



Roland Michener Secondary School

We are all RAMS! - Respectful, Accepting, Motivated, and Successful

Education Plan 2023-24

Vision

Our vision is to forge strong, positive connections with students so they can achieve independence, build confidence, and gain academic knowledge.

Mission

Our purpose is to inspire hope and to foster success.



**Principal**

Kris Herbert

Vice Principals

Deanna Sloan

Tara Boyle

About Us

Roland Michener Secondary School is located in the town of Slave Lake in northern Alberta, in the Municipal District of Lesser Slave River. It is located 257 km north of Edmonton on the southeast shore of Lesser Slave Lake at the junction of Highway 2 and Highway 88.

Roland Michener Secondary School is a Grade 7 to 12 school with an enrollment of approximately 620 students and 60 staff. We are committed to ensuring a welcoming, caring, respectful and safe learning environments that respects diversity and nurtures a sense of belonging and a positive sense of self. Our school offers full academic and special education programs in an effort to foster hope and to inspire success. We are also proud to offer a wide range of options, that includes Industrial Arts, Foods, Cosmo, Art, Drama, Instrumental Music and more.

**About the Plan:**

This annual education plan was developed to address the priorities and goals set by [HPSD's Board of Trustees](#), within our local school context. The purpose of the plan is to guide school initiatives and meet identified needs in our learning community, in relation to these priorities and goals. Student, staff and parent feedback informed this plan, as provided by HPSD's Assurance Survey, Ward 4 community consultation meetings, collaborative team meetings, professional development, staff meetings, and student surveys.



Successes

Roland Michener Secondary School has a positive, welcoming and inclusive school culture supported by a staff who strive to keep high expectations for behaviour and learning. Our dedication to this can be seen in our shared values, vision/mission statement and throughout our halls and classrooms.

Roland Michener continues to offer a wide variety of extracurricular programs and opportunities for students. We are extremely proud to offer a variety of sports teams and skill development clubs. RMSS was excited to see our grade 9-12 football program commence this year after a few years of commitment to fundraising and purchasing the proper equipment needed. For students that look for something different than sports we offer clubs like dungeons and dragons, chess, anime and more. We have a very active student council that organizes monthly activities; the most popular have been our Live Different assembly, spirit week and bringing in a fun competition with our RAMS Rumble. The student council is very active in community and global events. This team of outstanding students supported great causes by organizing a Terry Fox Run, Moustaches for Movember Team Challenges, and support for our local food bank. All of these events brought in over \$2000 in fundraising and filled a bus with food! We are very proud of our Gay Straight Alliance (GSA); It is one of the longest running rural GSA's in Alberta.



We offer a full complement of Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) labs including, but not limited to: Industrial Education, Foods, and Cosmetology. Our fine arts program includes: Art, Drama, Band, Guitar and Drumming. This year we continued newer CTS courses by offering Finance and Computer Science. Within our Junior High School grades we offer many traditional option classes such as art, drama, band, industrial education, foods, guitar but we also expanded this year to prepare students for the future by offering options such as coding, robotics, money management, and world cultures. We are very excited to announce that we meet our goals set last year in the education plan with regards to students participating in Dual Credit courses and the Registered Apprenticeship Program (RAP). Currently 27 students are enrolled in Dual Credit and 7 students are enrolled in RAP.

We continue to educate ourselves and our students by learning about First Nations, Métis, and Inuit (FNMI) historical background, reconciliation and culture, through professional development offered to us by Indigenous Education Coaches (IEC). Our work to acquire, develop and apply “[foundational knowledge about First Nations, Métis and Inuit for the benefit of all students](#)” is an ongoing commitment that continues to be upheld and has led to richer, culturally relevant and more inclusive learning experiences for many of our students. Collaboration throughout the year with our Indigenous Education Lead, Diane Bellerose and newly hired Indigenous Education Coach, Sharon Walker-Twin during the 2022-2023 school year, connected us with guest speakers that helped enrich and support curriculum outcomes with Indigenous perspectives. This collaboration also brought about different off-site field trips to bring the curriculum and Indigenous learning to life with real experiences. Our school was also very proud this year to pilot having a Knowledge Keeper in Residence for part of the year. Keith Laboucan spent two days a week at our school and connected directly with staff, students and classrooms to continue to enrich the cultural experiences and learning at our school.

Our school is close to being 1:1 with student devices and access to this technology serves our students and classrooms well to effectively use Google Suites and improve our digital literacy.

