



**MATTHEW HALTON HIGH SCHOOL  
LEARNING PLAN 2016-2017**

# Who We Are.....

## **Mission:**

**“Empowering every student to achieve their goals and pursue their dreams.”**

## **Vision:**

A safe learning environment characterized by:

- ▶ Excellence
- ▶ Integrity
- ▶ Compassion
- ▶ Respect
- ▶ Meaningful personal achievement

# Who we are...

## Values:

- ▶ Forgiveness
- ▶ Communication
- ▶ Relationships
- ▶ Inquisitiveness
- ▶ Integrity



# Who We Are...

## Beliefs:

- ▶ Learning requires a safe and caring environment
- ▶ Learning is a life-long process
- ▶ Failure and success are integral to learning
- ▶ Learning requires perseverance
- ▶ Learning should be relevant
- ▶ Learning is a personal process



# Who We Are...

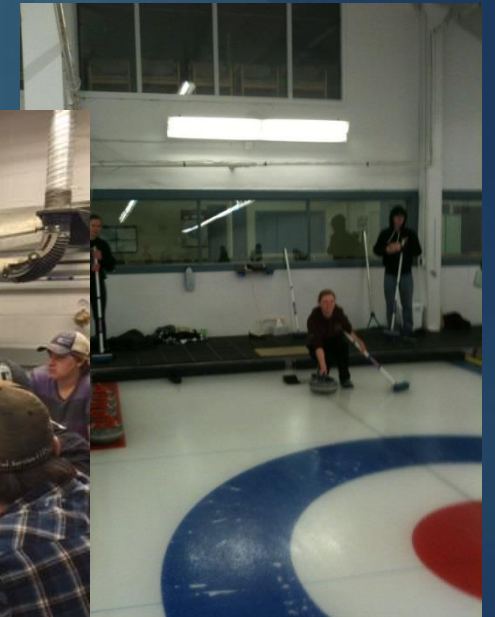
Matthew Halton High School has a school population of approximately 295 students from Grades 7 – 12. It serves the town of Pincher Creek, the Municipal District of Pincher Creek #9, and the Piikani First Nation.

Pincher Creek is predominately a farming and ranching rural community nestled near the foothills of Livingstone Range. Our First Nation's enrollment numbers constitutes approximately 20% of our school population.

Our staff consists of 16 teachers and 11 support staff. All staff are committed to providing quality education to students in a flexible and engaging learning environment.

# Who We Are...

Matthew Halton School prides ourselves in offering extensive programming to students through our CTS, fine arts, and options programming. Additional courses are offered to students twice a year through Experiential Learning Week.



# Who We Are..

We value our relationships with our community partners and strive to work together for the betterment of our students. Teachers regularly partner with local experts. Some projects have included:

- ▶ Foods class: “Dragon’s Den” to create a cookie to be sold at the local bakery
- ▶ Construction students creating furniture for the local day care
- ▶ ELA students working with Beauvais Lake to create new interpretive signs that will be posted at the park.
- ▶ Grade 7 students being paired up with a senior in the community for the year and then honouring their partner at an evening gala event.
- ▶ Merit Construction worked with 12 students on a pre-employment program during ELW week.
- ▶ Iron workers union working with 18 students on pre-employment certifications during ELW week.

# Who We Are...

- ▶ We believe in offering flexible programming to meet students' needs. Many students take special projects to pursue personal passions/career interests. Also, students often enroll in a blended program by taking some courses at Halton and some at our outreach school (Napi Alternative School).





# Who We Are..

- ▶ We value relationships whether it be student to student or student to staff member. Staff and students often compete with each other in intramural activities or student council events.



# Who We Are....

- ▶ We are a community of learners who value and encourage students and staff to take risks and work outside of the box. Creativity and innovation is encouraged and valued. Being part of Moving Forward with High School Redesign has given us a framework to use to encourage risk taking.
- ▶ We strive to offer high quality academic programming to our students. This is shown through the exceptional results that our students achieve on their PAT and Diploma exams.



