



Roland Michener Secondary School

2020-23

Three-Year Education Plan

and

2019-20

Annual Education Results Report



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 offers full academic and special education programs in an effort to foster hope and to inspire success among our 588 students in Grades 7 to 12. A wide range of CTS options and Fine Arts are also available for students to take.

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.

Our purpose is to inspire hope and to foster success.

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.



Staff List

Teaching Staff	Position	Support Staff	Position
Block, Cara	Teacher	Burnett, Tracy	Librarian
Bradley, Amanda	Teacher	Butcher, Jenny Lynn	EA
Carrigan, Angela	LST	Cline-Thera, Melanie	EA
Cyr, Michele	Teacher	DeAlexandra, Heather	Cleaning Technician
Denoncourt, Keith	Teacher	Hook, Freida	Student Support
Doetzel, Ian	Teacher	Irvine, Cindy	EA
Doroshenko, Maria	Teacher	Isles, Jan	Secretary
Durling, Chad	Teacher	Kamar, Fatima	EA
Fedorus, Tara	LST	Kasif, Huma	EA
Fehst, Andrew	Teacher	Nowochin, Janice	EA
Fish, Mackenzie	Teacher	Spencer, Thomas	EA
Gaskell, Jasmine	Teacher	Toner, Rachel	Cleaning Technician
Hildingson, Kevin	Teacher	Vandusen, LaDawn	Secretary
Hogarth, Adam	Teacher	Ward, Paulette	ADLC Support
Hulme, Taylor	Teacher	Warman, Janice	Secretary
Kennedy, Patrick	VP	Yachimec, Alisha	EA
Kenny, Nick	Teacher	Yachimec, Penny	Secretary
Kenyon, Karen	Teacher	Young, Christopher	EA
Kirkham, Darcy	Teacher	Campsall, Chantel	Career Coach
Kolibaba, Natasha	Teacher	Gall, Lisa	Career Coach
Larson, Judy	Teacher	Harrington, Courtney	Wellness Coach
McMahon, Lance	Teacher	Jackson, Jenna	Wellness Coach
Palko, Lisa	Principal	Lemieux, Julie	Wellness Coach
Rowe, Brooklyn	Teacher		
Rowe, Christopher	Teacher		
Sheenan, Dell	VP		
Smith, Michelle	Teacher		
Sutton, Peter	Teacher		
Syslak, Tammy	Teacher		
Ton, Allan	Teacher		
Young, Mikayla	Teacher		

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Roland Michener Secondary Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	80.8	74.6	78.1	89.4	89.0	89.2	Low	Maintained	Issue
Student Learning Opportunities	Program of Studies	81.7	80.9	80.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	81.7	70.5	72.5	90.3	90.2	90.1	Low	Improved Significantly	Good
	Drop Out Rate	2.2	1.1	2.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	74.1	82.1	79.3	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	58.4	64.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.3	11.3	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.3	79.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	4.0	11.7	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	35.0	47.7	46.0	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	55.8	66.4	62.5	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	64.3	57.5	57.2	60.1	59.0	58.5	High	Maintained	Good
	Work Preparation	73.1	59.7	56.4	84.1	83.0	82.7	Intermediate	Improved	Good
	Citizenship	67.5	61.1	63.9	83.3	82.9	83.2	Low	Maintained	Issue
Parental Involvement	Parental Involvement	72.7	77.1	73.9	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	74.2	69.7	68.9	81.5	81.0	80.9	Intermediate	Improved	Good

OUTCOME 1: HPSD STUDENTS ARE SUCCESSFUL

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	41	88.8	n/a	n/a	30,125	86.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	41	5.7	n/a	n/a	30,125	12.4
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	35	92.6	n/a	n/a	16,540	88.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	35	10.7	n/a	n/a	16,540	12.2
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	93.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,273	10.2
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	98.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	149	23.7
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	25	59.3	n/a	n/a	19,969	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	25	20.8	n/a	n/a	19,969	33.7
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	23	58.3	n/a	n/a	14,385	75.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	23	5.8	n/a	n/a	14,385	16.3
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	31	87.9	n/a	n/a	21,884	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	31	11.6	n/a	n/a	21,884	16.5
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	47	85.4	n/a	n/a	20,401	79.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	47	5.6	n/a	n/a	20,401	12.3
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	25	89.8	n/a	n/a	22,820	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	25	20.3	n/a	n/a	22,820	34.8
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	32	53.3	n/a	n/a	18,682	84.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	32	15.1	n/a	n/a	18,682	39.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	74.3	n/a	n/a	9,626	86.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	31.0	n/a	n/a	9,626	43.0
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	100.0	n/a	n/a	9,475	85.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	n/a	n/a	9,475	30.4

