

ROLAND MICHENER SECONDARY SCHOOL 2024-27 EDUCATION PLAN (YEAR 2)



Vision

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

Mission

At Roland Michener Secondary School, we are committed to educating, modeling, and fostering safe environments within our school community. Aligned with our RAMS values of respect, acceptance, motivation, and success, we strive to cultivate individuals who not only excel academically but also contribute positively to society, leaving a lasting impact on the world.

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MESSAGE FROM THE PRINCIPAL

Welcome to Roland Michener Secondary School, located in the town of Slave Lake in northern Alberta, within the Municipal District of Lesser Slave River. Our school serves grades 7 to 12, with approximately 630 students and 60 staff members. We are dedicated to providing a welcoming, caring, respectful, and safe learning environment that embraces diversity and fosters a sense of belonging and positive self-esteem. Our school offers comprehensive academic and special education programs aimed at inspiring success.

This annual education plan was developed to address the priorities and goals set by HPSD's Board of Trustees within our local school context. It aims to guide school initiatives and meet the identified needs of our learning community. Feedback from students, staff, and parents informed this plan, gathered through HPSD's Assurance Survey, community consultation meetings, collaborative team meetings, school council meetings, professional development sessions, staff meetings, and school-based student/staff surveys.

Roland Michener Secondary School boasts a positive, inclusive school culture supported by staff who maintain high expectations for behaviour and learning. Our commitment to these values is reflected in our shared vision and mission, evident throughout our halls and classrooms.

We offer a wide variety of extracurricular programs and opportunities, including sports teams, skill development clubs, and an active student council. Our Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) labs feature courses such as Industrial Education, Foods, and Cosmetology. Our fine arts program includes Art, Drama, Band, and Guitar. Additionally, we offer programming such as Mentorship, Finance, Computer Science, Coding, and Robotics. We are excited to participate in Dual Credit courses and the Registered Apprenticeship Program (RAP). Moreover, we have initiated intervention programs to support literacy and numeracy in junior high and grade 10.

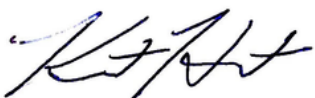
We are committed to educating ourselves and our students about First Nations, Métis, and Inuit (FNMI) history, reconciliation, and culture. Through professional development from Indigenous Education Coaches (IEC), guest speakers, and off-site field trips, we enrich our curriculum with Indigenous perspectives and real-world experiences.

Our staff is dedicated to collaboration, building our capacity for student learning, support, and assessment. This past year, we routinely held Collaborative Team Meetings (CTMs) and School Support Team Meetings (SSTMs).

We continually celebrate our students' successes through consistent recognition programs, including RAMS recognition cards and the RAM of the Month awards. This year, we introduced the RAM Perfect Attendance award, which complements our updated attendance policy and has a direct impact on reducing absenteeism. We are also proud of our updated cell phone policy, which supports distraction-free learning environments.

Thank you for your continued support and partnership in fostering a vibrant and successful learning community at Roland Michener Secondary School.

Kindest regards;