# The Data: Accountability Pillar



Accountability Pillar Overall Summary  
Annual Education Results Reports - Oct 2016  
School: 6122 Matthew Halton High School

Measure Category	Measure Category Evaluation	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
Safe and Caring Schools	Issue	<a href="#">Safe and Caring</a>	80.1	74.0	78.6	89.5	89.2	89.1	Low	Maintained	Issue
Student Learning Opportunities	Good	<a href="#">Program of Studies</a>	68.7	62.0	68.4	81.9	81.3	81.4	Low	Maintained	Issue
		<a href="#">Education Quality</a>	81.0	79.5	81.8	90.1	89.5	89.5	Low	Maintained	Issue
		<a href="#">Drop Out Rate</a>	2.5	4.1	3.0	3.2	3.5	3.5	Very High	Maintained	Excellent
		<a href="#">High School Completion Rate (3 yr)</a>	83.1	74.4	81.4	78.5	78.5	75.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	<a href="#">PAT - Acceptable</a>	78.5	68.3	63.4	73.6	72.9	73.4	Intermediate	Improved	Good
		<a href="#">PAT - Excellence</a>	18.8	17.7	17.3	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	n/a	<a href="#">Diploma - Acceptable</a>	95.9	90.1	88.4	85.0	85.2	85.1	Very High	Improved	Excellent
		<a href="#">Diploma - Excellence</a>	23.1	20.7	18.0	21.0	21.0	20.5	High	Maintained	Good
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	42.7	35.0	45.4	54.6	54.4	53.5	Low	Maintained	Issue
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	63.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	<a href="#">Transition Rate (6 yr)</a>	69.0	67.9	69.9	59.4	59.7	59.3	Very High	Maintained	Excellent
		<a href="#">Work Preparation</a>	68.8	58.8	61.0	62.6	62.0	61.1	Low	Maintained	Issue
		<a href="#">Citizenship</a>	70.5	58.2	64.5	63.9	63.5	63.4	Low	Improved	Acceptable
Parental Involvement	Concern	<a href="#">Parental Involvement</a>	63.8	56.6	65.1	60.9	60.7	60.5	Very Low	Maintained	Concern
Continuous Improvement	Good	<a href="#">School Improvement</a>	72.0	60.9	65.7	81.2	79.6	80.0	Intermediate	Improved	Good

# The Data: Accountability Pillar

## Areas of Strength

- Very low drop out rate
- Very high 3 yr high school completion rate
- Very high number of students achieve an acceptable standard on diploma exams and a high number achieve standard of excellence
- Very high transition rate to post-secondary

## Areas of Improvement

- PAT acceptable standard
- Diploma acceptable standard
- Citizenship rating
- School improvement rating

## Areas for Growth

- Parental involvement is very low
- Safe and caring schools rating is an issue
- Continued work on program of studies and educational quality (may be require educating stakeholders)
- Students writing four or more diploma exams
- Work preparation and citizenship



# The Data: Accountability Pillar

## FNMI

### Areas of Strength

- High school completion rate (90.9% completion rate compared to provincial average of 50.2%)
- Low drop out rate
- Very high achievement of acceptable standard on diploma exams
- High transition rate to post-secondary

### Areas of Improvement

- High school completion rate
- PAT: acceptable standard

### Areas for Growth

- PAT acceptable standard
- PAT standard of excellence
- Student taking -1 programs and writing 4+ diploma exams

# The Data: PATs



		Mathew Halton High School						
Course	Measure	Achievement	Improvement	Overall	2015		Prev 3 Year Average	
					N	%	N	%
<a href="#">English Language Arts 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">French Language Arts 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Français 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Mathematics 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Science 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Social Studies 6</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">English Language Arts 7</a>	Acceptable Standard	Very High	Improved Significantly	Excellent	36	91.7	51	70.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	36	13.9	51	12.4
<a href="#">English Learn Arts 7 K&amp;E</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
<a href="#">French Language Arts 7</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Français 7</a>	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Mathematics 7</a>	Acceptable Standard	Intermediate	Improved	Good	36	69.4	52	56.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	36	13.9	52	16.7
<a href="#">Mathematics 7 K&amp;E</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
<a href="#">Science 7</a>	Acceptable Standard	Very High	Improved	Excellent	37	78.4	51	67.3
	Standard of Excellence	Very High	Maintained	Excellent	37	24.3	51	20.0
<a href="#">Science 7 K&amp;E</a>	Acceptable Standard	*	*	*	1	*	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a
<a href="#">Social Studies 7</a>	Acceptable Standard	High	Improved	Good	36	75.0	52	59.6
	Standard of Excellence	Very High	Maintained	Excellent	36	25.0	52	20.9