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Roland Michener Secondary Sch							Alberta			
		Achievement	Improvement	Overall	2020		Prev 3 Year Average		2020		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	74	71.4	n/a	n/a	46,591	76.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	74	7.8	n/a	n/a	46,591	14.8
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	9	55.6	n/a	n/a	1,528	57.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	9	0.0	n/a	n/a	1,528	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	82.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,824	11.1
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	86.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	378	24.8
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	61.5	n/a	n/a	46,129	62.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	13.1	n/a	n/a	46,129	17.6
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	11	63.6	n/a	n/a	2,029	58.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	11	9.1	n/a	n/a	2,029	13.4
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	72	72.9	n/a	n/a	46,581	75.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	72	12.7	n/a	n/a	46,581	24.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	10	40.0	n/a	n/a	1,501	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	10	10.0	n/a	n/a	1,501	12.1
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	74	57.7	n/a	n/a	46,607	67.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	74	13.5	n/a	n/a	46,607	20.8
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	55.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,453	14.0

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	88.4	4.7	90.3	9.7	88.7	7.5	87.5	0.0	n/a	n/a	88	4
	Authority	81.7	7.3	69.9	4.9	77.5	6.3	84.7	0.9	n/a	n/a		
	Province	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3	n/a	n/a		
English Lang Arts 30-2	School	96.9	12.5	96.7	20.0	84.4	8.9	96.8	3.2	n/a	n/a	96.8	3.8
	Authority	93.0	7.0	91.0	9.0	88.9	6.1	83.3	4.2	n/a	n/a		
	Province	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1	n/a	n/a		
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	0.0	100.0	16.7	100.0	0.0	85.7	0.0	n/a	n/a		
	Province	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1	n/a	n/a		
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	20.3	98.1	18.6	97.4	23.0	98.6	29.5	n/a	n/a		
Mathematics 30-1	School	48.6	10.8	73.7	36.8	60.6	21.2	43.5	4.3	n/a	n/a	50	4.6
	Authority	58.1	12.2	64.7	29.4	66.7	25.0	42.4	5.1	n/a	n/a		
	Province	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1	n/a	n/a		
Mathematics 30-2	School	52.2	0.0	50.0	7.7	56.5	4.3	68.4	5.3	n/a	n/a	69	6
	Authority	60.0	5.5	50.8	6.3	55.9	3.4	53.4	5.2	n/a	n/a		
	Province	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8	n/a	n/a		
Social Studies 30-1	School	59.6	6.4	90.3	12.9	82.9	17.1	90.5	4.8	n/a	n/a	90.8	5
	Authority	57.8	5.2	69.8	4.7	73.9	12.5	71.6	3.7	n/a	n/a		
	Province	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0	n/a	n/a		
Social Studies 30-2	School	67.5	5.0	91.2	11.8	81.4	5.1	83.7	0.0	n/a	n/a	84	3
	Authority	65.1	7.5	74.5	3.9	73.0	2.6	63.4	1.8	n/a	n/a		
	Province	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2	n/a	n/a		
Biology 30	School	86.4	22.7	86.2	27.6	88.9	22.2	94.4	11.1	n/a	n/a	94.8	11.5
	Authority	79.8	27.0	66.7	16.0	76.9	20.0	77.4	13.1	n/a	n/a		
	Province	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5	n/a	n/a		
Chemistry 30	School	48.6	10.8	66.7	25.0	62.5	12.5	30.8	7.7	n/a	n/a	32	8
	Authority	65.9	20.7	60.3	17.9	68.3	17.1	56.8	8.1	n/a	n/a		
	Province	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5	n/a	n/a		
Physics 30	School	70.4	22.2	100.0	44.4	89.5	26.3	33.3	22.2	n/a	n/a	40	23
	Authority	69.6	17.9	82.6	34.8	88.5	30.8	45.5	13.6	n/a	n/a		
	Province	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5	n/a	n/a		
Science 30	School	n/a	n/a	*	*	100.0	0.0	*	*	n/a	n/a	80	3
	Authority	*	*	*	*	72.7	4.5	80.0	24.0	n/a	n/a		
	Province	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2	n/a	n/a		

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target*	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	68.9	4.1	82.6	11.6	66.2	3.9	65.3	8.0	n/a	n/a	n/a	n/a
	Authority	67.0	5.4	67.6	8.5	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a
K&E English Language Arts 9	School	*	*	55.6	0.0	*	*	*	*	n/a	n/a	n/a	n/a
	Authority	43.8	0.0	62.5	0.0	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a

