

DANIEL MCINTYRE COLLEGIATE INSTITUTE

Community Report 2021-2022

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Our Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

Our Vision

Is for current and future people learning and working within Winnipeg School Division to be:
Engaged, Confident, Inspired, and Successful Learners.

DMCI Home of the "Maroons"

Daniel McIntyre Collegiate Institute has a long tradition of academic, performing arts and sports excellence. Our school offers many programs to prepare students for post-secondary education



WINNIPEG SCHOOL DIVISION



About our School

Daniel McIntyre Collegiate Institute (DMCI) in Winnipeg's West End offers courses leading to high school graduation. The school population of approximately 1100 students is multicultural and diverse.

DMCI offers an extensive selection of academic courses including Enriched and Advanced Placement (AP) courses. This year we have expanded our academic courses to include the internationally accredited AP Capstone program. The school has a long history in the Performing and Visual Arts including a renowned music and dance program. In addition, DMCI has a variety of option courses available including Industrial Arts, Home Economics, Business Education, Graphics and Information and Communication Technology Courses.

The school has expanded our Medical Health Professionals program. In this program students focus on physiology and anatomy, becoming certified in First Aid and explore multiple career options in the medical field through our community partnerships that include WRHA, Pan Am clinic and other private practices.

Maroon Athletics have long since been a source of pride in the West End. Our successful athletic traditions continue with students being able to participate in a wide variety of extracurricular sports.

Highlights

DEMOGRAPHICS

- Grade 10 to 12
- Grade 9 Service Section
- 97% Graduation Rate
- 99% Provincial Attendance Rate
- 100+ Instructional Staff
- Five computer labs, Mobile PC Labs, Mobile iPad Lab
- Widely Multicultural Milieu with 41 diverse cultural groups speaking 47 languages

ACADEMIC

- AP Capstone Program
- Medical Health Professionals Program
- Advanced Placement Courses
- University Preparation Courses
- Enriched Programming
- Credit Recovery Program
- Award winning English as an Additional Language program (EAL)
- Information Communication Technology and Business Education
- Mentorship Program
- Career Fair Program
- Indigenous Math Cohort

INDUSTRIAL ARTS/HOME ECONOMICS

- Automotive (Apprenticeship Program)
- Electronics
- Metal Work
- Woodworking
- Graphics
- Foods & Nutrition
- Clothing Design
- Family Studies

PERFORMING & VISUAL ARTS

- Nationally Acclaimed Choir, Dance, Vocal Jazz programming
- Music Programming includes Concert Band, Jazz Band, Piano and Guitar
- Visual Arts program includes Advanced Placement

MAROONS ATHLETICS

- High Performance/Championship athletic programs including volleyball, basketball, football, soccer, ultimate, track & field, handball and badminton
- Volleyball and Basketball Academy Courses



Priorities of 2020-21

Students:

Expansion of the AP Capstone Program – Offering AP research to qualifying grade 12 students allowing them to conduct their own research and author an academic paper.

Continue to enhance enriched programming in Math, Science and Social Studies

Sustained success for the Medical Professionals program through partnerships within the medical community

Recovery learning programming to close gaps in learning caused by the suspension of classes

Addition of a Fitness Academy as a part of our specialized physical education programming

Learning Outcomes:

Greater emphasis placed reengaging students into the school environment and procedures

Emphasis on assessing and bridging learning gaps through recovery learning at the start of the 2020 school year

Cross curricular increased usage of indigenous resources.

Continued use of technology to support distance learning and allow for alternative learning opportunities through flipped classrooms, classroom blogs, google classroom

Addressing Barriers to learning:

Reconnect with our community partnerships to provide appropriate worksites, internships and whole school experiences

Strengthen early detection and intervention with EAL students exhibiting cognitive concerns resulting in timely referrals to CSS for proper assessment

Ensure that students in need continue to be able to access school-based nutrition program

Employees:

Actively engaging in professional development, school data collection and school planning in order to improve practice.

Allow more autonomy amongst departments when planning for student success

Sustainability:

Incorporation of indigenous perspectives based upon historical/contemporary sustainability practices.

Sustainable angling program nears 200 students, offerings include families of students on outings to share knowledge.