# The Data: PATs

## Areas of Strength

- ELA 9 acceptable standard
- Science 9: both acceptable standard and standard of excellence
- Social 9: both acceptable standard and standard of excellence

## Areas of Improvement

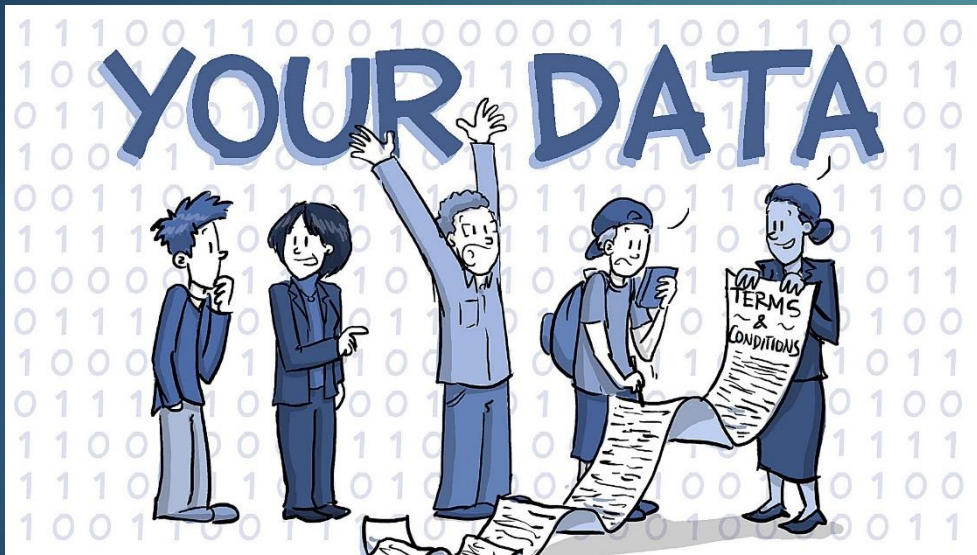
- Math 9: acceptable standard
- Social 9: acceptable standard
- Science 9: acceptable standard

## Areas for Growth

- Math 9 results are intermediate, would like to move them to high or very high



# The Data: Diplomas



		Matthew Hallon High School						
Course	Measure	Achievement	Improvement	Overall	2016		Prev 3 Year Average	
					N	%	N	%
<a href="#">English Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	22	95.5	22	88.6
	Diploma Examination Standard of Excellence	Very High	Improved	Excellent	22	18.2	22	7.8
<a href="#">English Lang Arts 30-2</a>	Diploma Examination Acceptable Standard	High	Maintained	Good	15	94.4	17	88.6
	Diploma Examination Standard of Excellence	Intermediate	Maintained	Acceptable	15	11.1	17	6.1
<a href="#">French Lang Arts 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">French 30-1</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Pure Mathematics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Applied Mathematics 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<a href="#">Mathematics 30-1</a>	Diploma Examination Acceptable Standard	Very Low	Maintained	Concern	21	57.1	17	69.6
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	21	9.5	17	23.5
<a href="#">Mathematics 30-2</a>	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	9	88.9	12	77.3
	Diploma Examination Standard of Excellence	Very Low	Declined	Concern	9	0.0	12	23.8
<a href="#">Social Studies 30-1</a>	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	22	100.0	20	93.3
	Diploma Examination Standard of Excellence	Very High	Maintained	Excellent	22	22.7	20	16.2
<a href="#">Social Studies 30-2</a>	Diploma Examination Acceptable Standard	Very High	Improved	Excellent	25	100.0	20	88.7
	Diploma Examination Standard of Excellence	High	Maintained	Good	23	21.7	20	14.0
<a href="#">Biology 30</a>	Diploma Examination Acceptable Standard	High	Maintained	Good	22	90.9	15	85.4
	Diploma Examination Standard of Excellence	High	Maintained	Good	22	31.8	15	25.2
<a href="#">Chemistry 30</a>	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	32	87.2
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	32	33.4
<a href="#">Physics 30</a>	Diploma Examination Acceptable Standard	Very High	Maintained	Excellent	14	92.9	11	90.9
	Diploma Examination Standard of Excellence	High	Maintained	Good	14	35.7	11	54.5