	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a
French Language Arts 9 année	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	53.3	6.7	80.0	0.0	93.8	0.0	81.8	0.0	n/a	n/a	n/a	n/a
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a
Français 9 année	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	n/a	n/a
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a
Mathematics 9	School	50.7	2.8	74.6	17.9	60.0	10.7	50.0	10.8	n/a	n/a	n/a	n/a
	Authority	52.1	6.8	59.6	13.1	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a
K&E Mathematics 9	School	*	*	63.6	9.1	*	*	*	*	n/a	n/a	n/a	n/a
	Authority	37.0	0.0	57.1	4.8	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a
Science 9	School	50.7	1.3	76.5	7.4	72.0	14.7	70.3	16.2	n/a	n/a	n/a	n/a
	Authority	57.8	7.5	63.0	8.2	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a
K&E Science 9	School	n/a	n/a	40.0	10.0	*	*	*	*	n/a	n/a	n/a	n/a
	Authority	55.0	5.0	50.0	5.0	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a
Social Studies 9	School	42.7	1.3	59.7	15.3	57.9	11.8	55.4	13.5	n/a	n/a	n/a	n/a
	Authority	42.1	3.8	54.2	12.0	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a
K&E Social Studies 9	School	n/a	n/a	*	*	*	*	*	*	n/a	n/a	n/a	n/a
	Authority	0.0	0.0	50.0	0.0	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a

Target* Due to Covid-19 PAT's will not be completed this year.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	65.3	79.5	76.4	82.1	74.1	64.2	62.1	62.7	64.5	59.6	76.5	78.0	78.0	79.1	79.7
4 Year Completion	80.6	71.7	83.3	80.9	88.6	69.8	69.6	67.5	68.8	70.8	81.0	81.2	82.6	82.7	83.5
5 Year Completion	77.6	79.4	76.3	85.0	84.9	73.1	72.1	73.2	70.6	70.5	82.1	83.2	83.4	84.8	84.9

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Drop Out Rate	1.8	3.7	2.3	1.1	2.2	3.1	5.0	5.5	6.2	6.3	3.2	3.0	2.3	2.6	2.7
Returning Rate	51.5	16.4	17.0	52.2	*	25.3	6.3	25.0	25.0	13.5	18.2	18.9	19.9	22.7	18.2

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
4 Year Rate	36.7	40.1	51.0	44.4	54.3	36.7	39.5	42.2	33.2	38.4	37.0	37.0	39.3	40.1	40.8
6 Year Rate	66.7	53.4	60.8	57.5	64.3	50.8	51.6	54.6	52.8	52.7	59.4	57.9	58.7	59.0	60.1

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				

	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Rutherford Scholarship Eligibility Rate	53.8	58.2	63.0	66.4	55.8	46.7	49.9	51.6	50.1	48.9	60.8	62.3	63.4	64.8	66.6

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2015	78	31	39.7	36	46.2	14	17.9	42	53.8
2016	98	51	52.0	50	51.0	27	27.6	57	58.2
2017	81	45	55.6	46	56.8	23	28.4	51	63.0
2018	116	70	60.3	59	50.9	35	30.2	77	66.4
2019	95	46	48.4	36	37.9	19	20.0	53	55.8

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
% Writing 0 Exams	18.7	17.5	17.1	9.8	16.4	31.3	35.1	28.7	29.2	32.7	15.7	15.0	14.8	14.2	14.3
% Writing 1+ Exams	81.3	82.5	82.9	90.2	83.6	68.7	64.9	71.3	70.8	67.3	84.3	85.0	85.2	85.8	85.7
% Writing 2+ Exams	77.0	81.5	79.0	89.2	80.9	63.0	63.1	66.8	67.3	63.3	81.2	82.0	82.3	83.0	83.0
% Writing 3+ Exams	48.2	63.4	62.2	64.9	53.9	39.7	47.5	47.6	48.0	43.9	64.7	65.2	66.1	66.8	66.8
% Writing 4+ Exams	40.7	46.3	44.0	47.7	35.0	29.0	35.0	36.6	36.2	33.9	54.6	54.9	55.7	56.3	56.4
% Writing 5+ Exams	25.7	37.2	27.2	30.4	17.5	17.2	25.0	25.2	23.2	16.9	37.1	37.5	37.8	38.7	38.1
% Writing 6+ Exams	6.4	13.1	6.5	7.1	1.3	5.3	9.7	8.1	7.1	4.4	13.8	13.6	13.9	14.2	13.6

