



Roland Michener Secondary School

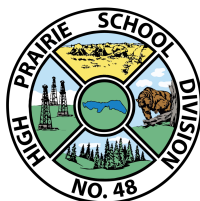
Education Plan 2021-22

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

Lisa Palko

Vice Principals

Patrick Kennedy

Delbert Sheehan

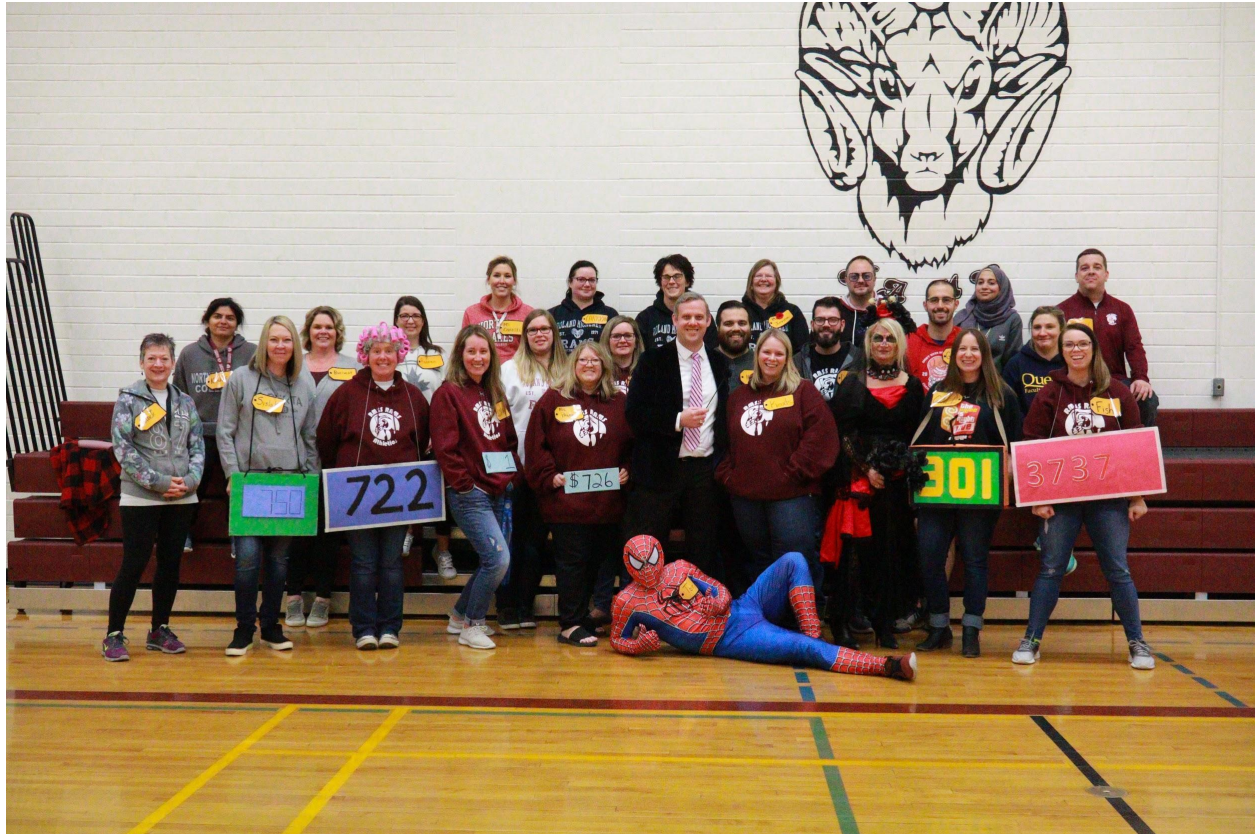
About Us

Roland Michener Secondary School, a part of High Prairie School Division, 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 offers full academic and special education programs in an effort to foster hope and to inspire success among our 550 students in Grades 7 to 12. A wide range of CTS options are also available for students to take, including Art, Drama and Instrumental Music.

