



PARKLAND
SCHOOL DIVISION



MEMORIAL COMPOSITE HIGH SCHOOL DEVELOPMENT PLAN 2023-2024

50 Westerra Centre
Stony Plain, AB T7Z 1R3
Phone: 780-963-2255 Fax: 780-963-6722
mchs.psd.ca



Table of Contents

Page 3	MCHS History & Profile
Page 4	A Proud Parkland School Division High School
Page 5	Parkland School Division Enduring Priorities & MCHS Alignment
Page 6-7	Belonging at Memorial
Page 8-10	Collaborative Response
Page 11	Indigenous Education at MCHS
Page 12	Wellness at MCHS
Page 13-14	MCHS Professional Learning 2023-2024
Page 15-16	MCHS Development Plan Key Events

Memorial Composite High School is grateful to be located in Treaty 6 territory and Metis Region 4. These bountiful lands provide our students, staff, families and friends with homes, food, comfort, recreation, as well as a society currently offering many freedoms and opportunities. We take our responsibility for Truth and Reconciliation in Canada seriously and commit to educating our students about the wrongs of the past and learning about our true history so that we can work together to make positive changes. We are especially grateful to our neighbors who have been on these lands for time immemorial, Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation, and Alexander Cree Nation as well as friends from the Metis Nation.





MCHS History and Profile

Memorial Composite High School is a school rich in history and is rooted in the community. MCHS was first built in 1949 and was named to honor those local soldiers who served and gave their lives in World War II. Although we opened a beautiful, modern site in February of 2010, we have not lost our historical connection to Stony Plain and the surrounding community. We have been a symbol of education and remembrance in Stony Plain over 70 years.

This sense of tradition, however, does not mean the school is lost in the past. Students graduate prepared for the 21st Century, with strong academic and critical thinking skills. With comprehensive CTS and other complementary programming alongside robust academics, students have the opportunity to be introduced to “industry standard” in many programs. Our students are independent thinkers with a distinct sense of responsibility and commitment to themselves and to their beliefs.

Students

1250+ Gr 10-12
200+ identify as Indigenous
Varied backgrounds
Town, acreage, farming

Leadership

Principal : Carolyn Jensen
Grade Administrators:
James Coghill
Marsie Fisk
Dianne Jewell

Programs

Diploma
Knowledge & Employability
Living, Working, Academic Skills
Academic Achievement Center
Transitions
Iyiniw Kiskinwahamatowin
Weechasta Wuthpiwchukehbi

Teaching Staff

52 Teachers
3 Counselors
2 Indigenous Graduation Coaches

Support Staff

13 Educational Assistants
8 Office Staff
1 Library Tech,
1 AAC Coordinator
1 School Resource Officer



A Proud Parkland School Division High School

Our Vision:

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact the world.

Our 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.

Our Ultimate Goal:

Student Success and Well-Being

Our Values:

- Learning opportunities that are purposeful, essential, relevant, authentic and responsive;
 - Excellence in achievement;
- Trustworthy, respectful relationships; and,
 - Resilience and self-awareness





Parkland School Division Enduring Priorities & MCHS Alignment

- I** Indigenous Perspectives and Ways of Knowing
- E** Equity, Diversity and Community
- P** Programming and Pedagogy
- W** Student and Workplace Wellness



I Indigenous Perspectives and Ways of Knowing

This will be a supporting area of focus for MCHS. As almost 20% of our student population identifies as Indigenous and the Belonging work in which we are engaged encompasses our Indigenous students as well as Truth and Reconciliation, this is important work for Memorial.

E Equity, Diversity and Community

This will be a key area of focus for MCHS through the work we call “Belonging at Memorial”. The staff has recently engaged in professional learning about the many components of diversity and equity education and will be translating that knowledge into action this school year.