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
English Language Arts 30-1	34.7	45.0	43.6	52.0	40.0	30.5	36.2	39.8	40.0	33.7	53.2	54.0	55.0	56.3	55.7
English Language Arts 30-2	44.2	36.0	34.6	36.0	38.7	34.5	26.3	26.9	28.1	30.2	28.7	28.7	28.8	27.8	28.8
Total of 1 or more English Diploma Exams	77.9	81.0	78.2	88.0	78.7	64.7	62.1	66.7	67.3	63.5	79.5	80.1	80.9	81.1	81.3
Social Studies 30-1	35.8	48.0	39.7	35.0	29.3	26.5	36.5	34.1	29.2	30.2	43.5	45.1	44.9	45.0	44.1
Social Studies 30-2	41.1	35.0	39.7	53.0	54.7	34.9	26.3	33.7	36.9	34.9	36.7	35.8	36.4	37.1	37.8
Total of 1 or more Social Diploma Exams	75.8	82.0	79.5	88.0	82.7	61.0	62.5	67.1	66.2	63.9	79.5	80.3	80.7	81.4	81.3
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	30.5	37.0	23.1	26.0	18.7	20.9	24.6	20.1	19.6	14.7	37.1	36.4	35.5	36.5	35.3
Mathematics 30-2	18.9	24.0	35.9	23.0	24.0	14.1	17.4	26.1	20.0	23.4	22.4	23.7	25.1	24.9	25.9
Total of 1 or more Math Diploma Exams	47.4	57.0	57.7	48.0	42.7	34.1	40.3	44.6	38.5	36.5	57.6	58.3	58.6	59.3	59.1
Biology 30	28.4	38.0	29.5	39.0	21.3	27.7	32.4	28.1	28.5	24.2	40.6	40.7	41.7	42.7	42.3
Chemistry 30	30.5	39.0	32.1	37.0	28.0	21.7	24.9	28.1	25.0	18.7	35.7	35.6	35.1	35.8	35.1
Physics 30	14.7	25.0	17.9	15.0	13.3	7.6	16.4	14.1	9.2	8.3	19.9	19.3	18.6	18.7	17.6
Science 30	0.0	0.0	3.8	10.0	2.7	0.0	0.3	2.0	9.6	8.3	14.1	15.7	16.9	17.0	18.1
Total of 1 or more Science Diploma Exams	41.1	52.0	48.7	59.0	44.0	34.9	41.3	40.6	43.1	39.7	59.8	60.5	61.2	61.8	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	2.8	2.8	3.0	2.7	2.6
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	2.4	3.1	2.4	2.7	2.8	3.0	3.1	3.3	3.0	2.9

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	71.6	67.8	62.8	61.1	67.5	78.4	77.9	77.4	73.2	78.3	83.9	83.7	83.0	82.9	83.3
Teacher	92.1	86.9	79.0	79.0	80.5	92.4	92.5	87.6	86.0	90.0	94.5	94.0	93.4	93.2	93.6
Parent	62.4	59.8	51.8	48.5	56.5	75.1	77.0	73.1	69.1	73.0	82.9	82.7	81.7	81.9	82.4
Student	60.1	56.7	57.6	55.8	65.4	67.7	64.2	71.5	64.4	72.0	74.5	74.4	73.9	73.5	73.8

Assessment

1. Teachers will use the Professional Achievement Test, Ontario Comprehension Assessment, & MIPI data to help drive instruction
2. Teachers will work with a Vice-Principal and a lead teacher, during Professional Development days to improve question writing, formative assessments, summative assessments and rubric creation.
3. Teachers will also work collaboratively, across the division, with their grade level teams, on improving assessment and planning.
4. Gradebooks/records will demonstrate a collection of data that balances formative and summative opportunities.
5. Through the administration's supervision cycle we mentor teacher assessment practices.

Literacy

1. The school based literacy team, comprised of all subject areas, will lead PD within their subject based Professional Learning Communities (literacy strategies of think aloud, metacognition, and communicating clearly)
2. Staff will sit on the literacy divisional committee.
3. Every month we focus on one to two literacy strategies as a school.
4. Through the administration's supervision cycle one of our key "look fors" is whether or not teachers are using the monthly literacy strategies.

