

MATTHEW HALTON HIGH SCHOOL

EDUCATION PLAN



2024-2025 ACTION PLAN

Vision Statement

A safe learning environment characterized by:

Excellence

Integrity

Compassion

Cooperation

Respect

Meaningful Personal Achievement

Mission Statement

Empowering every child to achieve their goals and pursue their dreams.

WIG | MHHS students will increase their sense of community through the shared ownership of personalized school vision and values.

ALBERTA EDUCATION - PROVINCIAL OUTCOMES

- Outcome 1: Alberta’s students are successful.
- Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful.
- Outcome 3: Alberta’s students have access to a variety of learning opportunities to enhance competitiveness in the modern economy
- Outcome 4: Alberta’s K-12 education system is well-governed and managed.

ACCOUNTABILITY PILLAR SURVEY - Spring 2024

Required Alberta Education Assurance Measures - Overall Summary
Spring 2024

Government

School: 6122 Matthew Halton High School

Assurance Domain	Measure	Matthew Halton High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.4	79.3	80.4	83.7	84.4	84.8	n/a	Improved	n/a
	Citizenship	79.4	71.6	74.1	79.4	80.3	80.9	High	Maintained	Good
	3-year High School Completion	88.7	91.3	82.8	80.4	80.7	82.4	High	Maintained	Good
	5-year High School Completion	93.0	84.6	82.9	88.1	88.6	87.3	Very High	Improved	Excellent
	PAT6: Acceptable	n/a	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	63.6	63.6	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	14.1	14.1	n/a	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	71.6	71.6	n/a	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	10.1	10.1	n/a	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.9	84.9	87.2	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.6	80.5	83.5	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	83.8	78.2	78.6	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.9	63.4	69.1	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

Supplemental Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 6122 Matthew Halton High School

Measure	Matthew Halton High School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	32.5	0.0	n/a	52.7	3.5	n/a	Very Low	n/a	n/a
Drop Out Rate	0.9	0.7	2.3	2.5	2.5	2.4	Very High	Improved	Excellent
In-Service Jurisdiction Needs	78.6	90.5	85.0	81.1	82.2	83.0	Low	Maintained	Issue
Lifelong Learning	75.5	80.4	81.8	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
Program of Studies	75.3	70.1	69.7	82.8	82.9	82.9	Intermediate	Maintained	Acceptable
Program of Studies - At Risk Students	82.8	76.6	77.5	80.6	81.2	81.5	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	60.0	58.8	56.9	70.7	71.9	70.0	Intermediate	Maintained	Acceptable
Safe and Caring	88.8	85.2	87.5	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	80.6	70.9	72.1	71.9	72.9	72.7	High	Improved	Good
School Improvement	86.8	68.7	67.6	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6 yr)	48.2	44.9	45.3	60.1	59.7	60.0	Low	Maintained	Issue
Work Preparation	74.6	91.7	90.5	82.8	83.1	84.0	Intermediate	Declined	Issue

MEASURABLE RESULTS ASSESSMENT - MAY 2024

Spring 2024 MHHS MRA Survey

Matthew Halton High



LRSD Leadership WIG

LRSD student leadership, as measured by the Measurable Results Assessment (MRA), will increase from 69% to 80% by June 2026.

SEE: Leadership Goal

WIG: Matthew Halton students will increase their personal development leadership scores in the MRA from 75% to 80% by May 2025.

Student Leadership | Personal Development

Paradigm: Everyone Can Be A Leader

Achieving growth in these areas would ultimately impact students in the following ways:

- **Students who are able to increase their personal development will have a stronger sense of their learning and help develop independent learner skills.**

DO: Lead Measures/Strategies

1. Students will continue participating in Experiential Learning Week where they have choice in what their learning is. Staff report high results in terms of relationship development during this week.
2. Use of flex block to increase skills such as collaboration, problem solving and teamwork.
3. Continuation of staff *Best Practice* and *CR* to build capacity and increase use of effective strategies within the school.
4. FNMI focused activities and field trips to allow for increased student leadership opportunities (Land Camp, Place Based Gr 7 Camp, etc).
5. Monthly *Student Council* activities built into the calendar to build stronger relationships through cross-grade interactions. These activities often have a collaborative activity where students must work together for a common goal.
6. Enhance community based involvement and student participation through increased partnerships with stakeholders. Ex: Parental Engagement Nights, School Council awards connections.
7. Peer mentoring program to happen on a more regular basis.

8. Pizza with the Principal will continue to provide opportunity for student voice.
9. Continuation with FNMI student surveys to provide opportunity for student voice.

GET: Lag Measures

- Measure 1: Increased engagement in student council activities
- Measure 2: Experiential Learning week surveys will yield increased skill development results (9 Essential Skills)
- Measure 3: Matthew Halton students will set goals related to their academic and non academic life (social-emotional, physical, mental, etc).
- Measure 4: MRA personal development scores will increase from 75%-80%.

LRSD Culture WIG

Livingstone Range School Division supportive student environments as measured by the Measurable Results Assessment will increase from 73% to 80% by June 2026.

SEE: Culture Goal

WIG: Matthew Halton students will increase school belonging scores in the MRA from 74% to 80% by May 2025.

Supportive Student Environment | School Belonging

Paradigm: Change starts with me.