# The Data: Diplomas

## Areas of Strength

- ELA 30-1: acceptable standard and standard of excellence are both very high
- Social 30-1/30-2: acceptable standard and standard of excellence are both very high
- Biology 30: acceptable standard and standard of excellence are both high
- Physics 30: acceptable standard and standard of excellence are both very high

## Areas of Improvement

- ELA 30-1 acceptable and standard of excellence marks
- Social 30-1/30-2 acceptable standard marks

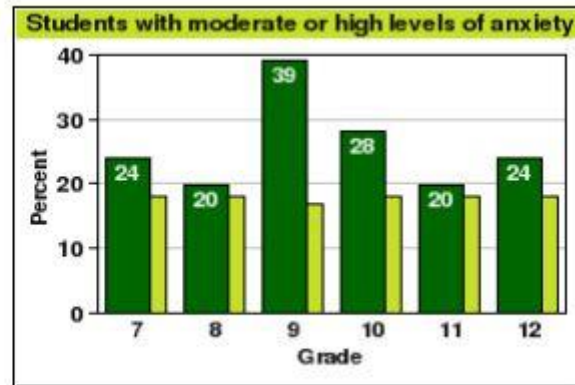
## Areas for Growth

- Math 30-1

# The Data: Our School

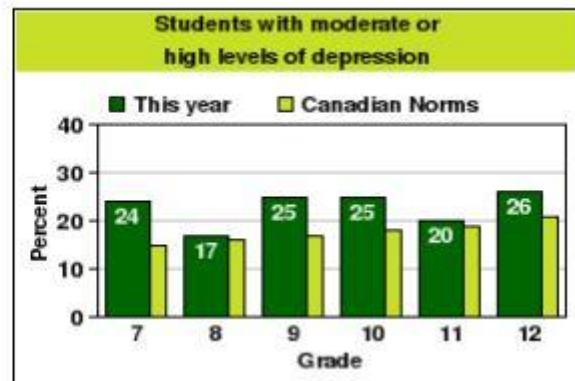
## Students with moderate or high levels of anxiety

- Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.
- 26% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 38% of the girls and 17% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 21% and for boys is 14%.



## Students with moderate or high levels of depression

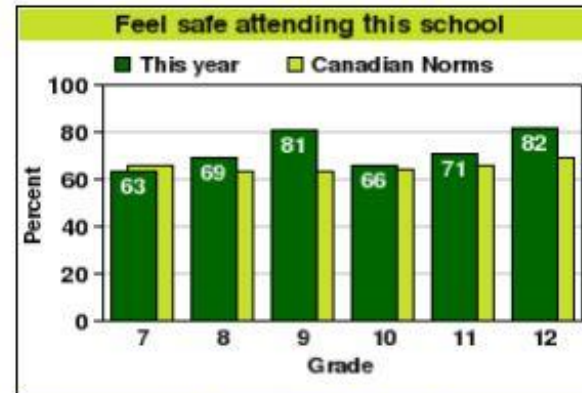
- Students who have prolonged periods when they feel sad, discouraged, and inadequate.
- 23% of students in this school had moderate to high levels of depression; the Canadian norm for these grades is 18%.
- 30% of the girls and 18% of the boys in this school had moderate to high levels of depression. The Canadian norm for girls is 20% and for boys is 15%.