P Programming and Pedagogy

This will continue to be a key area of focus through the Collaborative Response work in which MCHS has been engaged with for several years. Through several years of work in this area, MCHS teachers have a strong understanding of intervention and MCHS has built a solid intervention process. The work this year will be to broaden intervention work to strengthen pedagogy.

W Student and Workplace Wellness

This will be a supporting area of focus for MCHS as well. Student success is strongly linked to well-being. The work that MCHS is doing regarding diversity and intervention has often landed in the realm of well-being for both students and staff. Wellness must be kept in mind for our other focus areas to thrive.



Belonging at Memorial

E Equity, Diversity, and Community

Goal - MCHS staff work toward understanding and addressing current inequities within the school so that all students and staff feel they belong and are valued members of our school community.

Progress will be made by:

- MCHS staff actively developing and promoting school culture initiatives to promote equity, appreciation for diversity, and increase our students' sense of belonging.
- MCHS staff continuing their professional learning to gain knowledge and skills to support the initiatives that are created to reduce inequalities.
- MCHS staff members actively engaging in professional development and personal work to reduce their unconscious bias and apply that to their work with students.

Where are we now?

- Belonging at Memorial is work that has been undertaken for the past two years. 2023-2024 will be the third year with this focus.
- MCHS staff have been engaging in professional learning regarding diversity and inclusion and are ready to translate that learning into action.
- There are a number of strategies in place to provide clear messaging and support for diversity and equity including: the creation of the [MCHS Belonging Statement](#), weekly personal staff land acknowledgements, Monday Torch lessons, awareness events, student equity groups and targeted academic intervention for Indigenous students.
- Representation of diverse groups within the school has begun with the hanging of Treaty 6 flags in each classroom, a pride flag raising ceremony in the common area and commissioning the "Community Spirit" mural.



- Students are aware of the focus on diversity and equity and believe that the staff is trying to move this work forward.
- Students report that the primary concern in their daily experience at school is how students treat each other. There are students who vocalize their opposition toward diverse people both individually and collectively. Some students are reporting very negative experiences in this regard.
- As students have completed surveys regarding Belonging at Memorial, a large percentage of respondents are from diverse groups. They want their voice heard.

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Belonging at Memorial

Where are we going?

- Staff members take individual concrete steps in creating a more inclusive and equitable environment at MCHS and continue their professional learning to ensure appropriateness.
- The existing strategies to support equity and inclusion continue and are enhanced/increased as part of a coordinated plan.
- Student voice is included and increased to guide the Belonging at Memorial work.
- An examination with response of peer to peer relations at Memorial takes place.

How will we get there?

- Individual staff members create and follow through on an action plan based on [PSD Administrative Procedure 390: Community Equity and Belonging](#).
- A staff steering committee is put into place to lead MCHS Belonging Work on a school wide basis.
- A student leadership committee related to belonging is formed and provides feedback and assistance with the various aspects of this work.
- In 2022-2023, the MCHS QSA applied for and won a grant of \$10000 USD from the [It Gets Better Project](#) to support increasing awareness, community and support for 2SLGBTQ+ youth at Memorial and in the community. A variety of projects will be undertaken to complete the project.
- The staff steering committee and student leadership committee partner to gain greater understanding of the reports of poor peer to peer relationships and create/implement an improvement plan.



How will we know?

It is important to gain information from a variety of data sources to measure the progress of this work and gather feedback for future improvements. The following tools will be used:

- Student Focus Group Feedback
- Belonging at Memorial Student Survey
- Belonging at Memorial Staff Survey
- Staff 1:1 Feedback
- Leadership Council Anecdotal Feedback
- Assurance Measures Report - Welcoming, Caring, Respectful and Safe Learning Environments (overall, student, parent, teacher)





Collaborative Response

P Programming and Pedagogy

Goal - MCHS staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement with a focus on expanding intervention support for all students.