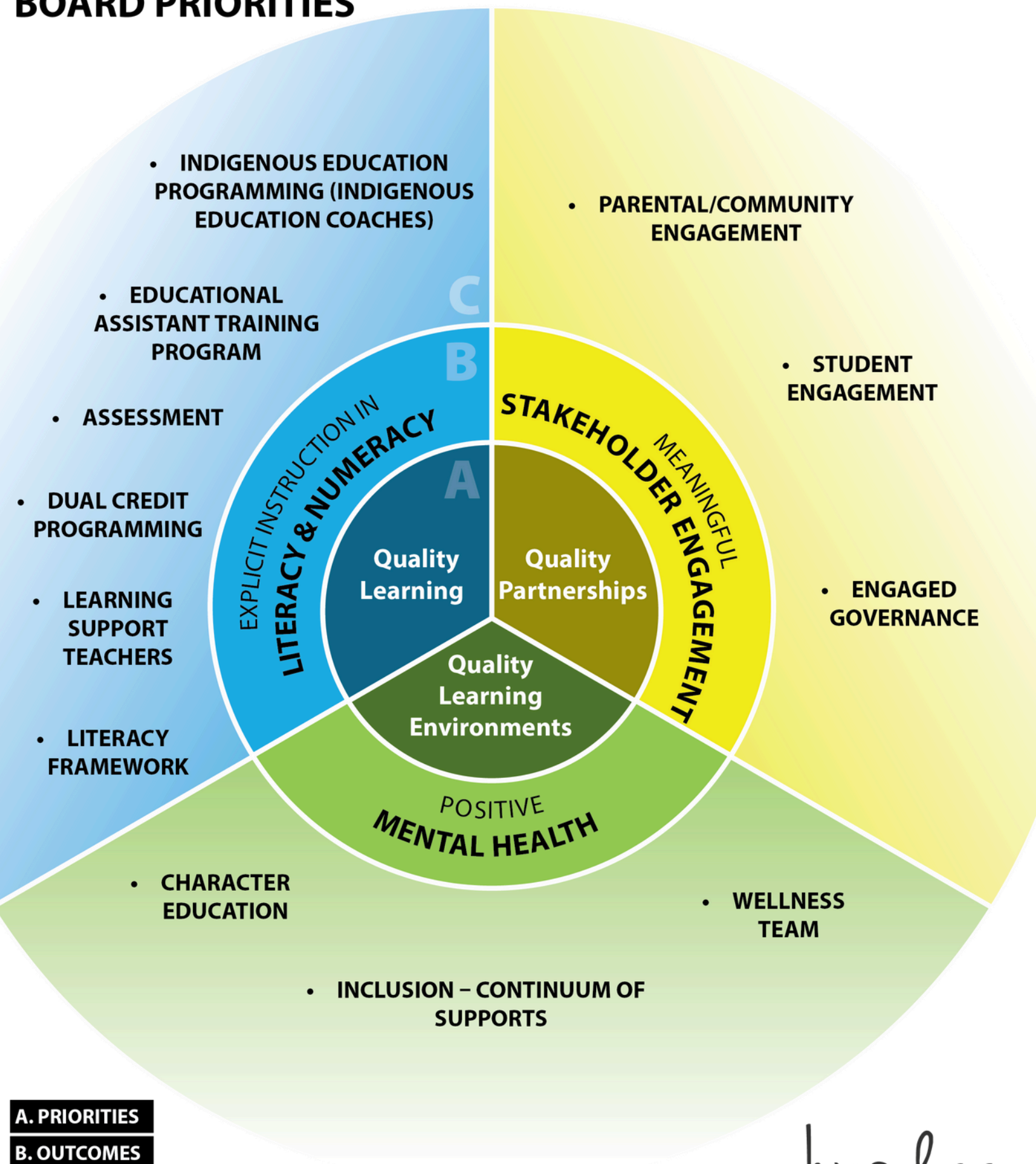


Mr. Kris Herbert - kherbert@hpsd.ca
Principal (Roland Michener Secondary School)



Ms. Carley Evernden - School Council Chair
(Roland Michener Secondary School)

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



A. PRIORITIES
B. OUTCOMES
C. STRATEGIES

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BOARD OUTCOME: QUALITY LEARNING - LITERACY

School Outcome: Through quality teaching and explicit literacy instruction, Roland Michener will increase student capacity to meet grade-level literacy expectations as evidenced by the divisional and provincial performance measures.

STRATEGIES:

Quality Teaching and Professional Development: Provide professional development for teachers based on current literacy research and best practices to enhance instructional strategies and improve literacy teaching. Encourage collaborative learning opportunities through our school-based literacy committee, meeting every 4-6 weeks.

Explicit Literacy Instruction and Engagement: Implement structured literacy programs that incorporate morphology, word work, vocabulary, reading comprehension, content area, and literacy approaches to ensure students understand and can apply them. Incorporate engaging, practical activities related to real-world contexts to make learning relevant and interesting.

