Memorial Composite High School
School Development Plan & Report - 2022-2023

Introduction

Participants: MCHS Staff (62 teachers & 20 support staff) and Students (1269)

Current State:

As we emerge from the pandemic, the 2022-2023 school year is beginning with optimism as we return to familiar routines and much more person to person interaction. A return to rigor is in order as our staff, like those around the world, were very flexible in creating solutions for students to complete their courses in the face of numerous obstacles to learning. This included dropping standards at times and reducing pressures such as Diploma exam weightings dropping to 10%. The horizon this year seems to show that our students will need to build skills and perseverance to meet increasing expectations with Diploma weighting moving to 20% this year and anticipated to be back at 30% next.

Memorial's focus on student intervention in the recent past is proving to increase teacher efficacy in supporting their students. They are finding their collaborative meeting time valuable and are increasing their repertoire of instructional strategies. The vision of Torch Time was realized last year as student attendance on campus was more consistent as restrictions were gradually lifted. Students had the opportunity to select from a variety of Torch sessions to find the assistance they needed when they needed it. The work on Collaborative Response will continue as we refine a number of aspects of this work, but CR has become part of the way that Memorial does business. For some students, the pandemic proved especially challenging and the learning loss they experienced is tremendous. A strong intervention and support system will be essential for them to successfully graduate.

Community, equity and belonging became front of mind topics and a major focus of staff professional learning last year for MCHS. In spite of the heaviness of some of the topics that were addressed, the staff has embraced Belonging at Memorial. With such broad ranging topics falling within these conversations, the learning will continue this year. Memorial has had a good start on addressing representation and changing the face of the school and now needs to continue the depth and breadth of this work to both deepen staff understanding and bring these topics to light for our students.

PSD Elements in Focus:

- **Element 8: Support Systems Promote Equity, Community and Belonging -** School Division staff work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community.
  - The 2021-22 school year was the year where Memorial staff fully engaged in understanding the characteristics of various groups of students within the school, their needs and the injustices they have been subjected to just by being themselves at school. As well, we realized that even though

we didn't think it of ourselves, we all bring bias to our work that has disadvantaged students in spite of our best intentions. It was a challenging start, but we faced it head on and will continue the work this year.

- ○ In addition to staff learning, student learning must take place as our students are entering a more diverse society when they leave Memorial. As students experience efforts to acknowledge and eliminate bias in Memorial's learning environment, this will hopefully create the will and expectation for a safe, caring and just community for themselves and their families in their future. Belonging at Memorial will consist of clear messaging that all students belong at MCHS, Memorial Monday Torch Lessons on topics related to equity education, and school wide events that illustrate inclusivity.

- ● **Element 3: PSD Staff Build Systems and Structures that Promote Success and Well-Being** - PSD staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness.
  - ○ The heart of teaching is to create success for every student in a classroom. As our understanding of the learning process and the complexity of families increases, the expertise required by teachers has increased significantly to meet each student's unique needs. It is almost to the point where it has become impossible to stay abreast of all the facets of classroom instruction. The Collaborative Response process leverages the collective knowledge and experience of teams of teachers to help support individual students that teachers within the team who need assistance in creating success. It is embedded time that provides professional learning with colleagues to address instructional needs in the moment.
  - ○ Along with this staff learning process comes a system of student interventions that allow teachers the opportunity to apply the strategies developed to work with those students in need of additional support. Torch Time is the vehicle which every student at Memorial can access. As we move into the second year, there will be anticipated improvements through increased communication, accountability, and focused use of Torch Sessions. As well, there are numerous targeting interventions at Memorial to assist particular groups of students both academically and emotionally.
  - ○ Memorial is entering the fourth school year of implementing this robust system of addressing student needs, though the work was severely interrupted by the pandemic, so we will be more refining than creating the structures of collaborative response.

Alignment:

- ● **PSD Vision** - Our students possess the confidence, resilience, insight and skills required to thrive in and positively impact the world.
- ● **PSD Mission** - We assure supportive learning environments, meaningful experiences, and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.
- ● **PSD Values** - Learning opportunities that are purposeful, essential, relevant, authentic and responsive. Excellence in achievement. Trustworthy, respectful relationships. Resilience with self-awareness.

- ● **Belonging at Memorial (BAM)**
  - ○ *When a flower doesn't bloom, you fix the environment it grows in, not the flower.* - Alexander den Heijer
  - ○ Belonging at Memorial creates alignment to PSD's vision, mission and values in multiple ways and on multiple levels.
    - ■ Staff Professional Learning - As staff deepen their understanding of the concepts of equity, bias, and the perspectives of people from diverse backgrounds, their abilities to assure supportive learning environments and assist their students in gaining diversity in perspective will increase.
    - ■ Intervention Support for Student Groups - While we have an established program of intervention supports for our Indigenous students, we need to look beyond that to other student groups in need of support.