Progress will be made by:

- Strengthening the CR meeting process.
- Increasing the connection between teacher intervention and pedagogy.
- Expanding the use of the MCHS Continuum of Supports.
- Continued development and improvement of MCHS Tier 1, 2 and 3 intervention strategies.

Where are we now?

- Collaborative Response is work that has been undertaken for the past four years. 2023-2024 will be the fifth year with this focus. However, the two years the school was responding to the Covid pandemic hindered this work significantly.
- MCHS is considered a leader in collaborative response at the high school level with administrators from other high schools, referred here by [Jigsaw Learning](#), contacting us and/or coming for a visitation to observe and learn about our process to take back to their schools.
- The staff has become very comfortable with the CR meeting process, though there are technology issues to be addressed with the Dossier software. They see the time in the process as valuable to their practice and believe that MCHS has a strong system of intervention.
- The [MCHS Continuum of Supports](#) has guided teacher practice. Each year for the past three years, teacher use of strategies listed has increased throughout the year. In 2022-23, the staff revamped the Continuum to discern the more effective strategies, identify universal Tier 1 practices at MCHS, and create a user-friendly format.
- [Torch Time](#), a daily 40 minute flex time at the end of the day, is a very beneficial tool for teachers to support students who need it to improve their performance. A good number of students see the benefit of Torch Time and use it effectively but there could be improvement regarding student perception and use of this time.



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Collaborative Response

Where are we going?

- Lead teachers have done a very good job of leading the CR meetings and creating routines to familiarize their colleagues with the process. Teachers (and the process) would benefit from increased involvement to broaden their experience with collaborative response.
- As MCHS teachers now have a sound understanding of the use of Tier 1 and 2 strategies in their classrooms, the next step would be to increase the connection to curriculum and pedagogy. Specifically, increasing teacher understanding of scaffolding strategies that provide students with multiple entry points to the curriculum and varied assessment opportunities to demonstrate their learning is next.
- A key purpose of CR at the high school level is communication about the specifics of student learning between teachers, as students have multiple teachers and teachers have a large roster of students each semester. Our key tool has been the Dossier CR module which has caused challenges in its use and needs to be improved.
- In 2022-2023, two new intervention programs were created at MCHS alongside several other school wide support programs. As the implementation year has been completed, a review and improved communication about these programs are needed.

How will we get there?

- The role of meeting facilitator for CR meetings will be shared among team members this year with Lead Teachers continuing their role in the pre-organization of the meetings. All other roles will be rotated through the team for each meeting as well. A staff session will take place during the August start up on this topic.
- A specific PD session for teachers about connecting intervention practices to curriculum and pedagogy will also take place in August.
- This will be followed by an adjustment of the Torch Time meeting rotation for teachers to provide working time for departments to translate the information/skills learned in this PD session to classroom practice. This will add to the repertoire of Tier 1 and 2 strategies for teachers to use/consider in supporting student learning.
- A follow up review/update of the strategies on the Continuum of Supports will take place later in the school year through the lens to include our curriculum work.
- Approach PSD and the software provider for improvements in the Dossier CR software.
- All MCHS Tier 3 supports are reviewed and refined, with specific focus on Torch Time, Transitions, and Iyiniw Kiskinwahamatowin/Weechasta Wuthpiwchukehbi, to create clear communication about these programs to the MCHS school community.
- Student use of Torch Time will continue to be monitored and ways to improve student use of this time will continue.
- Our connection to Jigsaw Learning has been very helpful in creating our robust CR process. We will continue to access this relationship as needed for facilitator support and to continue to provide professional development for teachers.

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Collaborative Response

How will we know?