Regular Assessment and Data-Driven Decisions: Use formative and summative assessments to monitor student progress and inform instruction, ensuring timely support where needed. Analyze performance data to identify trends and areas for improvement, tailoring instruction to meet the needs of all students.

Literacy Continuum of Supports: Finalize and implement our School Literacy Continuum of Supports, including intervention groups for grades 7-9 and a blended classroom. Offer Knowledge & Employability courses to scaffold learning and support student success.

Division Literacy Framework: Collaborate with the division to support the implementation of the Division Literacy Framework.

PERFORMANCE MEASURES

	2023		2024	
COURSES	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)
English Lang Arts 30-1	71.4	2.4	76	0
English Lang Arts 30-2	84.6	7.7	89.5	10.5
English Lang Arts 9	68.3	4	61	5.7

Targets:

- PAT and Diploma results acceptable rates will increase by 10% over the 3 year plan.
- PAT and Diploma results excellence rates will increase by 5% over the 3 year plan.

BOARD OUTCOME: QUALITY LEARNING - NUMERACY

SCHOOL OUTCOME: Through quality teaching and explicit numeracy instruction and assessment, Roland Michener will increase student capacity to meet grade-level numeracy expectations as evidenced by the divisional and provincial performance measures and further develop students to be proficient and confident in numeracy.

Strategies:

Quality Teaching and Professional Development: Provide professional development for teachers based on current numeracy research and best practices to enhance instructional strategies and improve numeracy teaching. Encourage collaborative learning opportunities through our school-based numeracy committee, meeting every 4-6 weeks.

Explicit Numeracy Instruction and Engagement: Implement structured numeracy programs that focus on key concepts and skills, ensuring students understand and can apply them. Incorporate engaging, practical activities related to real-world contexts to make learning relevant and interesting.

Regular Assessment and Data-Driven Decisions: Use formative and summative assessments to monitor student progress and inform instruction, ensuring timely support where needed. Analyze performance data to identify trends and areas for improvement, tailoring instruction to meet the needs of all students.

Numeracy Continuum of Supports and Intervention Programming: Finalize and implement our School Numeracy Continuum of Supports. Implement intervention pull-out groups for grades 7-9 (dependent on resources available) and offering the Math 15 course to aid in obtaining further high school math credits. Offer Knowledge & Employability courses to scaffold learning and support student success.

Division Numeracy Framework: Collaborate with the division to support the development and implementation of the Division Numeracy Framework.

PERFORMANCE MEASURES

	2023		2024		2025	
COURSES	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)	Acceptable (%)	Excellence (%)
Mathematics 30-1	65	10	66.7	4.8	92.9	21.4
Mathematics 30-2	40	0	100	0	Completion June 2025	
Mathematics 9	45.8	8.3	33.3	3.8	Completion June 2025	

Targets:

- PAT and Diploma results acceptable rates will increase by 10% over the 3 year plan.
- PAT and Diploma results excellence rates will increase by 5% over the 3 year plan.

BOARD OUTCOME: QUALITY PARTNERSHIPS - STAKEHOLDER ENGAGEMENT

SCHOOL OUTCOME: Foster a collaborative school environment where governance, parental, community, and student engagement are integral to decision-making processes, ensuring that the educational needs and diverse circumstances of all students are met effectively.

STRATEGIES:

Regular Stakeholder Surveys: Conduct surveys (Alberta Assurance, HPSP School Survey, COMPASS Survey, 3-2-1 Staff Feedback Survey, etc.) targeting parents, students, and staff to gather feedback on school policies, educational programs, and overall satisfaction. Use these surveys to measure satisfaction with decisions about education quality and the school learning environments.

Student Advisory Council: Establish a Student Advisory Council that meets monthly to discuss issues related to school life and wellness. This council will provide direct feedback to school administration and ensure student voices are considered in decision-making processes. This will work in conjunction with our current Student Union.