Numeracy

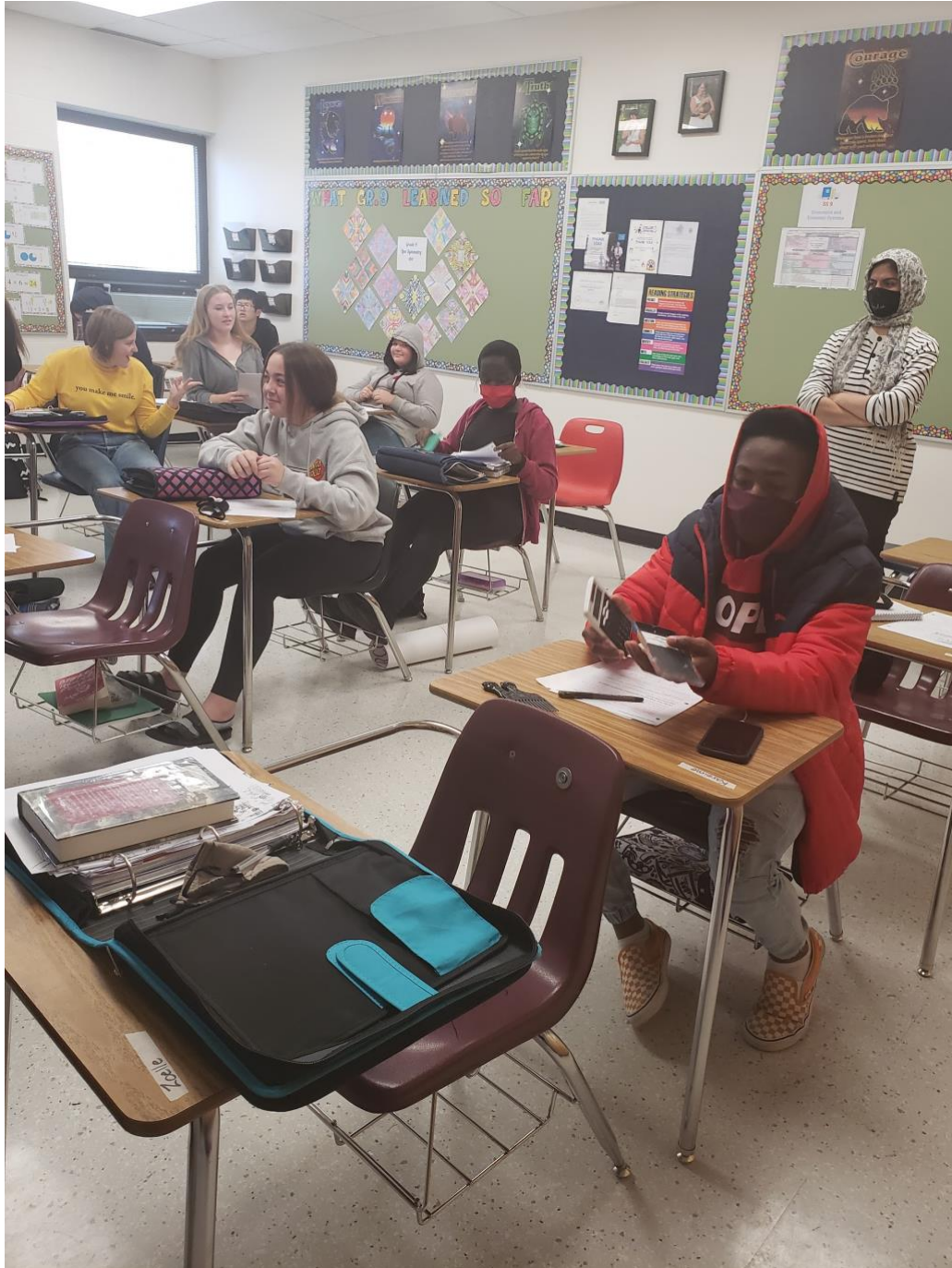
1. We have an educational assistant dedicated to math 9 support.
2. Administration timetabled a teacher led 80 minute math boost class every day (for both junior and senior high school students). This is a fluid class (students rotate in and out)
3. A lead teacher works with a divisional numeracy committee as well as runs a school based numeracy team.

Character Education

Through our Character Ed plan we:

1. Celebrate the positives that happen in our school both academically and socially (we share celebrations at our school based admin team meetings, school council, staff meetings, local newspaper, school newspaper and on our Facebook page)
2. Have staff nominate students for positive behaviours every week, with one student winning the weekly student recognition award.
3. Have admin hand out RAMS recognition postcards to students, written by staff, acknowledging positive behaviors (Our school teams are called the RAMS- we are cultivating a school culture that extends beyond the sports teams) What does it mean to be Roland Michener RAMS)? **Respectful Accepting Motivated Successful**
4. Ensure core values are articulated around conduct, discipline, and citizenship (regularly reviewed and revisited) and drive how we engage students, families, staff

5. Donate money to local charities.
6. Our students fill a bus with donated food for the food bank every December.
7. Our wellness coaches create targeted monthly character education blitzes based on the RAMS acronym.



OUTCOME 2: HPSD HAS EXCELLENT TEACHERS, SCHOOL LEADERS, AND SCHOOL AUTHORITY LEADERS

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.0	74.1	72.9	70.5	81.7	86.6	87.6	87.7	84.3	88.1	90.1	90.1	90.0	90.2	90.3
Teacher	91.7	87.9	85.7	86.6	86.1	96.3	94.6	92.9	93.3	93.9	96.0	95.9	95.8	96.1	96.4
Parent	68.8	58.2	55.2	50.9	76.7	78.6	83.7	83.4	78.6	83.3	86.1	86.4	86.0	86.4	86.7
Student	79.7	76.1	77.9	74.0	82.4	84.9	84.5	86.9	81.0	87.0	88.0	88.1	88.2	88.1	87.8

Leadership Development

1. Student leadership opportunities include: Youth Council for Reconciliation, Sexuality and Gender Alliance (SAGA), student council, Entrepreneurship 9, journalism 7 and the welcoming committee.
2. Staff leadership development includes: Mentor teachers for new staff members, teacher led professional development sessions, teacher led numeracy and literacy committees, teacher led team building activities, teacher led collaborative response meetings
3. Administration leadership opportunities include: Weekly administration team meetings, collaboration with other administrators, supervision debriefs, collaborate on instructional leadership practices