Achieving growth in these areas would ultimately impact students in the following ways:

- Students who feel cared about and understood by people in their school will have an increased sense of belonging. This will translate into stronger results for students in terms of academics, culture and leadership. A sense of being a HAWK will be built by increasing a common understanding of school belonging.

DO: Lead Measures/Strategies

1. Staff action team will continue around developing a common understanding of being a HAWK. Revamping our school goals with stakeholder engagement will be part of this process.
2. Staff meetings will highlight effective relationship practices and success stories through the *Best Practice* section.
3. Continued work with Elders to build staff and student capacity around effective practices in relationship to FNMI learning and teaching.
4. FSL to work with staff on best practices in regards to emotional regulation within *Collaborative Response*.
5. Grade 7 students will participate in a Leadership option class (taught by admin). The focus of this class will be building positive student habits and will provide opportunities for building relationships with the admin team.
6. Staff participation in Student Council events, Intramural events and other school wide activities will be encouraged so that staff are “visible” to students.
7. Parental Engagement committee will host two community events and staff will attend; a new families and grade 6 student welcome BBQ in May 2024.
8. Continued collaboration with community groups to enhance and enrich Matthew Halton students’ education.
9. Peer Mentorship program will be revamped for increased time within the school year.
10. Staff supervision to include rotating staff greeting students at the front doors during the morning.

GET: Lag Measures

- Measure 1: Alberta Education Assurance Survey - Welcoming, Caring, Respectful and Safe Learning Environments indicator will maintain over 88%
- Measure 2: MRA - School Sense of Belonging will increase from 74-80% by May 2025
- Measure 3: Qualitative data from calendared round-table discussion with students and staff, LST, FSL, and Principal

LRSD Academics WIG

LRSD will increase the number of students achieving the acceptable standard in the following assessments by June 2026.

- **Cumulative PAT results will increase from 62.2% to 80% acceptable standard by June 2026.**
- **Cumulative -1 DIP results will increase from 67.8% to 95% acceptable standard by June 2026.**
- **Cumulative -2 DIP results will increase from 69.4% to 85% acceptable standard by June 2026.**

SEE: Academics Goal

WIG | Matthew Halton staff will increase their instructional efficacy scores in the MRA from 64-70% by May 2025.

Goal Achievement | Instructional Efficacy

Paradigm: Change starts with me.

Achieving growth in these areas would ultimately impact students in the following ways:

- Staff who are confident in their ability to use evidence based practices will create impactful classrooms. Students will score better on STAR, PAT and Diploma assessments with an increase in instructional efficacy.

DO: Lead Measures

1. Grades 7-12 students will work on developing skills such as organization, problem solving, time management and citizenship during our flex block.
2. Staff will develop a common approach to how goal setting is presented and implemented to students.
3. Students will use flex block time to work on assignments, learn and practice positive learning habits, and be instructed by staff on ways to achieve their goals.

4. Staff will provide data feedback at each staff meeting to report on how many students set academic goals.
5. PD around goal setting will be included in the yearly PD plan.
6. Include the *9 Essential Skills for Success* that the Canadian government has created in our ELW staff and student surveys. These will also be highlighted in our pre ELW PD days.
7. Examination of Visible Learning professional development.
8. Diploma prep courses will be offered during ELW for Gr 12 students for Humanities or Math/Science courses. Students may enroll in ELW or the diploma prep course.
9. Utilize STAR, CAT and other diagnostic tools to see where students are in terms of academic growth.

GET: Lag Measures

- Measure 1: Increase of students' benchmark assessments: STAR, etc. All students at the On Watch, Intervention or At Risk level will increase their scores during the second and third STAR tests.
- Measure 2: PAT and DIP scores will maintain or improve through the Assurance Measures Summary.
- Measure 3: Increase the overall MRA Instructional Efficacy from 64-70% by May 2025.

HIGHLY EFFECTIVE PRACTICES

Implemented frameworks/systems to continue:

Leadership

- Experiential Learning Week
- Student Council Activities
- Guest speakers brought into classes
- Junior High Assessment Days to focus on building skills and catching up on work
- Peer Mentorship Program to allow for positive student to student interactions

Culture

- Experiential Learning Week
- Student Council activities
- Grade teams will participate in activities to gain points
- FNMI Student Surveys
- Pizza with the Principal
- Scoreboard to track grade team points
- School Council to continue supporting athletics and extracurricular events
- Student Clubs implemented and supported. EX: Sage Club, Eco Club, Student Council.
- Connections with Canyon School grade 6's to prepare for grade 7

Academics

- Flex block with focus on skill development
- Flex block with focus on goal setting
- Math and Literacy skill development blocks
- Place based learning activities for students to explore knowledge outside of the classroom. EX: PEAKS activities, Day on the Creek, ELW
- Use of STAR Math and Literacy software to assess student growth

HIGHLY EFFECTIVE PRACTICES

Below are our effective practices that will be continued throughout the year:

- Staff meetings have a consistent agenda featuring a distributed leadership model
- Collaborative Response Structures
- Parental Engagement staff committee
- MHHS Staff Wellness committee (monthly activities are shared with staff to complete and implement in their class if they choose)
- Place Based Learning Opportunities
- PD Plan focusing on effective classroom practices
- Staff Monday memo meeting to go over the week at a glance
- School Council to include a sports component
- School Council and Booster on same evenings
- Student behaviour tracking sheet