Our school staff is committed to collaboration to build our capacity for student learning, support, and assessment. This past school year we are very proud of all the improvements and work we have completed through our Collaborative Team Meetings (CTMs). At Roland Michener Secondary School, we have established and conducted regular team meetings to support our students for a few years. This current and past school year, we took time to reflect on how we can maximize the effectiveness of our Collaborative Team Meetings to ensure responsive supports for students, the examination and adoption of impactful instructional practices, and how we increased our sense of collective efficacy. Our school went through another layer to our transformational journey that helped our school develop Collaborative Team Meetings that are solution focused and action oriented. All of this was not only impactful on the school improvement but our leadership team was asked to present our work again at the Jigsaw Learning Symposium, which was attended by many school divisions around the province. As a school, we took collaborative response to the next level by adding a school support layer by having weekly School Support Team Meetings (SSTMs). The purpose of the School Support Team Meeting is to celebrate the school-based actions that are making a difference for students and then determine possible supports and next steps for students referred by teachers. Responses could include Tier 3 or 4 supports for the student, or support for the classroom teacher(s). These meetings were attended by administration, learning support teachers, wellness coaches, career coaches, and other student services.



We constantly try to find ways to celebrate our students' success. Our school takes pride in having a consistent student recognition program and celebrating our students. We continued with our RAMS recognition cards this year. Teachers use these RAMS postcards to write a personal celebration message to a student and have it personally delivered by one of administrators. This year, we added another way to celebrate our students with the RAM of the month nominations and awards. Staff members can continuously nominate students consistently displaying our school values and at the end of each month all nominees are celebrated with a RAMS card and award. One student is selected to be the overall RAMS of the month and receives RAMS merchandise to celebrate their commitment to our school. These initiatives help us celebrate our students that are working hard at upholding our core values of being a RAM (Respectful, Accepting, Motivated, Successful). As you enter our building and walk the hallways, you can easily identify our values and the sense of community and pride we put into ALL being RAMS.



Transitioning out of the pandemic, we knew as a school we would need to continue to build our sense of community, belonging, and support staff/student wellness. Right from the beginning of the school year, we made transitions a priority with new students coming into our building from grade 6 and making sure our grade 9 students were prepared for senior high school. We opened our doors to the parents/guardians with an open house BBQ, award nights, band concerts, assemblies and events. We also revamped our school attendance policy to help provide proactive support to getting students in the building regularly to help them be successful and motivated with their learning. Our wellness coaches promoted positive and healthy wellness practices monthly with wellness blitzes, active bulletin boards, lunch and learns, and new this year holding a school wide wellness fair. We also built on our junior high health curriculum programming and delivery by isolating it to support positive and productive habits to support our students being successful with their everyday lives and education.

**Challenges:**

We are still dealing with the transition coming from the COVID-19 pandemic over the past few years. Last year and continuing into this year one of the biggest challenges we face is that many of our students struggle with mental health and wellness issues. Due to the social isolation and difficulties associated with Covid-19, referrals to our wellness coaches went up dramatically and the utilization of HPSD services also increased the past two years. We also struggled with adequately staffing our building all year round. We were short staffed most of the school year going without a certified teacher and educational assistants on and off. On top of this issue, we also had difficulty securing substitute teachers and educational assistance to replace a person being absent. This did create a lot of days covering internally with school personnel which had a ripple effect on our school level of support being offered on a consistent basis. For example, shifting learning support teachers, administrators, and educational assistants to cover gaps in classrooms to make sure students had sufficient access to an adult in front of them in all classes. Coupled with this challenge, we continued to see at the start of the school year increased numbers in student absenteeism due to illness or lack of motivation to come to school still stemming from Covid-19. Additionally, we were impacted by the loss of in town bussing to our school. This increased student tardiness and sometimes had an impact on absenteeism as well. Both staff and student increased absenteeism had an impact on student learning and success rates.

Student results on school wide assessment including the HLAT (Highest Level Achievement Test - Writing), RCAT (Reading and Comprehension Assessment Test - reading) and the Math Intervention/Programming Instrument (MIPI - numeracy) outlined literacy and numeracy

deficiencies, and highlighted the need for our students/staff to develop a stronger culture around literacy and numeracy, as well as more robust strategies to help combat the deficits left by the pandemic. Despite our desire to address these learning gaps, we were unable to offer the junior high literacy intervention program for students in grade 7 and 8 due to staff shortages. Over the last few years, switching between online and in-person instruction, increased absenteeism, mental health concerns, limited access to more hands-on learning activities, and more is having an impact on our student success.