Staffing

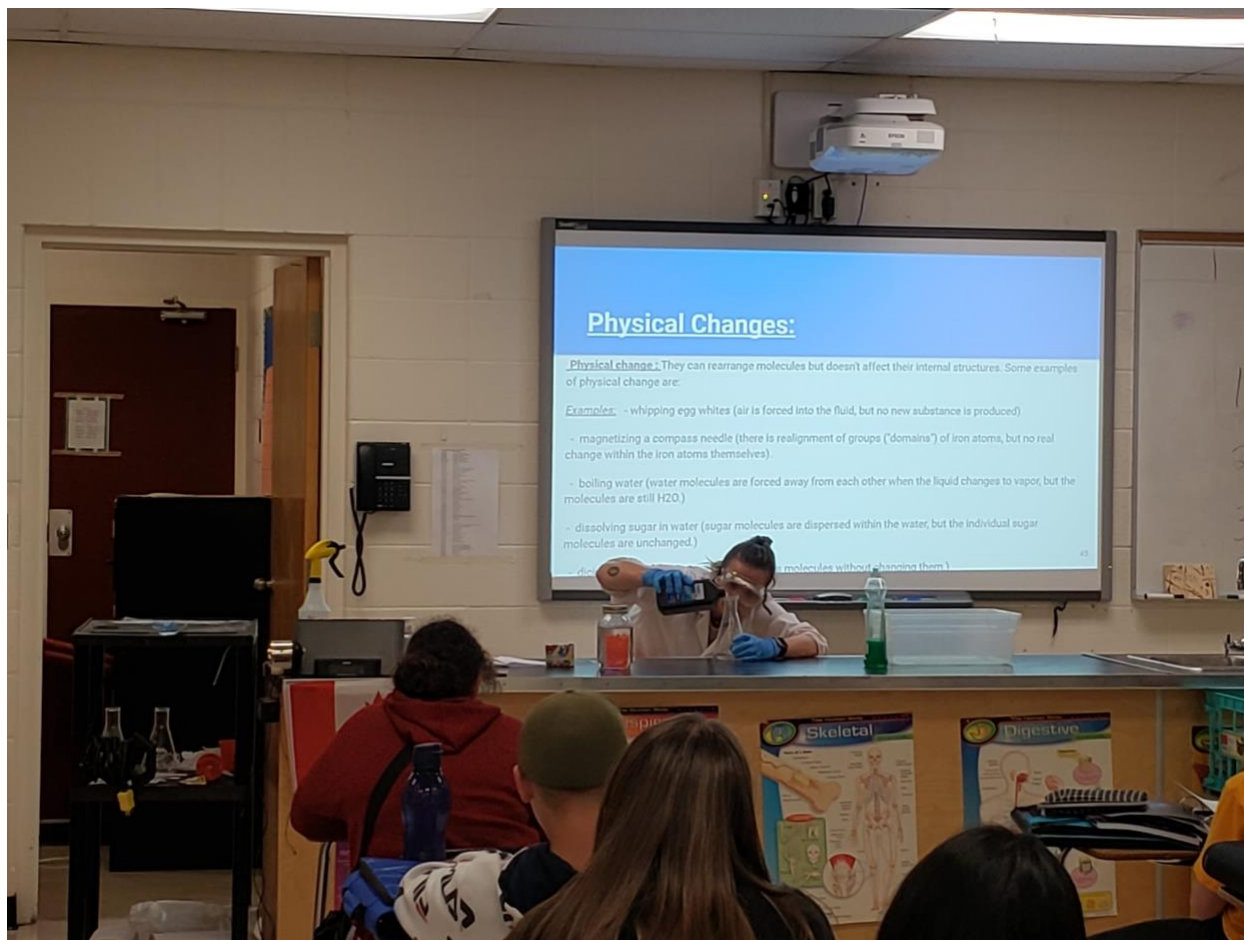
1. Instructional leadership focuses on researched based pedagogical best practices in the areas of: planning, assessment and instruction.
2. We have added new options in junior high, focusing on CTF, as well as writing based courses, based on student wants.
3. Continuous Teacher coaching throughout the 2020-2021 and site-based PD, centred on intensive literacy instruction.
4. We offer instrumental band, drama and art and a variety of CTS courses.
5. We have a staffed ADLC room (Alberta Distance Learning)
6. We offer work experience, RAP (Registered Apprenticeship Program), Dual Credit courses, and we offer credit recovery.
7. We offer blended programming with our sister Outreach School (Lakeside Outreach).
8. We use explicit instruction of comprehension strategies in all content areas.
9. Teacher instruction is informed by student data and staff collaboration.