Priorities for 2021-22 Highlights

Students:

To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members

- Provide enrichment opportunities for all students in order to maximize their full academic potentials (e.g. expansion of the AP Capstone Program, Medical Professionals Program, AP Research courses in Math, Science and Social Studies, Industrial Arts/Human Ecology Program), prepare them for post-secondary education and to become responsible community members and 21 st-century global citizens
- Continued use of technology to support remote learning and allow for alternative learning opportunities through flipped classrooms, synchronous and asynchronous teaching and learning
- Provide extra-curricular opportunities for all students to be able to develop, demonstrate and diversify their interests and passions (e.g. fishing, canoeing, kayaking, biking, before and after-school/extramural sports/games etc.) and to showcase their leadership and community involvement

Learning outcomes:

To further improve school attendance, achievements, and graduation rates through the exploration of additional programs and strategies.

- Continue a quadmester system with emphasis on Increasing school contact and instructional time for all students by reducing cohorts from three to two, and allowing a slower but rigid and rigorous learning pace
- Emphasis on student-centered instruction to bridge learning gaps for low performing students through a robust credit recovery program for at-risk students
- Emphasis on cross-curricular integration of Science, Technology, Engineering, Arts & Math (STEAM) including a school-wide literacy and numeracy plan, through inquiry, Universal Design for Learning (UDL) and design-based instructional approaches to improve student's academic and engagement outcomes

Addressing Barriers to Learning:

To further develop initiatives and innovative approaches addressing special needs and accessibility requirements, mental health issues, and nutritional needs.

- Prioritize a tiered Response to Intervention (RTI) support for EAL students: strengthen programming and build collective staff efficacy through Professional Support Services (PSS); develop positive teacher-student and peer relationships; promote the use of data information systems for effective diagnosis to identify struggling students with cognitive challenges and factors of learning disruptions; adequate student counselling, mentoring to support students and smoothen their transitions in high school
- Ensure that disadvantaged and at-risk students continue to be able to access school-based academic and socio-emotional supports in Resource, mental health and counselling through clinical support, inclusion support, professional support services, school-based guidance counselling/Resource support /peer tutoring program and WSD nutrition/health programs
- Build links and partnerships with our community allies and Universities to provide appropriate worksites, internships and whole school experiences for students

Employees:

To retain, attract, and develop our valued staff who are dedicated to the vision, purpose, values, and Principles of Learning of Winnipeg School Division, and reflect community diversity.

- Provide targeted PD for staff (e.g. remote teaching/learning pedagogies and mental health/wellness etc.) and opportunities for professional learning conversations (PLC's), collaborative and cross-curricular planning time to support teachers' pedagogical practice and mental health/wellness initiatives

Sustainability:

To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.

- Incorporate PD and learning of Treaty Education into school plans and PD days to support teachers' understanding of Treaty Education and how to integrate Treaty Education and Indigenous practices and pedagogies across the curriculum

Parent and Community

- Partnerships with Community agencies such as N.E.E.D.S, Peaceful Village and I.R.C.O.M to support our students and families
- Hamper donations for families in need during the closure of school
- Peer Tutoring partnership with feeder schools that saw students in our EAL program attend Sargent Park and Wellington to provide mentorship for younger students.
- Created awareness of active transit options/benefits along with infrastructure in our area
- Partnered with WRENCH to offer an after-school leaders' program in bike repair
- DMCI performance at DMSMCA (Daniel McIntyre St. Matthews Community Association) Community Supper
- DMCI Christmas caroling at Autumn House seniors' residence.
- Established links and partnerships with community agencies/organizations (e.g. University of Manitoba's Virtual Medical Hall of Fame Discovery Days in Health Sciences, St. Boniface Research Centre's Youth Biolab) to provide enrichment, career exploration and internship experiences for students in the field of medical sciences, education and research
- Grade 12 students at DMCI have put together an active transportation campaign to encourage young people to bike Orange Bison, one of 41 School Loops developed by Winnipeg Trails Association. "We're trying to get students out biking and walking, any mode of active transportation, because it's good for your physical and mental health and it's also good for the environment," said Caitlin Johnston, a Grade 12 student.
- DMCI launched a multi-cultural prayer room for staff, parents and students that stemmed out of a student-initiated AP Capstone Research Project by Ghadir Alnajjar, a grade 12 student and funded by community grants and donations
- Partnership between DMCI Visual Arts Teacher and local Winnipeg Artists culminated in a "Hands Up for Social Justice" work of Art produced by a grade 11 student that gained recognition by WSD and has been displayed at the WSD Boardroom
- Frequent and on-going consultations with our Central District Parent Advisory Council to discuss both division and school-wide initiatives
- DMCI's Leanne Von Giese (Grade 12) won the University of Manitoba's Glassen Essay Contest (Cash Prize \$1000! Her essay was above grade-level and was about global vaccine distribution. Over 100 submissions were received and assessed by the Department of Philosophy and Leanne was placed FIRST!