It is important to gain information from a variety of data sources to measure the progress of this work and gather feedback for future improvements. The following tools will be used to gather information:

- Teacher Survey on Strategy Use from the Continuum of Supports (to be updated)
- Teacher Survey on Use and Satisfaction with the Collaborative Response Process
- Staff 1:1 Feedback
- Leadership Council Anecdotal Feedback
- MCHS Pass/Fail Rates by Course
- MCHS Torch Session Registration
- Assurance Measures Report - Access to Supports and Services (overall, student, parent, teacher)





Indigenous Education at MCHS

Indigenous Perspectives and Ways of Knowing

While MCHS is considering this PSD priority in the background of Belonging at Memorial and Collaborative Response, it is very much intertwined with both focus areas. As we engage in our belonging/equity and intervention work, supporting our Indigenous students comes to the forefront often.

Intended Progress for 2023-2024:

- In April of the 2022-2023 school year, a second Indigenous Graduation Coach (part-time) was hired with the intention of expanding post secondary and career counseling for Indigenous students. Procedures will continue to be established. It is hoped that an Indigenous post-secondary/career event will be offered.
- In semester two of 2022-2023, MCHS started a highly flexible program to support Indigenous students. In June, it was gifted the name *Iyiniw Kiskinwahamatowin/ Weechasta Wuthpiwchukehbi*, the room where people of all nations teach and learn. There are initial signs of success. The program will continue to be nurtured identifying successful strategies and barriers to address.
- Part of the Belonging at Memorial work in 2023-2024 is to increase student voice in related school activities. It is hoped that an Indigenous Youth Leadership group will emerge as a contributing group.
- In previous school years, MCHS has acknowledged the National Day for Truth and Reconciliation, Metis Week, the Awareness Day for Missing and Murdered Indigenous Women, Girls and Two Spirited Individuals and Indigenous Peoples Month. These acknowledgements will continue incorporating feedback for improvements.
- Grade 9 transition for students from Paul First Nation has been more extensive than from other feeder schools. We will continue with additional visits for these students incorporating feedback for improvements.
- MCHS takes the lead in the PSD Indigenous Cultural Graduation ceremony. We will continue to take this role incorporating feedback for improvements.





Wellness at MCHS

W Student and Workplace Wellness

Similarly the PSD priority of wellness of staff and students is very much intertwined with both the Belonging at Memorial and Collaborative Response work. As we envisage supporting students from diverse backgrounds, their wellness is a consideration. As well, as we intervene to support students to improve their success, their wellness is also a consideration. To support students in either way, the wellness of the staff will improve the outcomes.

Intended Progress for 2023-2024:

- In 2022-2023, MCHS joined the PSD Food Security initiative. The level of need that was uncovered was surprising as over 100 students each day were seeking nourishment. There are some anticipated changes to the grant structure that will pose challenges for next year. Nonetheless, it is a program that must be continued and refined.
- The Youth Mental Health Clinic - School Located which is part of the Westview Primary Care Network YMHC had a soft launch in the spring of 2023. As procedures have been optimized through the end of the school year, communication to MCHS families will ramp up regarding this new program.
- MCHS was part of the PSD pilot of the Student Orientation to School Questionnaire (SOS-Q) with a number of our grade 10 students participating. It provided information on student perceptions and abilities in a number of areas including peer relationships, self confidence, resilience, utility of school, and school/work. The initial data was made available at the end of the 2022-2023 school year. The data needs to be shared with the staff and a response plan put into place. The pilot will continue with further data collection.
- As noted, staff professional learning time will be devoted to emergent topics with wellness topics included to better understand current adolescent issues.
- Torch lessons have been used as a means of bringing wellness topics to students for the past two years and will continue with lessons being refined and new topics added.
- School support for student initiated spirit activities like the Club Fair, Bikeathon, Pancake Breakfast, etc. will continue.
- The staff social committee and administration will continue to regularly plan social events and fun activities for the staff throughout the year.





MCHS Professional Learning 2023-2024

Professional learning is a critical component of effective teaching. High school teachers must stay current in both the content they teach as well as the way they provide instruction in those topics. Industry and society change continually, requiring teachers to stay up to date. As well, the profession of education continually offers emerging strategies to support students through research and technology which teachers must also learn. Teaching is a profession of lifelong learning.