Professional Development

1. Professional development is offered by: administration, lead teachers and divisional staff; such as, the divisional councilor, the indigenous education coach and the technology support assistant.
2. Professional development is guided by the board priorities.
3. Collaborative response models are built in monthly to teacher assignable time.
4. We encourage teachers to complete peer observations both in and out of our building.
5. We encourage our teachers to access both category A and category B funds.
6. Administration works with teachers to support their professional growth plans.

Supervision and Evaluation

1. Administration bases their 6 week supervision cycle on three teams. Each administrator receives a team and focuses their supervision on those teachers. All supervision data is then collected and shared on a google document.
2. Throughout the supervision/evaluation process administration coaches and supports teacher practice in all areas of the teaching quality standards.
3. Administration makes a daily practice of regularly walking through all the classrooms in the school.



OUTCOME 3: HPSD STUDENTS AND STAFF ARE SUPPORTED IN THE DELIVERY OF THE ALBERTA CURRICULUM TO BE SUCCESSFUL LOCALLY AND GLOBALLY

Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.5	81.2	78.4	74.6	80.8	86.4	86.6	86.8	84.1	86.5	89.5	89.5	89.0	89.0	89.4
Teacher	93.6	95.9	87.6	88.3	87.9	94.4	95.9	93.9	92.9	95.1	95.4	95.3	95.0	95.1	95.3
Parent	76.5	71.1	71.3	63.4	73.4	85.1	85.4	85.1	82.1	83.6	89.8	89.9	89.4	89.7	90.2
Student	77.5	76.7	76.2	72.1	81.0	79.6	78.4	81.4	77.3	80.7	83.4	83.3	82.5	82.3	82.6

Program of Studies – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.9	80.1	81.9	80.9	81.7	82.6	82.9	84.1	78.5	82.1	81.9	81.9	81.8	82.2	82.4
Teacher	86.9	85.7	85.1	90.6	80.4	90.3	89.7	88.6	87.3	88.6	88.1	88.0	88.4	89.1	89.3
Parent	78.2	75.9	79.7	74.9	80.9	82.6	82.9	83.6	77.0	77.8	80.1	80.1	79.9	80.1	80.1
Student	77.7	78.7	80.8	77.1	83.6	74.9	76.2	80.2	71.1	80.0	77.5	77.7	77.2	77.4	77.8

Work Preparation – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	67.5	59.5	50.0	59.7	73.1	80.1	77.8	78.4	73.2	80.3	82.6	82.7	82.4	83.0	84.1
Teacher	75.0	69.0	66.7	75.0	86.2	90.9	84.9	86.9	86.7	88.9	90.5	90.4	90.3	90.8	92.2
Parent	60.0	50.0	33.3	44.4	60.0	69.3	70.7	69.9	59.6	71.6	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	72.0	61.9	62.4	54.6	62.0	74.3	73.8	73.9	66.1	73.2	70.7	71.0	70.9	71.4	72.6
Teacher	87.5	75.9	83.3	83.3	75.0	87.6	83.7	85.4	80.9	83.6	77.3	77.3	77.8	78.8	80.6
Parent	56.4	48.0	41.5	25.9	49.0	61.0	63.8	62.4	51.4	62.7	64.2	64.8	64.0	64.0	64.6

Inclusion – Pyramid of Intervention

1. Every classroom has a pyramid of interventions poster.
2. Teachers are directed to follow the supports listed on the pyramid of interventions.
3. We have two learning support teachers who coach teachers in differentiated instructions, adaptations, modifications and student success.
4. Educational assistants working as high needs classroom supports.
5. One full time teacher who offers tailored learning in both a literacy numeracy modified classroom as well as a life skills program.
6. Learning support teachers meet weekly with the Vice-Principal of inclusion.
7. Learning support teachers work closely with the division's supervisor of inclusion.

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

1. Every indigenous student has connections with multiple caring adults.
2. Indigenous students participate in school teams, clubs, awards, and honours.
3. We have high expectations for Indigenous students and provide the literacy and numeracy support needed for their success in school.
4. Indigenous language, culture, history and historical perspectives are infused in school culture and classroom learning.
5. Instructional practices support traditional ways of knowing, learning, and doing.
6. Indigenous education coaches are in the classroom working with teachers and learners and providing resources.
7. Indigenous coaches provide PD to teachers at every school based PD day.
8. Indigenous coaches meet 1-1 with teachers to plan for cultural infusion (and resources) in their curricula.
9. All grade 10 students take part in a Karios Blanket Exercise (not during Covid-19)
10. All teachers new to our school take part in a Karios Blanket Exercise (not during Covid-19)
11. A youth council for reconciliation has been formed.

Learning Technology Policy Framework

1. Utilize Technology Support Assistant (TSA) to increase familiarity of software and hardware available, and to aid in further implementation of technology in classrooms
2. Continue to build inventory of technology available to students
3. The Technology Support Assistant leads professional development around Google tools, school messenger, planbook and increasing student engagement through the use of student technologies.