Results of the Successes/Challenges

With the newly acquired data accumulation system, Dossier, we have been able to track and support the literacy, numeracy and social/emotional trends of our students. Used in conjunction with regular Collaborative Team Meetings and School Support Team Meetings this program and data has the potential to allow us to improve the timing and effectiveness of our interventions and support strategies.

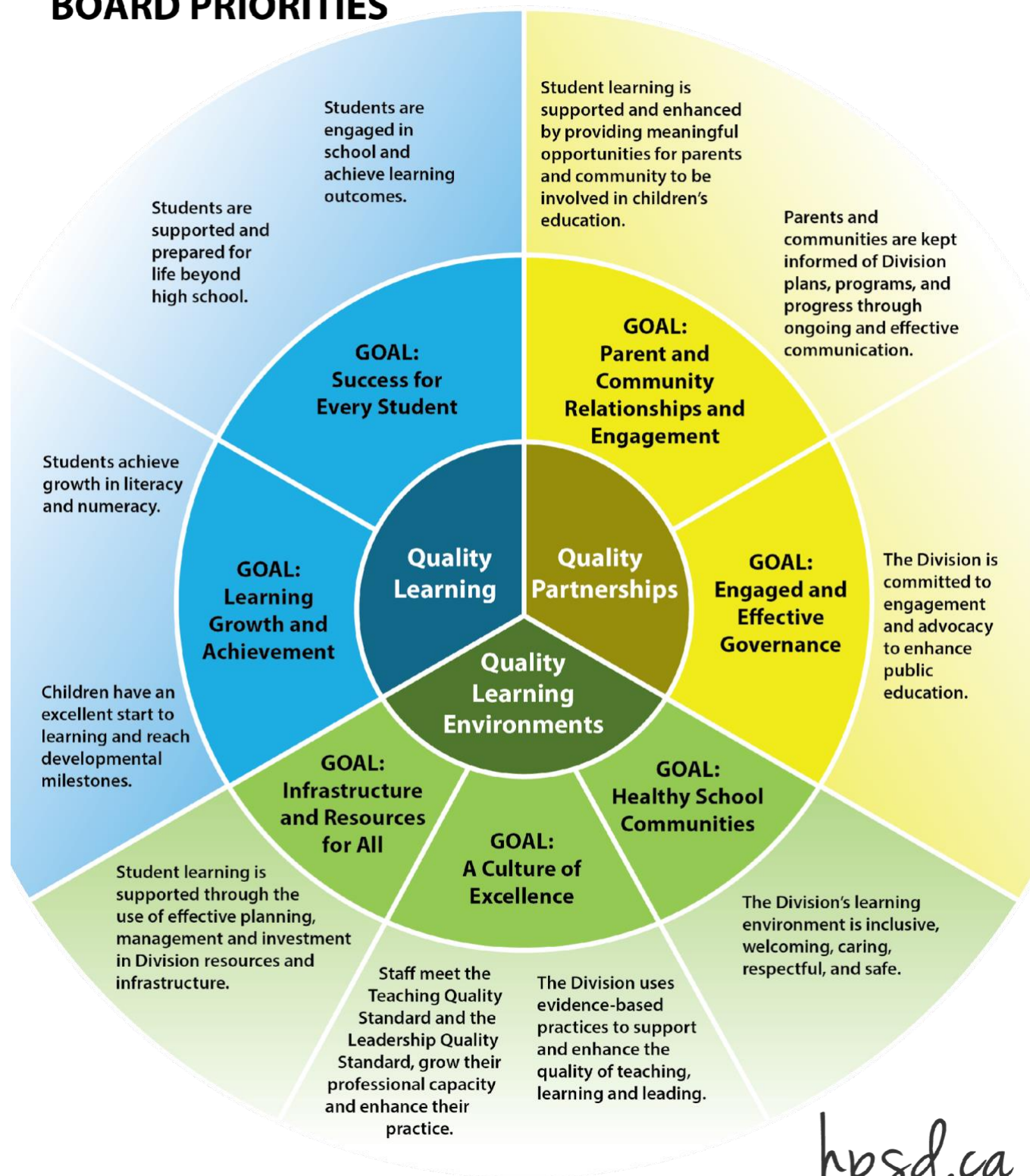
We added another layer of common assessment this year with students completing the Highest Level of Achievement Testing (HLAT) (writing assessment) and will continue with it in the future. RCAT is a new reading comprehension assessment that replaced the EduBest and Ontario Comprehension Assessment (OCA). The preliminary results of the Reading Comprehension Assessment Tool (RCAT) and HLAT have confirmed our initial observations about where our students are struggling. We are optimistic that with more professional development geared towards data analysis and transference to instructional practice, we will improve the efficacy of our literacy interventions.

