database for teachers on Sharepoint
 - Develop and implement strategies for teaching “enhancing artistry”

Morden Collegiate French Data:

Continuous Improvement

French Immersion

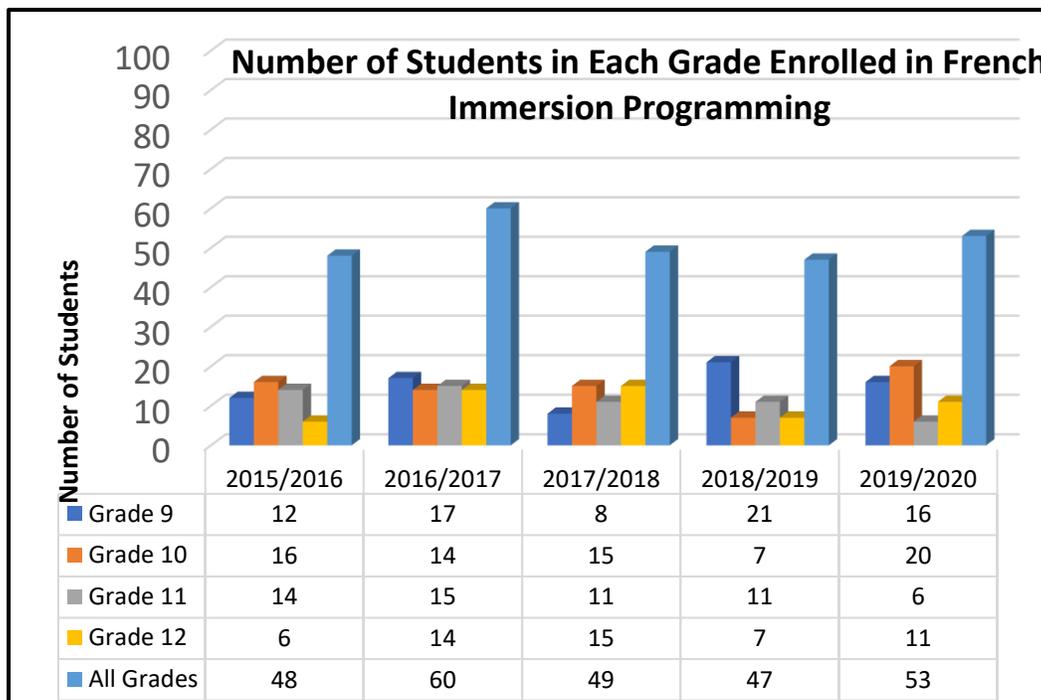
French Immersion Focus:

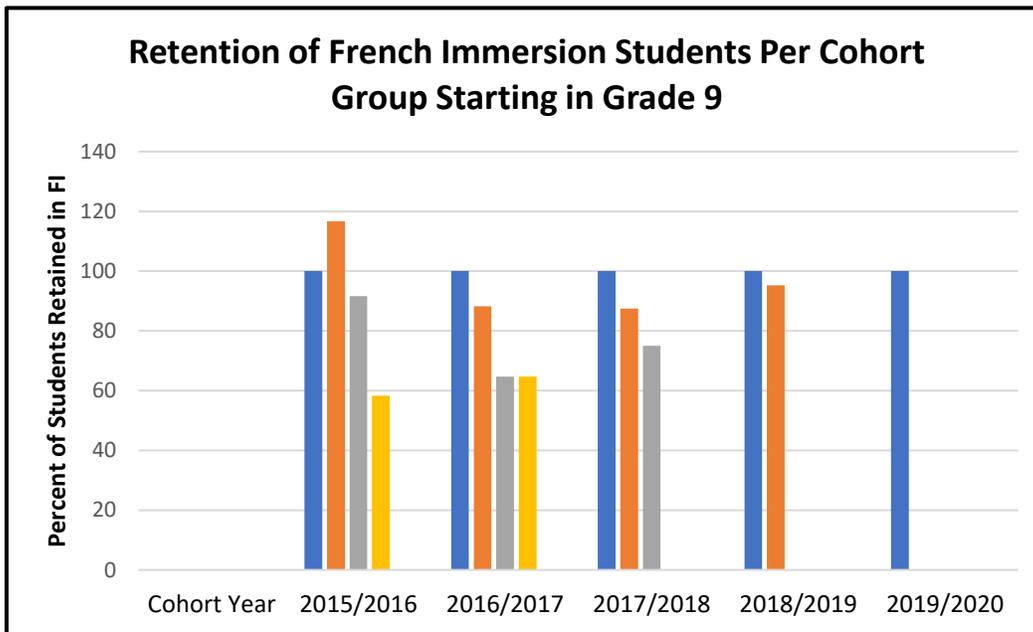
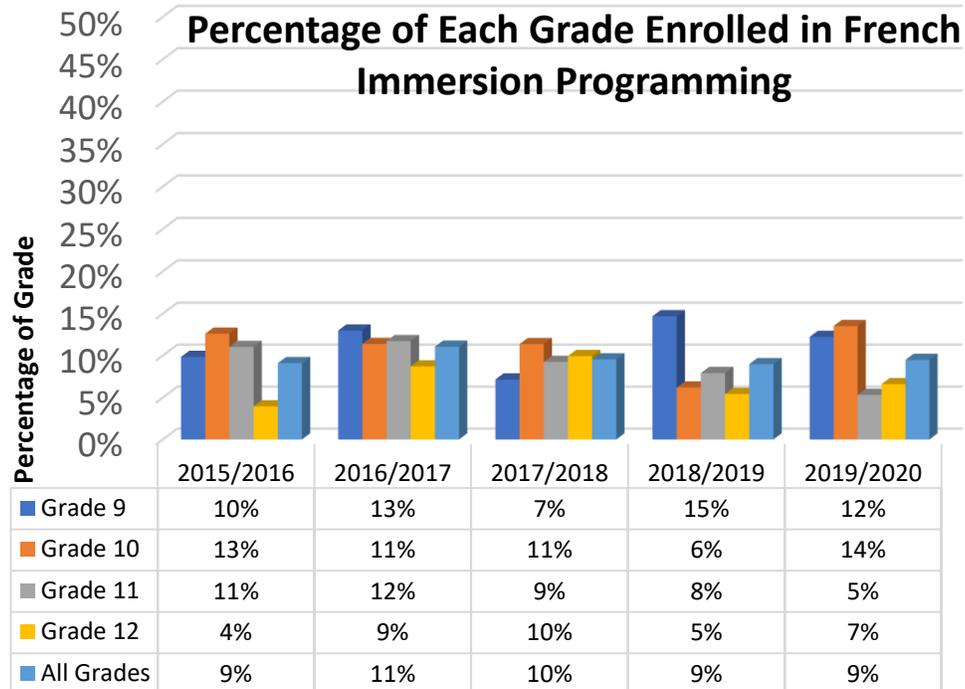
- Award our first ever French Immersion Diplomas.
- Continue to incorporate the concept of the “French Milieu” at Morden Collegiate in terms of our physical space, our acknowledgement of our programming in other ways, and our support for our teachers.
- Determine a means to provide qualitative assessment of student fluency for future data comparison purposes in grades other than 12.
- Implement the Francais Provincial test for the first time.

Board Priorities:

- Improve Student Learning
- Encourage Adventurous Achievers
- Deepen Community Relationships

School Based Data: French Immersion





Successes

- ✓ This school year – 2019/2020, we are able to offer a French Immersion Diploma to students taking only courses offered in the French Language of Instruction at Morden Collegiate.
 - Several students are receiving the PROJET PROPOSÉ PAR L'ÉLÈVE POUR SERVICE COMMUNAUTAIRE (PPESC) credits at MCI this year

- We have students for the first time being awarded the PROJET PROPOSÉ PAR L'ÉLÈVE POUR EXPLORATION CULTURELLE (PPEEC) credit.
 - Students are meeting the requirements for the awarding of this credit via their participation in programs like "Explore" and "Destination Clic"
- ✓ One staff member has been trained in the preparation for, administration of and marking of the provincial test this year and we continue to stay connected with resources through the BEF for further support.
- ✓ We have enough students in our French Immersion programming at MCI to now be running a second straight year of grade 9 Phys Ed fully in the French Language of Instruction
- ✓ We have enough students in our French Immersion programming at MCI to be separating the grade 9 and 10 Sciences Humaines.