**About the Plan**

This plan was developed in collaboration with our students, parents, and staff through individual focus groups. This plan will be used to guide decisions at school to meet the identified needs of our school community.



Successes

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

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). We also ensured that each of our grade ten social classes participated in the Karios blanket exercise. The purpose of this exercise is to establish foundational and historical First Nations Metis Inuit knowledge.

Roland Michener continues to offer a wide variety of extracurricular programs and opportunities for students. We host a plethora of sports teams as well as a provincially recognized golf and wrestling program. RMSS is in the process of accruing funds for a grade 9-12 football program. For those of a more artistic nature we offer clubs like improv and anime. 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.

We are approaching 1:1 student devices and have done a significant amount of professional development (PD) throughout the pandemic on improving the digital literacy of our staff and students. Furthermore, we have recently received a grant from the Chartered Professional Accountants of Alberta to improve the technologies available to our students in Career and Technology Studies and Career and Technology Foundations.



Challenges

Many of our students struggled with mental health issues, and it became our number one concern after the year was completed. Due to the social isolation and difficulties associated with Covid-19, referrals to our wellness coaches went up dramatically and the utilization of HPSPD services was also increased.

Student results on both the Ontario Comprehension Assessment (OCA) and the Math Intervention/Programming Instrument (MIPI) outlined literacy and numeracy deficiencies, and

highlighted the need for our students to develop a stronger culture around reading and mathematics.



Results of the Successes/Challenges

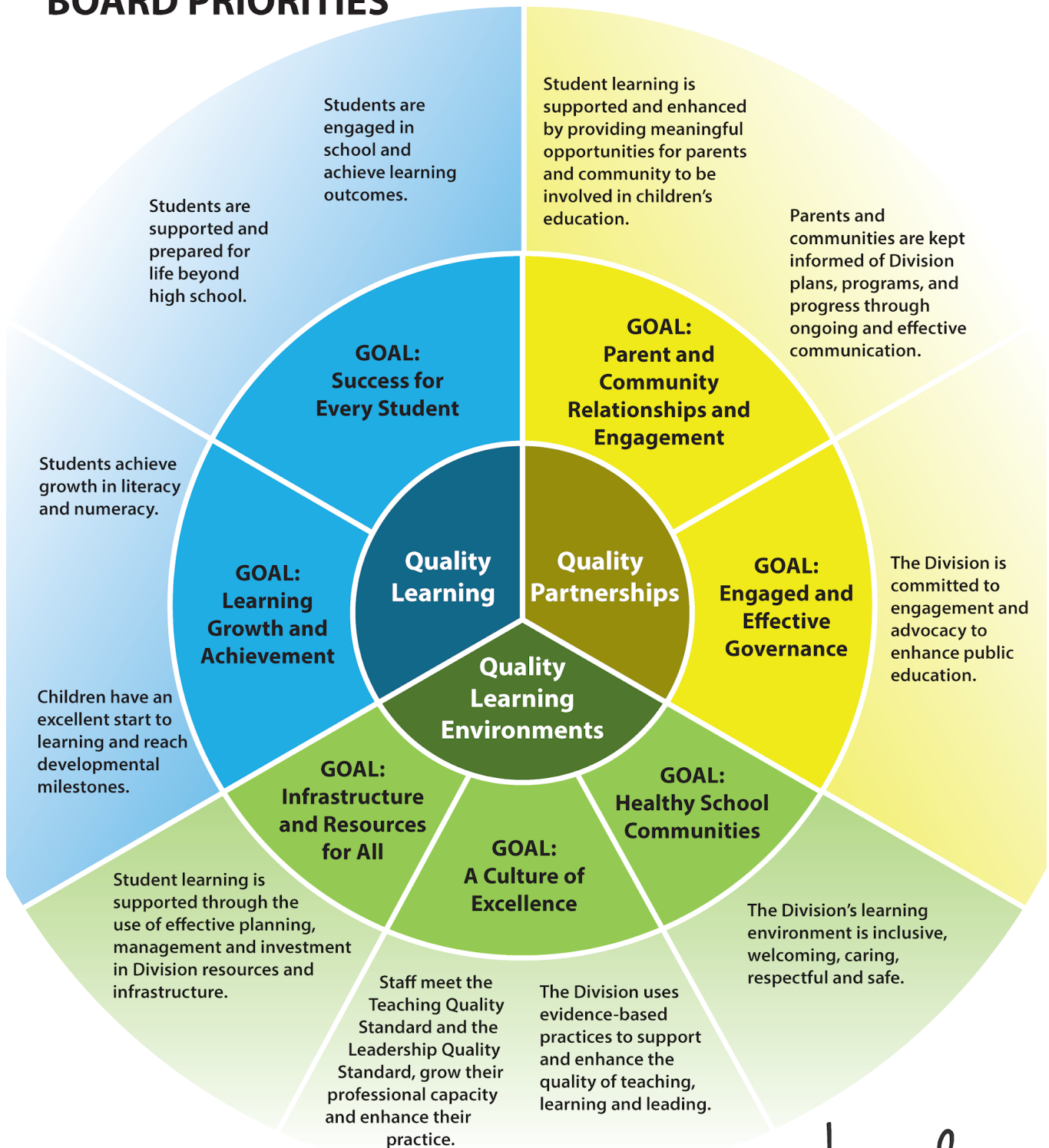
With the newly acquired data accumulation system, Dossier, we will be better able to track and support the literacy, numeracy and social/ emotional trends of our students. Used in conjunction with regular Collaborative Response Model meetings this program and data will allow us to improve the timing and effectiveness of our interventions.