- ■ <u>Memorial Monday Lessons on Community, Equity and Belonging</u> - The purpose of these Torch lessons is to to raise student awareness and insight into the perspectives of people from diverse backgrounds in the hopes of building community and fostering healthy relationships throughout the school. In addition this will provide foundational knowledge for young Stony Plain citizens who are potentially entering a more diverse community as they move on to higher education or other opportunities beyond the community.
- ■ <u>School Wide Events</u> - Memorial is anticipating finally hosting a Round Dance again now that we appear to be out of the pandemic and restrictions have been lifted. As well, we have been gifted the opportunity to host the Metro Athletics Unified Games in May. Finally, we intend to host the 3rd Annual Walk the Talk event in June coinciding with National Indigenous People's Day.
- ■ <u>Messaging to the School Community About Belonging at Memorial</u> - Through a variety of mediums to various stakeholders, it will be clear that Memorial values community, equity and belonging and is actively working toward improvement in this area.
- ● **Collaborative Response (CR)**
  - ○ *As educators come together in implementing Collaborative Response, students are supported through the power of the collective. Organizing our schools to support the complexities of our inclusive classroom ensures that no child falls through the cracks. The tightly woven layers of support as collaborative structures and processes are put in place, informed by data and evidence and supported by an internally developed continuum of supports, can help create the opportunity for purposeful conversations and intentional actions. Through Collaborative Response, we can ensure responsive support for students, but done so in a way that builds the professional capital of every team member and the collective efficacy across the organization.* (An Overview of Collaborative Response, Jigsaw Learning, 2020)
  - ○ Collaborative Response creates alignment to PSD's vision, mission and values in multiple ways and on multiple levels.
    - ■ <u>Tiered Levels of Support</u> - For students experiencing challenges in their learning a systematic approach to addressing concerns will see their learning environment respond to support and promote their enduring success.
    - ■ <u>Academic Intervention</u> - With teachers provided the structure to review student progress regularly throughout each semester, student learning is at the forefront thereby ensuring student skill development to thrive in their world.
    - ■ <u>Social/Emotional Intervention</u> - For those students in need of additional social/emotional support, a response process is in place to assist them in developing their self-awareness, resilience, and skills for healthy relationships.
    - ■ <u>Supportive Learning Environment</u> - As teachers have almost weekly access to their collaborative teams, they can be responsive to their student needs. The CR facilitators also meet each semester to guide the ongoing refinement of the CR process to ensure it remains relevant.
    - ■ <u>Professional Collaboration</u> - Through weekly Collaborative Team or Department meetings, teachers are afforded both the time and autonomy with the structure to respond to the immediate needs of their students as well as their own professional learning alongside their colleagues.
    - ■ <u>Student Agency</u> - Torch Time, Memorial's daily flex time, allows students the choice to address their learning needs or to engage in school activities if they are in good standing.

Envisioning the Outcome

The Desired State:

Baseline - [MCHS Initial Baseline Data Report - Fall 2022](#)
Results - [MCHS Final Baseline Data Report - Spring 2023](#)

Belonging At Memorial

Item	Measurement Tool
Each staff member increases their awareness and knowledge in the realm of community, equity and belonging.	Leadership Council Feedback & Staff Survey
They are provided resources to support their growth in this area.	Leadership Council Feedback & Staff Survey
Each staff member engages in personal work to understand their unconscious bias and privilege which enhances their ability to respond equitably to students who may be marginalized.	Staff Survey
Each staff member works toward improving the school's capacity to create a more inclusive and equitable environment with the goal of increasing each student's sense of belonging.	Staff Survey
Students' feelings of safety and belonging at Memorial are maintained or improved.	Assurance Measures Report & BAM Survey
There is an improvement in students' feelings that they care about and respect each other.	Assurance Measures Report & BAM Survey
The school provides clear ongoing messaging of the importance of Belonging at Memorial and the school culture we are expecting.	Staff Survey & Anecdotal Report
Memorial provides students multiple opportunities to consider the perspectives of others, particularly those of diverse groups.	Anecdotal Report
Students, parents, and teachers agree that MCHS provides a welcoming, caring, respectful and safe learning environment.	Assurance Measures Report
Data gathering improves to understand the impact of the work of Belonging at Memorial.	Leadership Council Feedback & Anecdotal Report