Opportunities for Improvement

- ✓ 2019/2020 will be the first year that we offer the French Immersion provincial test for the Francais 40S course.
- ✓ We will begin collecting data and creating a databank of information in a similar way that we have the other provincial tests

Comments

*note: The number of students enrolled in French Immersion was determined using the measure of each student who was enrolled in AT LEAST ONE French Immersion course (each student only counted one time despite potential multiple enrollments in courses).

- ✓ The total percent of our student body who are enrolled in at least one French Immersion course has remained fairly steady – between 9 and 11% over the last 5 years, despite fluctuating class sizes.
- ✓ We are curious if the tangibility of the French Immersion Diploma being attained now will help support increased retention over the years?
 - The most recent year of data shows an increase in retention from grade 9 to grade 10.
 - Data from two years ago shows an increase in retention from grade 10 to grade 11.
 - Will this hold steady? What impact will the grade 12 provincial assessment have?

Targets

- ✓ Administer provincial assessment and have MCI students score at a level that reflects their achievement results in class.

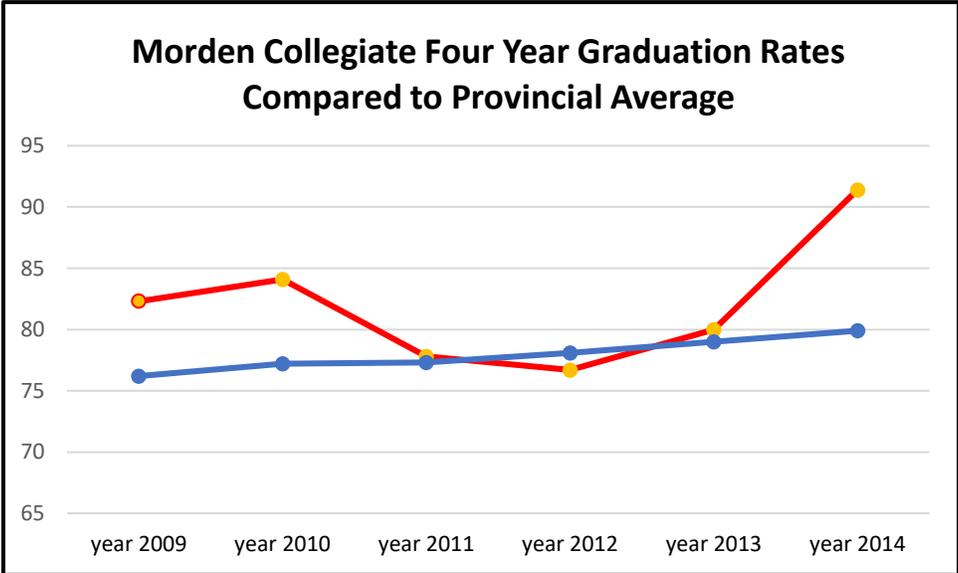
Deliverables

- ✓ Create data collection plan for FI enrollment and retention and achievement (started and continuing)
- ✓ Continue to incorporate the concept of the "French Milieu" at Morden Collegiate in terms of our physical space, our acknowledgement of our programming in other ways, and our support for our teachers.