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. These mental health blitzes will be run with increased frequency going into the new school year. We also have two staff members that will be undergoing the Mental Health First Aid Training (MHFA).

In order to bring further success to our literacy and numeracy programs we have planned to offer a literacy and a numeracy support period for our Junior High Students. These programs will provide small group intervention of literacy and numeracy skills to support students' learning needs. In addition, we will be further analysing the OCA and MIPI data to find trends and correlations. There will be a continued focus on literacy and numeracy in staff professional development.



HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



Effective September 2021

hpsd.ca

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 grade 9 health. This area will be supported by our career 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.
- Applying grant monies to the purchase of more technologies for student use in order to better support the transition from school to workplace.
- 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.

Performance Measures

- Accountability Pillar Survey:
 1. Preparation for:
 1. Transition Rate (6yrs): From 64.3 to 66%
 2. World Preparation: From 73.1 to 75%
 3. Citizenship: From 67.5 to 70%
 2. High School Completion Rate – Measure Details:
 1. From 3 year 74.1% to 76%
 2. From 4 year 88.6% to 90%
 3. From 5 year 84.9% to 86%
 3. Drop Out Rate – Measure Details: From 2.2% to 2%
 4. High School to Post-secondary Transition Rate – Measure Details:
 1. 4 year Rate: From 54.3 to 56%
 2. 6 year Rate: From 64.3 to 65%
 5. Rutherford Eligibility Rate – Measure Details: From 55.8% to 57%
 6. Diploma Examination Participation Rate – Measure Details:
 1. % Writing 0 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%
- Begin tracking student participation/choice in the new CTS/CTF options offered:
 1. Computer Science: 72 students have currently requested this course.
 2. Finance: 68 students have currently requested this course.
 - Student participation in:
 1. Dual Credit: Currently 15 students are enrolled in Dual Credit. We will see that number increase to 18.
 2. Registered Apprenticeship Program (RAP): Currently 5 students are enrolled in RAP. We will see that number increase to 7.
 3. Work Experience: Currently 97 students are enrolled in work experience. We will see that number increase to 110.



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

- 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 CRM's as well as the integration of Dossier and the data collected.
- Literacy and numeracy support rooms will be available to students who have been identified as needing an intervention.

- 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 OCA and MIPI benchmarking tools each fall and spring to gather literacy and numeracy data for all students.

Performance Measures

- OCA 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.