# The Data: Our School

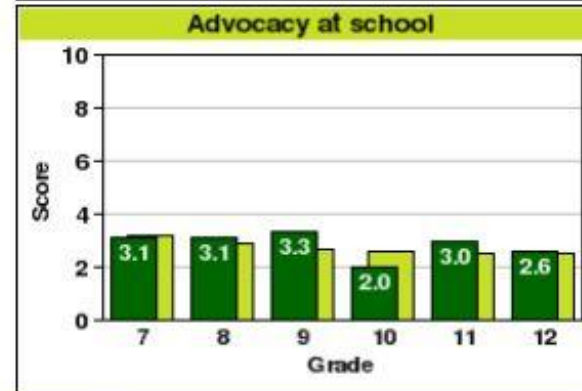
## Feel safe attending this school

- Students who feel safe at school as well as going to and from school.
- 72% of students felt safe attending the school; the Canadian norm for these grades is 65%.
- 72% of the girls and 71% of the boys felt safe attending the school. The Canadian norm for girls is 64% and for boys is 66%.



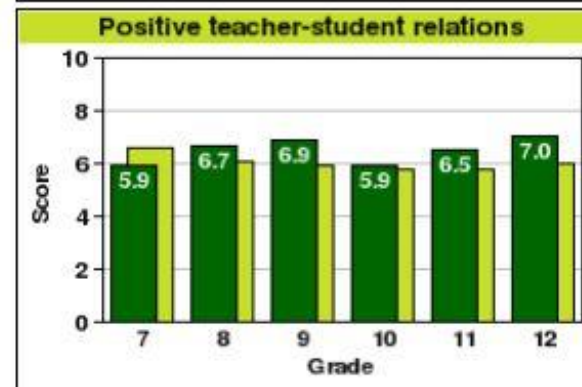
## Advocacy at school

- Students who feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- In this school, students rated advocacy at school 2.9 out of 10; the Canadian norm for these grades is 2.7.
- In this school, advocacy at school was rated 2.6 out of 10 by girls and 3 out of 10 by boys. The Canadian norm for girls is 2.7 and for boys is 2.8.



## Positive teacher-student relations

- Students who feel teachers are responsive to their needs, and encourage independence with a democratic approach.
- In this school, positive teacher-student relations were rated 6.5 out of 10; the Canadian norm for these grades is 6.
- In this school, positive teacher-student relations were rated 6 out of 10 by girls and 6.8 out of 10 by boys. The Canadian norm for girls is 6.1 and for boys is 5.9.



# The Data: Our School

## Positive learning climate

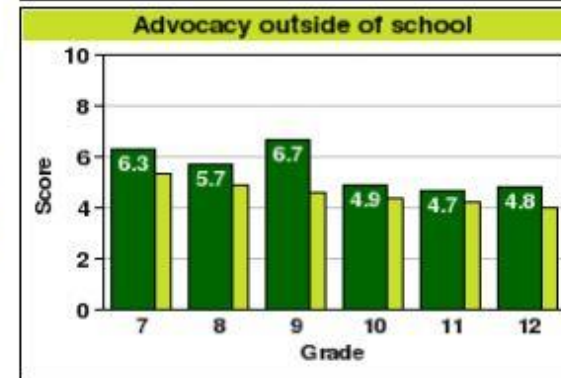
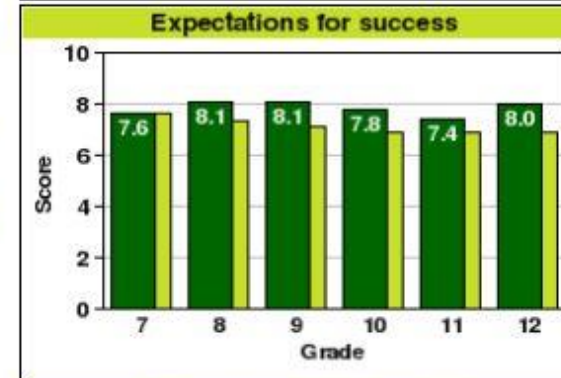
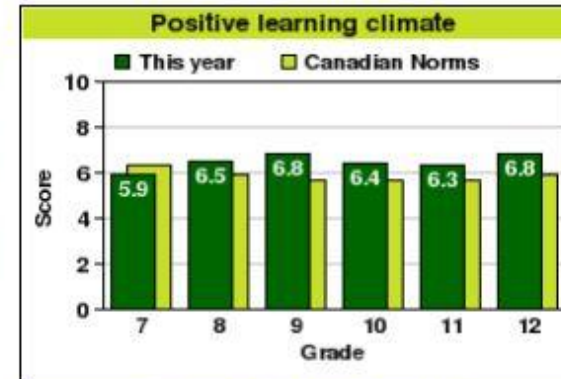
- There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.
- In this school, students rated disciplinary climate of the classroom 6.4 out of 10; the Canadian norm for these grades is 5.9.
- In this school, disciplinary climate of the classroom was rated 6.3 out of 10 by girls and 6.5 out of 10 by boys. The Canadian norm for girls is 5.9 and for boys is 5.8.