Collaborative Response

Item	Measurement Tool
Teachers continue to see that CR meeting time is valuable.	Leadership Council Feedback & Staff Survey
Teachers collaborate to determine the best manner to support students either academically or personally.	Leadership Council Feedback & Staff Survey
Teachers continue to add strategies to their teaching toolbox.	Teacher Strategy Use Survey
Teachers have effective technology tools to support their CR meetings and student use of Torch Time.	Staff Survey
Memorial continues to increase the robustness of the CR process by adding new structures and refining existing ones.	Anecdotal Report
Tier 3 and 4 supports are added to the Dossier CR module to inform teachers of Student Services and Community involvement and enhance their ability to support students in need of this level of intervention.	Anecdotal Report & Staff Survey
Student use of Torch Time to support subject success is maintained or improved.	Torch Time Attendance Data, & Leadership Council Feedback
Student success in their classes improves as the CR process (CR meetings, Torch Time, and teacher intervention) is refined to be responsive to student and teacher needs.	Pass/Fail Rates
Students, parents and teachers agree that students have access to the appropriate supports and services at school.	Assurance Measures Report
Data gathering improves to understand how students and teachers are using Torch time.	Leadership Council Feedback & Anecdotal Report

Concerns/Issues/Roadblocks:

- **Belonging at Memorial**
  - How do we respect the fragility of members of our school community while still ensuring conversations and examination of privilege takes place?
  - What structures and/or feedback do we provide to teachers to assess their practice and how they are incorporating their learning about equity in education?
  - How do we address potential clashes in values of members of our school community?
  - As we are at the initial stages of learning about complex concepts inherent to the identities of members of our community, it is likely that we will experience imperfection as we initiate this work. How do we acknowledge and make amends when this occurs?

- How do we address student interactions of concern to ensure that those who have been marginalized/victimized feel that MCHS has been responsive?
- How do we determine longer term direction and goals?
- How do we measure our success? What data do we collect?
- Last year's data showed that we lost momentum as the year progressed. What was the cause of the drop in feelings of belonging and respect? How do we maintain the momentum through a school year?

- **Collaborative Response**
  - The user friendliness of the Dossier CR module that supports CR meetings needs to improve.
  - How do we nurture the process so that teachers continue to grow in developing their intervention strategies?
  - How do we shift teachers' conversation from "What needs to be done?" to "What can I do to improve my practice to support kids?"
  - How do we support students with issues beyond our locus of control? Absenteeism is a particular concern.
  - How do we ensure comprehensive support for students in need of Tier 3-4 supports?
  - Complexity in scheduling the daily use of Torch Time - interventions sessions, teacher meetings.
  - How do we know that students are using Torch Time to their advantage?
  - How do we measure our success? What data do we collect?

Improvement Plan & Implementation

Belonging At Memorial (Year 2)		
Strategy/Task (Date & Timeline)	**Intention(s) and/or Success Indicator(s) MCHS Monthly Summary - 2022-2023**	**Reflection**
Expand Data Collection The following data will be collected, reviewed and a response plan created: ● BAM Student Survey ● BAM Staff Survey (new) ● Leadership Council Feedback ● Assurance Measure Survey - Welcoming, Caring, Respectful & Safe Learning Environment	● The data is collected, reviewed, and analyzed. ● A plan to respond to the data and feedback is created and enacted. ● Data shows that MCHS has made improvements in the areas noted above.	
Belonging at Memorial Messaging When possible, be intentional with messaging indicating that MCHS is a school where all students belong.	● BAM messages are delivered. ● Staff and students talk about BAM as part of everyday life at MCHS. ● There is evidence that students feel like	