Parent-Teacher Conferences and Engagement Nights: Organize parent-teacher conferences four times per year, and host two family engagement nights that open the doors of our school to welcome families. These events will provide opportunities for collaboration with teachers, feature booths focusing on student wellness and Indigenous education, and offer sessions with our career coaches to help students work towards graduation and post-secondary opportunities. This will increase parental involvement and ensure they have opportunities to contribute to their child's educational experience.

School Council Participation: Encourage and support the continuation of an active School Council that includes parents, students, teachers, and community members. This council will meet regularly to discuss school policies, programs, and initiatives, ensuring diverse stakeholder input.

Partnerships with Local Organizations: Develop partnerships with local businesses, non-profits, and community organizations. These partnerships can provide students with internship opportunities, guest speakers, and community service projects, linking education with real-world experiences. They also allow students to participate in work experience and registered apprenticeship programs.

Annual Report to the Board: Conduct annual strategic planning sessions involving board trustees and the superintendent to review data, assess progress, and update the school's next steps for improvement. This ensures alignment with the board's strategic plan and responsiveness to stakeholder feedback.

Enhanced Communication Channels: Utilize multiple communication channels, such as newsletters, social media, and emails, to keep parents and the community informed about school events, decisions, and opportunities for involvement. This will improve transparency and ongoing engagement.

PERFORMANCE MEASURES

MEASURE	2024				2025			
	Overall (%)	Parent (%)	Teacher (%)	Student (%)	Overall (%)	Parent (%)	Teacher (%)	Student (%)
Parent Involvement	78.5	74.9	82.3	N/A	78.3	71.3	85.2	N/A
Satisfaction with Program Access	77.1	69.3	83.3	78.6	78.1	68.7	85.3	80.4

Targets:

- Parent Involvement - all results will increase by 5% over the 3 year plan.
- Satisfaction with Program Access - all results will increase by 5% over the 3 year plan.

BOARD OUTCOME: QUALITY LEARNING ENVIRONMENTS - MENTAL HEALTH

SCHOOL OUTCOME: Our school will foster a supportive and inclusive learning environment that prioritizes the mental health and well-being of all students, ensuring they feel connected, respected, and valued within the school community.

STRATEGIES:

- Character Education Programs:** Promote core values such as respect, acceptance, motivation, and success through daily school life and communication channels.
- Restorative Justice Practices:** Train staff in restorative justice practices like circles and peer mediation to address conflicts and build a positive school culture.
- Continuum of Support:** Implement and utilize existing multi-tiered support systems to address diverse student needs, including universal approaches and targeted interventions.
- Wellness Team Initiatives:** Utilize wellness coaches, counselors, and psychologists to deliver mental health programs through presentations, group sessions, and individual counseling.
- Family and Community Engagement:** Host family engagement nights and community events to foster collaboration and build awareness of the school's core values.
- Student Advisory and Support Groups:** Create student-led advisory groups for peer support and to provide a platform for voicing concerns, facilitated by staff.
- Professional Development and Collaboration:** Offer ongoing professional development on mental health, inclusion, and character education, encouraging staff collaboration to share best practices.
- Enhanced Communication and Access to Resources:** Use multiple channels to inform parents and students about mental health resources and support services, ensuring easy access.
- Commitment to a Welcoming Environment:** Foster a sense of belonging by creating welcoming, safe, and respectful environments, and reinforcing behaviour expectations through the school code of conduct.
- Team Support Meetings:** Conduct Collaborative Team Meetings, School Support Team Meetings, and Case Consult Team Meetings to ensure effective support for students and continuous improvement.

PERFORMANCE MEASURES:

	2024		2025	
MEASURE	Overall (%)	Target (%)	Overall (%)	Target (%)
Welcoming, Caring, Respectful, and Safe Environments	74.5	82	78	82
Satisfaction with Program Access	77.1	82	78.1	82
Access to Supports and Services	76.2	82	81.5	82
Safe and Caring	80	84	82.3	84