## Expectations for success

- The school staff emphasizes academic skills and hold high expectations for all students to succeed.
- In this school, students rated teachers' expectations for academic success 7.8 out of 10; the Canadian norm for these grades is 7.1.
- In this school, teachers' expectations for academic success were rated 7.9 out of 10 by girls and 7.7 out of 10 by boys. The Canadian norm for girls is 7.3 and for boys is 6.9.

## Advocacy outside of school

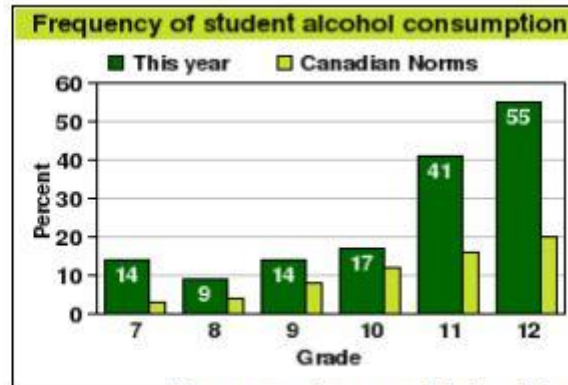
- Students who feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.
- In this school, students rated advocacy outside of school 5.5 out of 10; the Canadian norm for these grades is 4.6.
- In this school, advocacy outside school was rated 6.3 out of 10 by girls and 4.9 out of 10 by boys. The Canadian norm for girls is 4.6 and for boys is 4.5.



# The Data: Our School

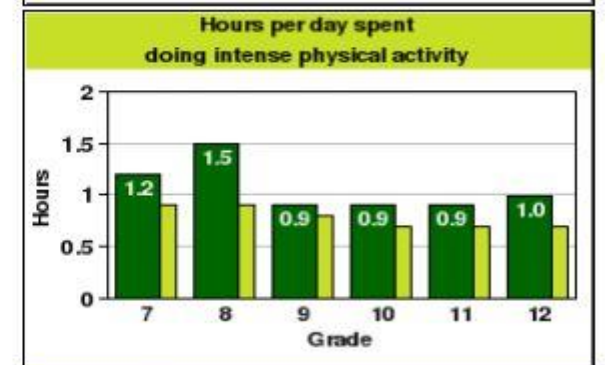
## Frequency of student alcohol consumption

- The percentage of students who have at least one drink of alcohol two or more times per week.
- 26% of students in this school have had at least one alcohol drinks once or more times per week; the Canadian norm for these grades is 10%.
- 22% of the girls and 28% of the boys in this school have had at least one alcoholic drink one or more times per week. The Canadian norm for girls is 8% and for boys is 13%.



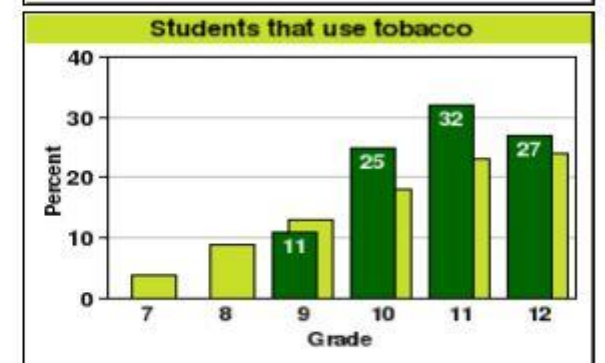
## Hours per day spent doing intense physical activity

- During a typical weekday (i.e., Monday to Friday), the average time students spend on intense physical activities.
- In this school, students on average spent 1.1 hours per day on intense physical activities; the Canadian norm for these grades is 0.8 hours.
- In this school, girls on average spent 1 hour and boys on average spent 1.1 hours per day on intense physical activities. The Canadian norm for girls is 0.7 hours and for boys is 0.9 hours.