- Parent Welcome Email - Aug 18 - Start Up Info (Parent Email) - Aug 25 - Belonging Video shown at Gr 10 Welcome Assembly - Welcome Message from Ms Jensen - played for all classes Sep 1 - Club Fair - Sep 22 & 23 for students to learn about MCHS clubs to join. Parent email sent on Sep 19. - LGBTQ2S+ Support following local hate crime- Oct 20 22 - Message to Students & Email to Parents - Ongoing - Memorial Monday Torch Lessons on a variety of topics related to community, equity and belonging.	they belong at Memorial.	
Weekly Land Acknowledgement Protocol The update to AP 267: Patriotic Exercises provided the opportunity for MCHS to engage staff members in creating a personal land acknowledgement following up on the introduction of the concept in our professional learning last year. Each week a personal land acknowledgement from a staff member will be played over the intercom to introduce the playing of O Canada. A trilingual version of our anthem will be played.	- A number of staff members create a Land Acknowledgement so students can hear different perspectives and similarities in regard to our relationship with the land. - Volunteer staff members engage in deep personal reflection regarding their relationship to the land. - Students gain awareness of the importance of the land, especially to Indigenous people.	The video created by Mrs. Traverse provided additional direction for staff members who chose to prepare their own Land Acknowledgement as well as an introduction to students as to why MCHS was playing a Land Acknowledgement each week.
Memorial Monday Torch Lessons Lessons on topics related to community, equity and belonging will continue to be delivered school wide. Scheduled topics include: - World Literacy Day (Sep 12) - National Day for Truth & Reconciliation & Orange Shirt Day (Sep 26) - Men's Health (Nov 7) - Bullying Awareness (Nov 21) - Metis Week (Nov 28) - MCHS Round Dance (Dec 5) - Random Acts of Kindness (Feb 3) - Black History Month (Feb 6) - Women & Girls in Science (Feb13) - International Women's Day (Mar 6) - Team Building w Kindness (Apr 3)	- Monday Torch lessons are the vehicle to educate the students on the wide range of topics related to community, equity and belonging. - Open and intentional dialogue about these topics will also convey to students that this is a priority topic for MCHS.	

● MCHS Unified Games (Apr 24) ● Mental Health Awareness Week (May 1) ● Asian History Month (May 8) ● Indigenous Peoples Month (May 29) ● Pride Month (Jun 5)		
School Wide Events Events this year include: ● National Day for Truth & Reconciliation Day Assembly (Sep 29) ● MCHS Round Dance (Dec 9) ● Rotary Bikeathon (Mar 17) ● Metro Athletics Unified Games (May 30)	● Building community and reinforcing the priority of community, equity and belonging is a collective exercise. Through the year it will be important to bring the MCHS community together to engage in events to support the BAM message.	National Day for Truth & Reconciliation Assembly ● This was organized by students. Several students shared their dancing with the entire school. ● Mrs. Traverse was the MC sharing information about the dances and the reasons that the dancers were choosing to dance this day. ● For one of the students this was his first time dancing in public. When he had a few moments where he struggled the audience applauded encouragement. MCHS Round Dance ● Rotary Bikeathon ● Metro Athletics Unified Games ●
Staff Meeting Professional Learning On staff development days, staff has the opportunity to engage in collective learning on topics related to community, equity and diversity. ● Aug 26 - Review of AP 390: Community, Equity & Belonging ● Oct 7 - MCHS Conversations ● Jan 30 - BAM Self Directed PL Sharing ● Feb 17 - ● Mar 24 - ● Apr 28 - ● May 19 - BAM Self Directed PL Sharing		
Self-Directed Professional Learning for BAM Teachers have been provided with 11 Torch Time blocks throughout the year to engage in self-directed professional learning. Two of these will be organizational blocks for teachers to choose	● In response to feedback last year, the groups have been expanded (3 teams together instead of separate) and the time frames reduced (semester instead of all year) to allow teachers more flexibility in	Topics selected by teachers include: ● 8th Fire CBC - Indigenous and non-Indigenous relations in Canada ● Finding Your Blindspots Book Study ● Not That Funny - A game designed to

topics and learning groups for the semester. There will be a sharing session at the January and May Staff Development Days for colleagues to learn from each other.	creating their learning. ● Teachers will engage in personalized learning to meet their current instructional needs to support students and promote BAM.	uncover the damaging truths behind everyday jokes. ● Supporting MH in the Classroom - Strategies to support students with specific diagnoses. ● How to be an Anti-Racist book study ● Humanities Materials Review - What needs to be removed? What needs to be added?
Leadership Council Finding Your Blindspots Book Study Lead Teachers and administrators will learn from this book and engage in the vulnerable and sometimes difficult conversations related to discovering personal bias and implications for teaching.	● As MCHS leaders, these conversations will prepare them to support their colleagues as they also discover their biases and realize the impact on their approach to teaching and their students. ● Administrators will use their Monday meetings to prepare for Leadership Council conversations to challenge ourselves and our colleagues in recognizing and addressing our biases.	
Indspire National Gathering for Indigenous Education Four staff members will attend the Inspire Conference as well as visit the Canadian Museum for Human Rights.	Staff members attending will learn and be inspired to take a leadership role at MCHS in supporting Indigenous Education.	

Collaborative Response (Year 4)		
Strategy/Task (Date & Timeline)	**Intention(s) and/or Success Indicator(s)**	**Reflection**
Expand Data Collection The following data will be collected, reviewed and a response plan created: ● Teacher COS Strategy Use ● CR Teacher Survey (expanded) ● Leadership Council Feedback ● Pass/Fail Rates (new) ● Torch Session Attendance (new) ● Assurance Measure Survey - Access to Supports and Services	● The data is collected, reviewed, and analyzed. ● A plan to respond to the data and feedback is created and enacted.	

