



Roland Michener Secondary School

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

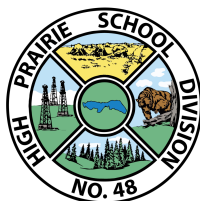
Education Plan 2022-23

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

Patrick Kennedy

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 HPSP'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, 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, and anime. We have a very active student council that organizes monthly activities; the most popular have been our spirit weeks and pie the teacher event. The student council is very active in community and global events. This team of outstanding students supported great causes by organizing a very successful Terry Fox Run, Moustaches for Movember Team Challenges, and support for an ill student at one of our other community schools. All of these events brought in close to \$10,000 in fundraising! 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, Fashion and Cosmetology. Our fine arts program includes: Art, Drama, Band, Guitar and Drumming. This year we expanded on our 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, money management, and pop culture.

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 Indigenous Education Coach, Olivia Broad during the 2021-2022 school year, connected us with guest speakers that helped enrich and support curriculum outcomes with Indigenous perspectives. This collaboration also brought about many different off-site field trips to bring the curriculum and Indigenous learning to life with real experiences.

Our school is approximately 1:1 with student devices and has done a significant amount of professional development (PD) throughout the pandemic on improving the digital literacy and use of Google Suites for our staff and students.

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 school year, we started 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 a 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 at the Jigsaw Learning Symposium, which was attended by many school divisions around the province.

We constantly try to find ways to celebrate our students' success. Our school takes pride in having a weekly student recognition program and monthly we hand out RAMS recognition cards. These initiatives help us celebrate our students that are working hard at upholding our core values of being a RAM (Respectful, Accepting, Motivated, Successful).



Challenges:

Dealing with the COVID-19 pandemic within our school the past few years has brought on some new challenges. One of the biggest challenges we face is that many of our students struggle with mental health issues. Due to the social isolation and difficulties associated with Covid-19, referrals to our wellness coaches went up dramatically and the utilization of HPSP services was also increased.

This school year, we have seen an increase in student absenteeism due to illness or lack of motivation to come to school. During the school year we were also faced with higher than normal staff absenteeism and difficulty securing proper certified substitute teachers. Both staff and student increased absenteeism had an impact on student learning and success rates.

Student results on both the Edubest and the Math Intervention/Programming Instrument (MIPI) outlined literacy and numeracy deficiencies, and highlighted the need for our students/staff to develop a stronger culture around literacy and numeracy. We also need to address the potential gaps that have naturally occurred during the Covid-19 pandemic time. Switching between online and in-person instruction, increased absenteeism, limited access to more hands-on learning activities, and more is having an impact on our student success.



Picture: RMSS Wellness Support Team

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 Model meetings this program and data will continue to allow us to improve the timing and effectiveness of our interventions and support strategies.

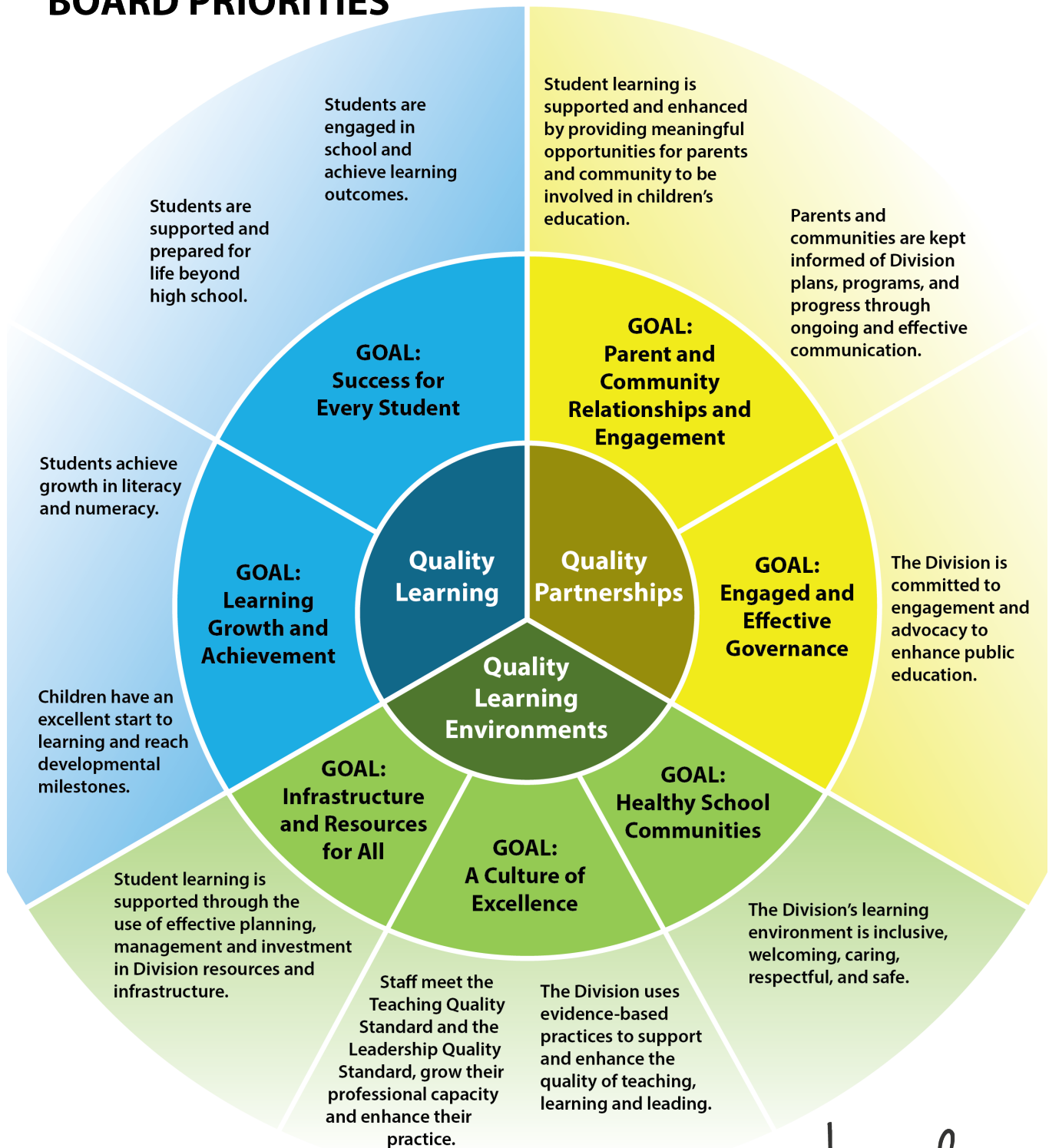
We have piloted Edubest this year and will continue with it next year. Edubest is a new reading comprehension assessment that replaced the OCA. The preliminary results of the Edubest appear to give us a better understanding of where our students are struggling. We are optimistic that the more data we accrue with Edubest will continue to improve the efficacy of our literacy interventions.