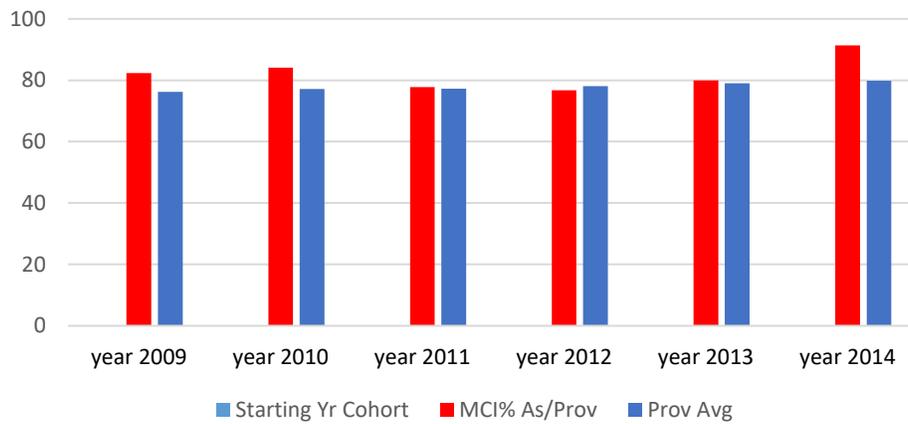
Morden Collegiate Graduation Data

<p style="text-align: center;">Continuous Improvement</p> <h1 style="text-align: center;">Graduation</h1>	<p>Graduation Focus</p> <ul style="list-style-type: none">• To connect with each student at Morden Collegiate to ensure they are on the best path to success• To know specifically if any barriers to graduation exist for individual students, and to provide strategies to support each student past them• To increase our graduation rate to above the provincial average consistently
	<p>Board Priorities:</p> <ul style="list-style-type: none">• Improve Student Learning• Encourage Adventurous Achievers

School and Provincial Data: Graduation Rates



Morden Collegiate Four Year Graduation Rates Compared to Provincial Average



Successes

- ✓ Morden Collegiate Institute works hard to support our learners meet their graduations goals. We feel that we know our students well, each student maintains as strong a connection with our school and our school staff as we can possibly maintain. There are numerous fail-safes in place to support learners who might otherwise fall through the cracks. (ie: Teen Learning Centre, Student Assistance Program, Credit Recovery, Learn to Age 18, etc...)
- ✓ Morden Collegiate also maintains an excellent relationship and connection to our division's Adult Learning Centre. We frequently connect to support learners to transition to Adult Learning, if it seems like the most appropriate course of action to ensure student success.
- ✓ Compared to the province we have a larger percentage of students completing graduation in four years and frequently in five years as well.
- ✓ As per Manitoba Education's published graduation rate data, in 2018 our 4 year graduation rate for the cohort group who started in 2014 was 6th in the province. (Whiteshell SD, DSFM, Pine Creek, Funded Independent Schools, Rolling River SD, Western SD...).

Opportunities for Improvement

- ✓ Although Morden Collegiate has generally maintained graduation rates above those of the province, the gap by which our rates have exceeded provincial averages had declined in the last few years. There was one year where our average was below the province (June 2016). We would like to see our average continue to exceed provincial averages and would like to see our gain over provincial averages increase again. In 2018 that was the case, we'd like to be consistent in our increases.
- ✓ We are curious to review our graduation rates along side of those from divisions with similar demographics, populations and geography. Who are consistently successful in their achievement of high levels of school completion in their divisions to glean from them what strategies help support the consistency they are able to maintain.
- ✓ Our girls tend to graduate at a rate higher than our boys do, this remains relatively consistent over the years. We are curious if the boys' lesser completion rate has to do with the relatively high availability of good jobs in our area, and if boys are leaving school to work. We

know from our ***Our School Survey*** results, that our students tend to work more than their replica school counterparts – does this extend into graduation rates?

- ✓ Our Indigenous students struggle to find success at the same rate as their non-indigenous counterparts. We want to continue to support the successes of our Indigenous Students with respect to graduation rates.

Comments

- ✓ We have recognized that there are some students who have arrived to us in grade nine who have such a strong history of school avoidance and who are already so disconnected from school, that it has been very difficult to nearly impossible to find ways to suddenly turn that around in high school.
- ✓ In some cases, however, we have been able to find unconventional pathways to success for those students, not all of them looking like a graduation diploma. For example, we have several students who have not finished school but who have been able to gain long term solid employment. For them, that outcome has been supported by school and is likely a better outcome for the student than would have occurred without the school's support in achieving that employment. We have also supported students in gaining alternative training that supports their long term success such as gaining a driver's licence, or helping achieve Food Handler's certification, etc...
- ✓ Our cohort groups entering grade 9 have been between 100 and 150 students, with that small a sample size we realize that 1 student finishing, or not finishing represents almost a 1% increase or decrease in graduation rates.
- ✓ We would like to do our own tracking of our cohort students to see what the commonalities are between those who are not graduating on time.