With regards to numeracy, we will continue to use the Math Intervention/Programming Instrument (MIPI) as a pre-assessment tool in grades 7-10. In conjunction with Dossier, we are better able to access current and past data, with the intention of incorporating it into our teachers' practice. Dossier has the potential to save us time and give us a clearer picture of where our students have gaps in their learning. Now that we have the data, our next step is to effectively analyze the data in order to meaningfully guide our instructional strategies to support student success.

As a further focus on our students' well being and mental health our Wellness Team will continue to create mental health presentations for every classroom. In order to bring further success to our mental health approach and positive transition for new Grade 7 students, we have successfully implemented a health and life skills period for our Junior High Students which has been met with great success, both by students and parents/guardians. These classes focused on positive strategies to combat the myriad of issues that directly affect the well being of our students and ability to be successful at the junior high ages. Our hope is this will assist a better transition from E.G. Wahlstrom School and help better prepare our students for success in senior high school.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2023

School Goals

1. Success Beyond High School

Division priority: Quality Learning.

Goal: Success For Every Student.

Outcome: Students are supported and prepared for life beyond high school.

Strategies

- Provide opportunities for student leadership and governance by having students run and organize student council activities and citizenship/volunteer activities within the school and the larger community, including cross over activities with our feeder schools in elementary.
- Promote career exploration and planning throughout all curriculum areas, with a specific focus on career exploration in our new junior high health program. This area will be supported by our career coaches, wellness coaches, and Indigenous education coach.
- Diversifying our Career and Technology Studies (CTS)/Career and Technology Foundations (CTF) options with an eye towards the workforce our students will be joining by offering financial literacy and computer science courses.
- Increase the messaging for Dual Credit offerings, Registered Apprenticeship Program, Work Experience and Career Internship 10.
- Increasing opportunities for students to meet 1-1 with career coaches to discuss career choices.
- Career Coach data on students accepted in post-secondary will be recorded to use as a benchmark for future education plans.
- Getting more access and student participation with programs such as Skills Canada.
- Bridging a partnership between our school and a university to offer a Writing 1000 course and Research in Health Care course.
- Supporting students transition to post secondary by promoting local scholarships and bursaries.
- Supporting and participating in Take Your Kids to Work Day for all grade 9 students.

Performance Measures

- Accountability Pillar Survey:
 - Preparation for:
 - Work Preparation: From 69% to 73%
 - Citizenship: From 65.5% to 70%
 - High School Completion Rate – Measure Details:
 - From 3 year 80.5% to 83%
 - From 4 year 76.7% to 80%
 - From 5 year 84.2% to 87%
 - Drop Out Rate – Measure Details: From 3.6% to 3.0%
 - High School to Post-secondary Transition Rate – Measure Details:
 - 4 year Rate: From 29.9% to 35%

- 6 year Rate: From 63.1% to 70%
- Rutherford Eligibility Rate – Measure Details: From 56.8% to 60%
- Lifelong learning - Measure Details: From 76.1% to 80%
- Continue tracking student participation/choice in the newer CTS/CTF options offered:
 - Computer Science: 30 students have currently requested this course.
 - Finance: 30 students have currently requested this course.
 - Writing 1000: 12 students completed this course the past school year and 21 currently have requested this course.
- Student participation in:
 - Dual Credit: Currently 27 students are enrolled in Dual Credit. We would like to maintain this number for the next school year.
 - Registered Apprenticeship Program (RAP): Currently 7 students are enrolled in RAP. We will see that number increase to 10.
 - Work Experience: Currently 64 students are enrolled in work experience. We will see that number increase to 80.



2. Student success in Literacy and Numeracy

Division priority: Quality Learning.

Goal: Learning Growth and Achievement.

Outcome: Students achieve growth in literacy and numeracy.

Strategies

- Increased professional development sessions for staff supported by the divisional and school based literacy and numeracy committees.
- Teachers will work collaboratively in planning student success for literacy and numeracy. This will be supported by our regularly scheduled CTM's as well as the integration of Dossier and the data collected.
- Literacy and numeracy intervention support groups available to students who have been identified as needing a tier 3 support.
- Create and use ISPs (Instructional Support Plans) where necessary and identify and act on the learning needs of each individual student.
- Use HLAT, RCAT and MIPI benchmarking tools each year to gather literacy and numeracy data for all students. This data will be used for staff to set priorities and goals for improvement.
- Introduce a new Literacy Comprehension 15 course
- Integrate more literacy and numeracy support within junior high school options structure.
- Building a continuum of support for literacy.