## Students that use tobacco

- The percentage of students that use tobacco occasionally or at least once every day.
- 16% of students in this school indicated they were occasional or regular tobacco users; the Canadian norm for these grades is 15%.
- 9% of the girls and 21% of the boys in this school were occasional and regular tobacco users. The Canadian norm for girls is 13% and for boys is 18%.



# The Data: Our School

## Areas of Strength

- ▶ Students feel safe at school
- ▶ Students feel that they have an advocate at school
- ▶ Students report positive student teacher relationships
- ▶ Students report a positive learning climate
- ▶ Staff emphasizes success
- ▶ Students report having advocates outside of school

## Areas for Growth

- ▶ Students report high levels of anxiety and depression
- ▶ Students report high levels of alcohol and tobacco use

# Goal Setting...





# Goal Setting...

We have chosen to align our school goals under the three Livingstone Range School Division goals:

1. **Literacy & Numeracy** - all students will create, acquire, connect and communicate meaning through literacy/numeracy in a wide variety of contexts

2. **Success for All learners** - all students are engaged in meaningful learning that is appropriate, enhances his or her abilities, and takes place in positive learning environments

3. **Transitions** - the unique learning skills of individual students will be supported in transition plans and in preparing students for success after high school

# Goal #1: Literacy/Numeracy

## Rationale:

1. **Literacy:** Our work over the past two years in literacy has shown in an improvement in our PAT and diploma exam results. We would like to take one more year to finish up some of the work that staff has been working on over the past couple of years.

# Goal #1: Literacy/Numeracy

## Strategies:

- ▶ **PLC groups:** the math/science and humanities PLCs groups have created goals related to literacy including teaching students specific strategies in how to read non-fiction writing and how to effectively take notes
- ▶ **Writing benchmarking:** last year we created writing benchmarks. Teachers will be refining/revising this further this year to use as an assessment tool and then collaboratively marking them as a professional development opportunity.

## Measures:

- ▶ RAD: reading assessments for Grade 7-9 students done in Sept. and April
- ▶ Writing Benchmarks: done in April
- ▶ PAT data
- ▶ Diploma data

# Goal #1: Literacy/Numeracy

## Rationale:

2. **Numeracy:** Our PAT and diploma data in the math area shows a need to shift focus from literacy to numeracy. We will begin this transition over the course of this year.

# Goal #1: Literacy/Numeracy

## Strategies:

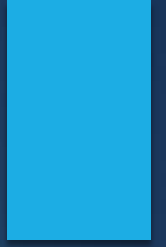
- ▶ CTS PLC: working on cross-curricular units that each include a math combined with a CTS course at the Junior High level.
- ▶ Using Leaps and Bounds as an intervention/assessment tool at the Grade 7/8 level
- ▶ Providing release time to the high school math teacher to work with a mentor teacher in the division on high school math teaching strategies
- ▶ Creation of a “Pathway to Success” block that allows students to access a teacher of choice Tuesday – Thursday for a 40 min block of time. Many students are choosing to work with the math teacher.
- ▶ Pilot the Discovery Tech online math resources at the Grade 7 level.
- ▶ Have the math teacher work with a consistent cohort of students from Grades 10-12 to ensure a cohesive approach to math instruction.
- ▶ Strive to have math experts teach students in Junior High.

## Measures:

- ▶ Improvement in Math 30-1 and 30-2 diploma results
- ▶ Improvement in PAT math results



# Reflections...





# Goal #2: Success for All Learners

## Rationale:

- ▶ As always, the success of our students is our number one priority. Our accountability pillar shows a need to increase parental involvement, a key to student success.
- ▶ Also, our stakeholders have indicated a need to improve in the safe and caring school, work prep and citizenship realms.
- ▶ On the Tell Them From Me Survey, students expressed feeling a high amount of anxiety and depression.
- ▶ In addition, our FNMI students continue to be an area of focus.