With regards to numeracy, we will continue to use the MIPI as a pre-assessment tool. In conjunction with Dossier we had success analyzing the data and incorporating it into our teachers' practice. The clarity Dossier brings to the data analysis process has saved us time and given us a much clearer picture of where our students have gaps in their learning.

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 we have planned to offer a health and life skills period for our Junior High Students next school year. These classes will focus 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



hpsd.ca

Effective September 2022

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 coaches.
- Diversifying our CTS/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 new Writing 1000 course.

Performance Measures

- Accountability Pillar Survey:
 1. Preparation for:
 1. Work Preparation: From 67.9 to 70%
 2. Citizenship: From 69.6 to 70%
 2. High School Completion Rate – Measure Details:
 1. From 3 year 67% to 70%
 2. From 4 year 83.2 to 85%
 3. From 5 year 90.9% to 92%
 3. Drop Out Rate – Measure Details: From 0.9%
 4. High School to Post-secondary Transition Rate – Measure Details:
 1. 4 year Rate: From 39.9 to 44%
 2. 6 year Rate: From 68.1 to 70%
 5. Rutherford Eligibility Rate – Measure Details: From 63.4% to 65%
 6. Diploma Examination Participation Rate – Measure Details:
 1. % Writing O Exams: From 16.4% to 15%

2. % Writing 1+ Exams: From 83.6% to 85%
 3. % Writing 2+ Exams: From 80.9% to 83%
 4. % Writing 3+ Exams: From 53.9% to 56%
 5. % Writing 4+ Exams: From 35% to 37%
 6. % Writing 5+ Exams: From 17.5% to 18%
 7. % Writing 6+ Exams: From 1.3 to 1.5%
- Continue tracking student participation/choice in the newer CTS/CTF options offered:
 1. Computer Science: 30 students have currently requested this course.
 2. Finance: 33 students have currently requested this course.
 3. Writing 1000: 15 students have currently requested this course.
 - Student participation in:
 1. Dual Credit: Currently 6 students are enrolled in Dual Credit. We will see that number increase to 15.
 2. Registered Apprenticeship Program (RAP): Currently 1 student is enrolled in RAP. We will see that number increase to 7.
 3. Work Experience: Currently 60 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.
- Provision of Educational Assistant (EA) support for numeracy in the formative math classrooms as well as the grade 9 Knowledge and employability classrooms to support filling in gaps outlined by benchmarking (MIPI).
- Create and use ISPs (Instructional Support Plans) where necessary and identify and act on the learning needs of each individual student.
- Use Edubest and MIPI benchmarking tools each fall and spring to gather literacy and numeracy data for all students. This data will be used for staff to set priorities and goals for improvement.

Performance Measures

- Edubest and MIPI assessments will show one year's growth, or equivalent.
- 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 50% to 55%; PAT ELA Acceptable Standard will increase from 65.3% to 67%; Math 30-1 Diploma Acceptable Standard will increase from 43.5% to 50%; Math 30-2 Diploma Acceptable Standard will increase from 68.4% to 70%; ELA 30-1 Diploma Acceptable Standard will increase from 87.5% to 88% and ELA 30-2 Diploma Acceptable Standard will maintain at 96.8 % or better.



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 continuum of supports.
- Build a social/emotional 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.
- Be committed to creating classroom and school environments that are welcoming, safe, caring, and respectful.
- 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.
- Have regularly scheduled Collaborative Team Meetings throughout the school year and introduce the next layer of support meeting with School Support Team Meetings.

Performance Measures

- Accountability Pillar Survey:
 - 1. Safe and Caring:
 - a. Overall increase from 81.5 to 83%
 - 2. Access to Supports & Services:
 - a. Overall increase from 78.4 to 82%
- H.P.S.D. Assurance Survey
 - 1. Your child's school is a welcoming place to be:
 - a. Increase in category strong agree and agree from 68 to 73%
 - 2. Students treat each others well at your school:
 - a. Increase in category strong agree and agree from 56 to 62%
 - 3. Your child can get help at school with problems that are not related to school work?
 - a. Increase in category strong agree and agree from 56 to 65%
- R.M.S. School Survey
 - 1. Bullying is a common experience at my school:

a. True - decrease from 47 to 40%

