

**2018-2021**

**Three Year Education Plan  
and  
Annual Education Results Report  
For RMSS**



**[Roland Michener Secondary School Non-Negotiables](#)**

**At Roland Michener Secondary School, we value:**

**Learning - We believe all students and staff can learn**

**Safety – We believe in providing a school environment that is physically and emotionally safe for everyone**

**Respect – We believe in demonstrating respect for self and others, and value the differences that individuals bring to our school community**

**Commitment to Team – We believe in a collaborative community that shares responsibility for setting and achieving goals.**

**Principal’s Message**

**We are proud of the variety of courses and the diversity of extracurricular clubs, teams, and leadership opportunities available to our students. Be involved; take advantage of all that is offered, this will give you a true sense of being part of the larger school community. Be proud of your effort every day; complete and hand in assignments, study, attend regularly, help others- build people up, don’t tear them down.**

**Our purpose is to inspire hope and to foster success.**

**Measure Evaluation Reference**

**Achievement Evaluation**

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

**Outcome One: Alberta's students are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	70.4	63.7	53.3	70.5	63.0	73	Very Low	Maintained	Concern	63.5	65	67
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.8	8.7	2.3	12.2	10.4	14	Low	Maintained	Issue	11	12	14

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	68.4	70.6	69.4	82.3	78.3	84	Low	Maintained	Issue	79	80	81
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	8.2	9.6	10.6	18.9	12.1	20	Low	Maintained	Issue	13	14	15

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	68.8	68.8	65.3	79.5	76.4	81	High	Maintained	Good	78	80	82
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.1	2.3	1.8	3.7	2.3	3	Very High	Maintained	Excellent	2	1.8	1.5
High school to post-secondary transition rate of students within six years of entering Grade 10.	54.9	60.2	66.7	53.4	60.8	58	High	Maintained	Good	63	65.5	68

Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	53.8	58.2	63.0	60	n/a	Maintained	n/a	64	65	66
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	36.2	33.0	40.7	46.3	44.0	48	Low	Maintained	Issue	45	46	47

**Comment on Results**

Math and Science 9 PATs were at provincial average, our LA and Social were below; we had a total of 4 students not writing, which affected our participation rate. Overall, we were generally pleased with our diploma results, the completion rate and drop out rate of our students.

**Strategies**

**Assessment:**

RMSS will generate evidence of student learning to inform teaching practice through a balance of formative and summative assessments. Support will be provided and evidence will include:

- Teacher planning that includes a balance of formative and summative opportunities for students to demonstrate learning
- Teacher planning that demonstrates connections between evidenced formative assessments and next instructional steps
- Gradebooks/records that demonstrate a collection of data that balance formative and summative opportunities

**Literacy:**

- RMSS will assess using the OCA benchmarks according to a divisionally set schedule.
- RMSS will ensure that all staff and students understand that literacy is foundational to all learning
- RMSS will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals. Support will be provided and evidence will include:
  - 7-12 literacy rich environments
  - Read alouds & think alouds are modelled 7-12 across all subject areas
  - 7-12 students participating in guided and shared reading and writing opportunities
  - Explicit instruction of comprehension strategies & content area strategies
  - Instruction and supports are informed by student data and staff collaboration
  - Literacy interventions are articulated on the school's pyramid of intervention

**Numeracy:**

RMSS will administer the MIPI to students in Grades 7 to 10 and demonstrate the use of data to inform instruction. Support will be provided and evidence will include:

- Data is organized and transcribed for analysis by teachers to inform instruction
- Numeracy interventions are articulated on the school's pyramid of interventions

- Students engage with quantitative or spatial information in all curricula
- Students will engage in numeracy-rich discussions and activities in all subject areas
- Staff will engage in PD related to being teachers of numeracy
- Student success room will be set up to teach numeracy skills

**Inclusion:**

- RMSS LSTs will have daily coaching conversations with staff, regarding Differentiated Instruction.

**FNMI:**

HPSS schools will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.

**Outcome One: Alberta’s students are successful (continued)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	58.9	60.2	71.6	67.8	62.8	70	Very Low	Maintained	Concern	63	65	67
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	50.2	50.4	67.5	59.5	50.0	62	Very Low	Maintained	Concern	58	60	67

**Comment on Results**

We were surprised with these results, as this was an area we focused on a great deal. School council parents shared that they are considering things like no zero policies and opportunities to hand in assignments well past deadlines as things that do not prepare students to be successful at work, therefore, when surveyed they marked this as low.