Performance Measures

- PAT (Provincial Achievement Test) and Diploma exam results in general will improve, but particularly in the following areas:
 - PAT Math Acceptable Standard will increase from 43.9% to 50%
 - PAT Math Standard of Excellence will increase from 3.7% to 5%
 - PAT ELA Acceptable Standard will increase from 64.6% to 67%
 - PAT ELA Standard of Excellence will increase from 0% to 2%
 - Math 30-1 Diploma Acceptable Standard will increase from 42.1% to 50%
 - Math 30-2 Diploma Acceptable Standard will increase from 42.1% to 50%
 - ELA 30-1 Diploma Acceptable Standard will increase from 78.6% to 80%
 - ELA 30-2 Diploma Acceptable Standard will increase from 83.3% to 86%
- Education Quality - measure details will show an increase from 78.9% to 82%
- H.P.S.D. Assurance Survey Data
 - To what extent do you agree or disagree that your child is achieving growth in the following skills they are learning at school:
 - Literacy
 - Increase in category strongly agree and agree from 78% to 82%
 - Numeracy
 - Increase in category strongly agree and agree from 74% to 80%

3. Continued mental health support

Division priority: Quality Learning.

Goal: Increased mental health resilience for our students.

Outcome: Students access supports and use universal strategies to aid their mental health.

Strategies

- Analyzing school data collected to inform and identify needs to continue to improve our healthy school community.
- Continue to offer universal support via monthly Wellness Blitz.
- Use established core values/beliefs within classrooms, communication, staff meetings and professional development to guide decisions and direction.
- Build an awareness of the school core/beliefs values between school/home/community.
- Refine and reflect on the relationship and behaviour continuum of supports.
- Build a social/emotional continuum of supports (similar to the relationship and behaviour continuum of supports).
- Use our school code of conduct to support and reinforce school wide expectations of behaviour.
- Utilize School Facebook Page to share celebration and success of what is happening in the school to our entire community.
- Be committed to creating a sense of belonging for all staff, students, and family at our school utilizing our RAMS values to model this behaviour through RAMS recognition, classroom talks on values, and what each of the RAMS statements mean (Respectful, Accepting, Motivated, and Successful)
- Be committed to creating classroom and school environments that are welcoming, safe, caring, and respectful by utilizing our continuum of supports for relationships and behaviour to support these environments.
- Increase student understanding about how to positively deal with bullying or social conflict within the school.
- Facilitated Collaborative Team Meetings to utilize continuum of supports effectively. These continuums are currently in various stages of development, with behaviour and relationships completed, and social/emotional following next.
- Have regularly scheduled Collaborative Team Meetings and School Support Team Meetings throughout the school year.
 - Use School Support Team Meetings to celebrate the school-based actions that are making a difference for students and then determine possible supports and next steps for students referred by teachers. Responses could include Tier 3 or 4 supports for the student, or support for the classroom teacher(s).
 - Use Collaborative Team Meetings to ensure responsive supports for students are identified and that examination and adoption of impactful instructional practices are put in place.

- Integrate the layer of Case Consult Team Meeting to provide more wrap-around supports for a student, including the involvement of parents/guardians, school and potentially external partners and district personnel.

Performance Measures

- Accountability Pillar Survey:
 - Welcoming, Caring, Respectful, and Safe Learning Environments - Measure Details:
 - a. Overall increase from 74.3% to 80%
 - 2. Access to Supports & Services:
 - a. Overall increase from 73.7% to 78%
 - 3. Safe and Caring - Measure Details:
 - a. Overall increase from 80.5% to 84%
- H.P.S.D. Assurance Survey
 - 1. Your child's school is a welcoming place to be:
 - a. Increase in category strongly agree and agree from 91% to 93%
 - 2. Students treat each others well at your school:
 - a. Increase in category strongly agree and agree from 49% to 55%
 - 3. Your child can get help at school with problems that are not related to school work?
 - a. Increase in category strongly agree and agree from 75% to 80%
 - 4. Access to Wellness Counselling (i.e. wellness coaches, wellness counselors)
 - a. Increase in category strongly agree and agree from 78% to 84%