Improved Communication Regarding Student Use of Torch Sessions While we do expect that many students in good standing will put their time elsewhere, feedback last year indicated that there was a pervasive entitlement from students that Torch Time was their personal time. That needed to change. ● Ms. Jensen explained the expectations of Torch Time to students in this video which was played to all students in the September startup Torch sessions. ● Communication was also sent out to parents in a September 6 email which included the video above. ● The Torch Time - Information for Students and Parents document was also updated.	The MCHS school community is aware of the opportunity and expectation for student intervention when needed.	
Torch Sessions Adjustments ● Student feedback last year was that they preferred to attend Torch Sessions offered by their own teachers and not general department help sessions. To that end, when Torch Sessions were entered into PS this year, they were entered as Teacher sessions. ● The Common Area was removed as a Torch Session location as it was a draw for students away from subject specific Torch Sessions.	● Teachers were encouraged to make sessions "their own" by adjusting descriptions to encourage student attendance.	
Memorial Monday Torch Sessions These sessions will continue on a rotational basis each Monday with a primary task of teachers supporting their students in signing up for their Torch Sessions for the week.	● Messaging was clear that all students are expected to sign up for a Torch Session each day. ● Video tools are in place to assist students, staff and parents in signing up for Torch Sessions.	
Dossier CR & Flex Modules Support ● In the 2021-22 school year, two new pieces of software were introduced. ● The Flex module is to assist with Torch Session sign up was the primary focus for teachers to assist students.	● The MCHS Tech Training Google Classroom has numerous 'how to' videos created for teachers on both pieces of software. Teachers can continue to access. ● A representative from Intellimedia offered	

● This year, we will shift our emphasis to the Dossier CR module to assist teachers in CR meetings and in developing student intervention profiles to share with future teachers.	training for 18 staff members on using the CR Module on August 29. ● Teachers attending this training have been dispersed so there is at least one 'tech trained' person on each CR Team.	
Student Services Tier 3 & 4 Supports ● The School Based Support Team model was introduced to MCHS last year as a mechanism to engage teaching staff and other key people who champion a particular student in coming together to develop a support plan when needed. ● With a broader understanding of the workings of the Dossier CR Module, Student Services personnel will contribute to the creation of student intervention profiles to assist classroom teachers.	● The SBST process will continue to grow and be refined. ● Information on Tier 3 & 4 supports will be more readily available to teachers.	
Expand Tier 3 Supports for Students ● Create a Gr. 10 Transition Classroom to assess and remediate student skills to prepare them to transition to a -2 gr. 10 program in their second year of high school, though it may be discovered that some are more suited to the KAE program in gr. 11. ● Formalize and expand food availability across the for students in need so they are fed and capable of learning.	● Especially as a result of learning interruptions from the pandemic, there has been an increase in students whose abilities are unclear as they enter high school. With additional support, they will be prepared to enter the stream appropriate to their abilities in their grade 11 year. ● While we are unsure of the cause (perhaps the recession), there has been an increase in students across the school who are unable to settle in class to learn because they are hungry.	
Consultation with Jigsaw Learning ● This will be arranged with PSD Learning Supports. ● We are anticipating feedback on video footage of a few CR Team meetings which will be shared among CR Team Facilitators to enhance practice. ● We are also hopeful that a peer assessment process will be provided so MCHS Facilitators can support each other in a similar manner.	As Facilitators are key to the success of CR Teams, the support provided to them will pay dividends to their colleagues as facilitation skills develop and CR processes are smoothed.	

Implementing a Continuum of Supports and Services - A Resource Guide for School and School Authority Leaders [This document](#) was released by Alberta Education in July 2022. As the [MCHS Continuum of Supports](#) is a foundational piece of our CR process, we will check to ensure compliance with this document.	It is anticipated that MCHS will be well on its way to meeting the expectations outlined by Alberta Education.	
New Teacher Orientation Based on feedback from teachers new to MCHS last year about how overwhelming it is to join a large high school staff and especially the complexity of CR, our eight new teachers were invited to a session the day prior to staff start up (Aug 24).	New teachers to MCHS gain an understanding of the CR process and Torch Time.	Feedback from all of the teachers was that the session was helpful for them to learn about MCHS and the Collaborative Response process.

Assessing Progress - Spring 2023

- **Successes**
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- **Challenges**
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- **Summation**
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- **Next Steps**
  -