**Strategies:**

**Character Education:**

- Identify and develop the characteristics of strong leaders in students.
- Recognizing the celebrations that happen in our school.
- Core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, staff
- Values are infused throughout the school by use of focused language & actions
- Core values are infused into classroom lessons, discussions, and are visible (anchor charts, student and staff actions and interactions)
- Students, parents and staff understand expectations, processes and language

## Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	60.4	38.3	38.1	50.0	40.6	54	Very Low	Maintained	Concern	48	54	67
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.1	1.7	1.2	4.7	3.1	6	Very Low	Maintained	Concern	6	48	10
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	60.8	62.3	71.2	80.5	74.4	82	Low	Maintained	Issue	75	77	79
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	2.0	5.7	8.5	14.6	2.3	15	Very Low	Maintained	Concern	5.5	8	10

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	66.0	61.9	59.2	83.3	75.1	84	High	Maintained	Good	77	79	81
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	2.6	5.2	1.8	3.9	3.7	3	High	Maintained	Good	3.5	3	2.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	42.4	43.8	62.5	41.4	74.3	43	Very High	Improved	Excellent	74.5	75	75.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	27.3	41.2	64.7	43	n/a	Improved	n/a	65	65.5	66
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	17.6	19.0	22.8	27.8	26.8	30	Very Low	Maintained	Concern	28	29.5	31.5

### Strategies

- RMSS will diminish the achievement gap.
- RMSS will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.
- Support will be provided and evidence will include:
- Every indigenous student has connections with multiple caring adults

- Indigenous students demonstrate successful learning behaviours (asking questions, answering questions, asking for support)
- Indigenous students have balanced representation in academic programs
- Indigenous students participate in school teams, clubs, awards, and honours
- Schools demonstrate high expectations for Indigenous students and provide the literacy and numeracy supports needed for their success in school and in their future
- Indigenous language, culture, history and historical perspectives are infused in school culture and classroom learning
- Collaboration and communication with indigenous communities engage families
- Instructional practices support traditional ways of knowing, learning, and doing
- Indigenous support coaches are in the schools and the classroom working with teachers and learners, providing resources, liaising with families and communities
- Resilience, growth mindset, overcoming adversity are conversations in collaborative staff meetings to support student success and overcome stereotypes

See Also:

### **Literacy**

- RMSS will assess using the OCA benchmarks according to divisionally set schedule. RMSS will use literacy data (including the benchmarks results) and foundational balanced literacy principles to set and achieve improvement goals.

### **Numeracy**

- RMSS will administer the MIPI to students in Grades 7 to 10 and demonstrate the use of data to inform instruction.
- RMSS will identify and assess the numeracy interventions they are currently using.
- RMSS will ensure that all staff and students understand that numeracy is foundational to all learning.

### **Inclusion**

- LSTs will have daily coaching conversations with staff, regarding Differentiated Instruction.
- RMSS will define and implement a list of universal strategies for classroom use

### Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	76.3	75.8	82.5	81.2	78.4	84	Low	Maintained	Issue	79	80	81.5

**Comment on Results**

We are surprised by the slight drop, as this is an area we consistently promote.

**Strategies**

**Inclusion:**

- LSTs will have daily coaching conversations with staff, regarding Differentiated Instruction.
- RMSS will define and implement a list of universal strategies to support student success
- RMSS will use a strength based approach when developing a success plan for students

**Pyramid of Intervention:**

- RMSS will develop, refine and publish a pyramid of interventions.

### Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	73.5	72.5	80.9	80.1	81.9	83	Very High	Improved	Excellent	82	83	84

**Comment on Results**

We offer a broad range of programs and build our timetable around student needs and wants.

**Strategies**

**Pyramid of Intervention:**

- RMSS will develop, refine and publish a pyramid of interventions that articulates universal, targeted & intensive supports

**Learning Technology Policy Framework:**

- RMSS will improve student use technology integration.



## Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	58.5	57.6	69.2	72.8	64.1	74	Very Low	Maintained	Concern	65	66	67
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.4	78.7	76.9	73.5	71.0	75	Low	Maintained	Issue	72	74	75
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	68.3	72.9	80.0	74.1	72.9	78	Very Low	Maintained	Concern	75	77	81

### Comment on Results

We are surprised by the low results, as teaching pedagogy has steadily improved.