Dual Credit Programming

1. We offer dual credit programming in association with: Northern Lakes College, Lakeland College, Athabasca University, Southern Alberta Institute of Technology and Northern Alberta Institute of Technology.
2. We have revised our work experience & Registered Apprenticeship Program contracts and we've increased our site visits to our students' work experience employers.
3. We have a Vice-Principal who facilitates Registered Apprenticeship Programs and Work experience.

Career Coaches

1. All grade levels will access my blueprint to engage students in potential career paths.
2. Career coaches work with whole classes, individual students and with parents. They deliver information on academics, pre-requisites, course selection and post secondary institutions.
3. They organize post-secondary career fairs, campus tours and in conjunction with administration host course selection evenings with our grade 9-10 and 11 students.
4. In conjunction with the principal the career coaches meet with graduating students and parents, regarding graduation requirements and the Rutherford scholarship.

Learning Support Teachers

1. Learning support teachers meet weekly with the Vice-Principal of inclusion.
2. Learning support teachers work closely with the division's supervisor of inclusion.
3. Learning support teachers coach and provide support for staff: differentiated instruction, cross curricular infusion, assessment, adaptations and modifications.
4. Learning support teachers champion literacy in our school.
5. Learning support teachers coordinate and support Individual Student Plans.
6. Learning support teachers coordinate the administration of the Ontario Comprehension Assessment.

7. Learning support teachers apply for and support diploma and provincial assessment test learning adaptations.

Wellness Coaches

1. Our Wellness Coaches organize events such as: Wellness Week, World Kindness Day, Random act of Kindness Week, Bully Prevention Week They've organized a Straight and Gay Alliance (SAGA), a welcoming Committee, a girls' group, character education and mental health blitzes once a month to every classroom, and they host outside agencies in our building several lunch hours a month (not in times of Covid-19).
2. The wellness coaches organize monthly staff wellness challenges and activities.

Educational Assistant/Learning Commons Training Program

1. Educational assistants join the teaching staff for three professional development days throughout the year.
2. We work on a three year evaluation cycle with all support staff.
3. Our library tech takes part in professional development offered by the division.



OUTCOME 4: THE HPSD EDUCATION SYSTEM IS WELL-GOVERNED AND MANAGED

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	76.9	73.5	71.0	77.1	72.7	82.3	83.2	82.3	77.4	83.7	80.9	81.2	81.2	81.3	81.8
Teacher	89.9	78.6	88.6	94.9	81.1	92.5	90.5	89.0	87.7	90.0	88.4	88.5	88.9	89.0	89.6
Parent	64.0	68.4	53.3	59.4	64.2	72.1	76.0	75.5	67.1	77.4	73.5	73.9	73.4	73.6	73.9

School Improvement – Measure Details

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.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	69.2	72.8	64.1	69.7	74.2	77.7	79.6	79.3	77.4	81.1	81.2	81.4	80.3	81.0	81.5
Teacher	89.3	89.7	76.2	95.8	76.7	87.3	88.8	79.5	85.6	85.5	82.3	82.2	81.5	83.4	85.0
Parent	56.4	70.4	50.0	52.0	70.8	71.8	77.6	78.8	73.3	76.7	79.7	80.8	79.3	80.3	80.0
Student	62.0	58.5	66.2	61.2	75.1	74.1	72.3	79.8	73.1	81.0	81.5	81.1	80.2	79.4	79.6

Parental Involvement

1. All parents are invited to join the school council via Zoom during Covid-19.
2. All parents are invited to join parent teacher interviews.
3. Parents assist with the organization and execution of grad.
4. Parents are able to interact with the school via Facebook and our website.
5. Parents are involved in extracurricular sports teams (lay coaches).

Engaged Governance

1. HPSD # 48 Trustees report to the school council monthly.
2. HPSD # 48 Trustees meet with administration once a year to tour the school and to listen to the report to the board

Safety Programs

1. Our staff actively participates in training on Hour-Zero and Public School Work to ensure we are compliant with all relevant legislation and safety training.
2. We continue to build partnerships with outside agencies (Fire Dept. & RCMP to increase knowledge of general safety procedures.
3. Staff are trained in First Aid & CPR.
4. We have AEDs in our school.
5. We follow Public School Works training courses and reporting incidents protocol.

CSTAG

1. Lisa Palko (Principal), Patrick Kennedy (Vice-Principal), Tara Fedorus (Learning Support Teacher), Julie Lemieux (Wellness Coach) and Courtney Harrington (Wellness Coach) have been trained in Comprehensive School Threat Assessment Guidelines (CSTAG).



COVID-19 SCHOOL RE-ENTRY PLAN

The link to our school re-entry plan can be found on our website at <https://rms.hpsd.ca/>