Torch Time Meeting Time

Torch time will continue to be time for teachers to engage in ongoing work related to improving instruction for students. They are divided up into two groupings for this weekly time, departments and collaborative response teams. Teachers will have one meeting during the week and during other Torch Time time slots teachers will be offering Torch Sessions to support students in their learning. Their meetings will go through a three week rotation throughout the year with approximately 10 meetings each.

Week One - Department Meeting

- Topics related to the specifics of their content area and curricular needs will be addressed by focusing on goals the department has created for itself for the year.

Week Two - Collaborative Response Meeting

- Interdisciplinary CR teams will meet with teachers addressing the learning needs of students in their classes and strategies to improve their learning.

Week Three - Curriculum and Pedagogy

- Teachers will meet in departments to engage in work to examine curricular outcomes to ensure they are providing students with multiple entry points, appropriate scaffolding and varied assessment formats.



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MCHS Professional Learning 2023-2024

Staff Development Days

Staff PD days offer longer blocks of time for professional learning and will be used for two purposes.

Support the Four Priority Areas

- Staff will engage in sessions related to particular components of our Development Plan. For example, we may learn about a particular aspect of Indigenous culture, improve our understanding of the experience of 2SLGBTQ+ students, or develop a scope and sequence of a particular aspect of curriculum.

Learn about Emergent Topics

- As noted our world is continually changing and some of those changes impact teaching high school students directly. Some topics MCHS teachers will be learning about on staff development days this year include using artificial intelligence and adolescent opioid use.





MCHS Development Plan Key Events

June	<ul style="list-style-type: none"> The Belonging at Memorial Action Plan framework is created during two staff sessions following exams. Staff volunteers for the Belonging at Memorial Staff Team are identified.
August	<ul style="list-style-type: none"> Staff begins adding details to the BAM Action Plan (Aug 30) Teachers participate in a refresher session on the Collaborative Response meeting process with a view to engaging in all meeting roles. This is accompanied by the Semester 1 Collaborative Response Rollout. (Aug 30) Teachers participate in a workshop from the Alberta Assessment Consortium to enhance knowledge and skills related to curriculum scaffolding, multiple entry points and varied assessment. (Aug 31)
September	<ul style="list-style-type: none"> Nutrition program is available for students upon school start. Westview PCN Youth Mental Health Clinic information is featured in the Memorial Memo for parents. BAM Staff Team meets and begins a work plan for the school year. Orange Shirt Day (Sep 29)
October	<ul style="list-style-type: none"> BAM Student Leadership Team is created and identifies priorities. Work to examine peer to peer relations for MCHS students begins. Non instructional day to advance the School Development Plan (Oct 6) School Development Plan baseline staff data collection. Pronouns Day (Oct 18)
November	<ul style="list-style-type: none"> MCHS Annual Results Review for 2022-23 due.
December	<ul style="list-style-type: none"> Non instructional day to advance the School Development Plan (Dec 22)



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MCHS Development Plan Key Events

January	<ul style="list-style-type: none">• Semester 2 Collaborative Response Rollout
February	<ul style="list-style-type: none">• Assurance Measures Surveys are completed by students, teachers and parents.• Non instructional day to advance the School Development Plan (Feb 16)• Pink Shirt Day (Feb 28)
March	<ul style="list-style-type: none">• Non instructional day to advance the School Development Plan (Mar 22)
April	
May	<ul style="list-style-type: none">• MCHS team to attend the Jigsaw Learning Annual Retreat• Red Dress Day - National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People (May 3)• Hats on for Mental Health (May 8)• Non instructional day to advance the School Development Plan (May 17)• School Development Plan summative staff data collection.
June	<ul style="list-style-type: none">• MCHS Pride Festival (TBD)• PSD Indigenous Graduation Ceremony (TBD)• School Development Plan summative student data collection.• School Development Plan for 2024-25 due.