### Strategies

#### Inclusion:

- LSTs will have daily coaching conversations with staff, regarding Differentiated Instruction
- RMSS will define and implement a list of universal strategies for classroom use

#### First Nation, Metis, and Inuit Student Success: (see pages 7-8)

- RMSS will diminish the achievement gap.
- RMSS will ensure that all staff and students understand the foundational knowledge of the treaties, legislation and agreements, the Truth and Reconciliation Commission and Indigenous historical perspectives.

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	86.4	0.0	84.4	3.1	88.4	4.7	90.3	9.7	88.7	7.5	92	11
	Authority	79.5	4.8	71.6	3.7	81.7	7.3	69.9	4.9	77.5	6.3		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	School	82.6	4.3	79.2	4.2	96.9	12.5	96.7	20.0	84.4	8.9	97	22
	Authority	88.2	6.6	88.1	5.0	93.0	7.0	91.0	9.0	88.9	6.1		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
French Lang Arts 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	*	*	100.0	16.7	100.0	0.0	100.0	16.7	100.0	0.0		
	Province	96.6	14.6	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0		
Français 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	99.3	29.2	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0		
Mathematics 30-1	School	36.0	4.0	44.4	14.8	48.6	10.8	73.7	36.8	60.6	21.2	75	37
	Authority	54.8	8.1	52.0	18.0	58.1	12.2	64.7	29.4	66.7	25.0		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	School	37.5	0.0	64.7	0.0	52.2	0.0	50.0	7.7	56.5	4.3	57	10
	Authority	54.8	3.2	55.8	2.3	60.0	5.5	50.8	6.3	55.9	3.4		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	School	76.5	5.9	70.7	0.0	59.6	6.4	90.3	12.9	82.9	17.1	92	15
	Authority	75.3	4.1	69.3	1.3	57.8	5.2	69.8	4.7	73.9	12.5		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	School	77.1	10.4	67.6	0.0	67.5	5.0	91.2	11.8	81.4	5.1	93	13
	Authority	76.5	7.8	78.3	2.2	65.1	7.5	74.5	3.9	73.0	2.6		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	School	83.3	25.0	90.6	28.1	86.4	22.7	86.2	27.6	88.9	22.2	88	29
	Authority	83.6	26.0	76.2	23.8	79.8	27.0	66.7	16.0	76.9	20.0		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	School	54.5	9.1	50.0	15.6	48.6	10.8	66.7	25.0	62.5	12.5	69	27
	Authority	73.0	30.2	61.0	18.6	65.9	20.7	60.3	17.9	68.3	17.1		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	School	28.6	0.0	73.7	31.6	70.4	22.2	100.0	44.4	89.5	26.3	95	40
	Authority	48.3	6.9	77.8	37.0	69.6	17.9	82.6	34.8	88.5	30.8		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	100.0	0.0	65	2
	Authority	n/a	n/a	n/a	n/a	*	*	*	*	72.7	4.5		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	66.3	5.0	73.5	3.9	68.9	4.1	82.6	11.6	66.2	3.9	85	13
	Authority	71.2	5.8	70.2	5.6	67.0	5.4	67.6	8.5	66.0	4.9		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	*	*	*	*	*	*	55.6	0.0	*	*		
	Authority	50.0	3.6	70.0	0.0	43.8	0.0	62.5	0.0	32.1	0.0		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	87.5	6.3	81.8	0.0	53.3	6.7	80.0	0.0	93.8	0.0		
	Province	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	75.0	11.3	65.0	13.0	50.7	2.8	74.6	17.9	60.0	10.7	77	19
	Authority	69.1	15.7	56.2	12.4	52.1	6.8	59.6	13.1	51.9	8.2		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	*	*	50.0	16.7	*	*	63.6	9.1	*	*		
	Authority	32.1	0.0	57.1	21.4	37.0	0.0	57.1	4.8	29.6	7.4		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	77.5	16.3	67.6	10.8	50.7	1.3	76.5	7.4	72.0	14.7	78	10
	Authority	76.4	17.8	65.4	13.1	57.8	7.5	63.0	8.2	69.5	11.5		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	*	*	*	*	n/a	n/a	40.0	10.0	*	*		
	Authority	39.3	7.1	54.5	0.0	55.0	5.0	50.0	5.0	53.3	0.0		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	61.3	11.3	49.0	7.8	42.7	1.3	59.7	15.3	57.9	11.8	65	17
	Authority	63.9	9.9	49.5	8.0	42.1	3.8	54.2	12.0	55.7	8.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	*	*	*	*	n/a	n/a	*	*	*	*		
	Authority	42.9	10.7	58.3	0.0	0.0	0.0	50.0	0.0	25.0	3.6		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		