# Goal #2: Success for All Learners

## Areas of Focus/Strategies:

### 1. Building Positive Relationships:

- ▶ **Success Coach:** We will be piloting this new position in our school. This person's primary role is to build relationships with our at risk students and, in turn, help them to feel a sense of belonging at Matthew Halton. We will be working with AB Education to do some data collection regarding the success of this program.

- ▶ **Pathway to Success Block:** We have set aside a 40 min block Monday to Thursday. This block will be used for a variety of purposes. Mondays will focus on curriculum content. Student in JH will move through the Health/Kids in the Know curriculum. HS students will cover CALM curriculum and other CTR modules for credit. Tuesday to Thursday will focus on student directed learning time. Students will check in with their P2S teacher and then move to work with a teacher of choice if needed. Throughout the year, workshops will be offered to students with a career and healthy lifestyle focus.
- ▶ **Fitness room:** we have set aside funds to invest in some fitness equipment for students to access during the school day and after school. As students workout side by side with each other and with staff, they will develop relationships on a deeper and different level. Also, having students exercise is shown to help relieve anxiety and depression.

## 2. FNMI student success:

- ▶ We have hired a teacher to provide instruction in Blackfoot Language and Culture.
- ▶ Accessing Georgina Henderson to offer classroom support to teachers
- ▶ Using the Success Coach to target at risk FNMI students for support
- ▶ School-wide participation in Orange Shirt Day
- ▶ Grade 10 and 12 students attend screening of “Elder in the Making”
- ▶ Working with Trickster Theatre to create a play entitled “Between Two Worlds”. Students will then go to Carstairs in April to work with 3 other FNMI schools to create another play based upon the same theme.
- ▶ Clarifying the roles and responsibilities of the Native Liaison.

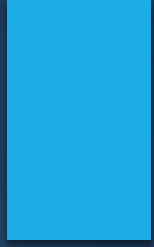
### 3. Increasing Parental Involvement:

- ▶ Evaluate our school's current parental involvement using the Epstein Framework
- ▶ Create a weekly Monday Memo to parents rather than a bi-monthly newsletter
- ▶ Staff will intentionally make two positive parent contacts per month
- ▶ Have registration nights for Grade 9-12 parents where parents can ask teachers questions regarding their child's programming
- ▶ Experiential Learning Week parent showcase afternoons
- ▶ Create a Grade 7 parent focus group to analyze how to improve parental involvement.

## Measures:

- ▶ Success coach data collected for AB Ed
- ▶ Improvement on accountability pillar in areas of safe and caring schools, parental involvement, work prep and citizenship
- ▶ Improvement in FNMI accountability pillar numbers across the board
- ▶ Decrease in number of students reporting anxiety and depression on One School survey

# Reflections...



# Goal #3: Transitions

## Rationale:

Our accountability pillar noted a need to improve in the areas of work preparation and citizenship.



# Goal #3: Transitions

## Strategies:

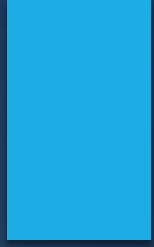
- ▶ **Pathway to Success:** Our Monday P2S time will have a career focus. Students will move through the plan systematically to help them discover their destination plan upon graduation.
- ▶ **Career Cruising:** Every student in the school will be given a career cruising account and will work through program systematically each year within their Pathway to Success class.
- ▶ **Career Practitioner:** The hiring of this person will help to aid students in knowing about career opportunities available to them, knowing their aptitudes and understanding where to go to access the information they need to achieve their career goals.

## Measures:

- ▶ Improvement in the transition rate, work preparation and citizenship areas in the accountability pillar.



# Reflections...



# Celebrations...

There are many things to celebrate at Halton:

- ▶ Our students piloted a week-long in-residence experience at Lethbridge College where students were able to be a college student for a week.



- ▶ Our FNMI Celebration of Learning began three years ago with 30 participants and, in June 2016, the attendance rose to over 100 attendees.
- ▶ We saw a significant improvement in our accountability pillar in all areas.
- ▶ We saw a significant enrollment increase in our school this year and are becoming a school of choice for our community and surrounding communities.

