



**PARKLAND**  
SCHOOL DIVISION



# MEMORIAL COMPOSITE HIGH SCHOOL DEVELOPMENT PLAN 2024-2025

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*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 Stony Plain 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 for 75 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

1300+ Gr 10-12  
200+ identify as Indigenous  
Varied backgrounds  
Town, acreage, farming

## Leadership

Principal : Corey Haley  
Grade Administrators:  
Dianne Jewell  
James Coghill  
Marsie Fisk

## Programs

Diploma  
Knowledge & Employability  
Living, Working, Academic Skills  
Academic Achievement Center  
Indigenous Based Program

## Teaching Staff

55 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

As was the case last year, this will be a supporting area of focus for MCHS. Almost 20% of our student population identifies as Indigenous. The Belonging work in which we are engaged encompasses our Indigenous students as well as Truth and Reconciliation, so 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 engaged in much professional learning about the many components of diversity and equity education and will continue to translate that knowledge into action. While acknowledging the unique stories of racialized students, students from the 2SLGBTQ+ community, girls, and neurodivergent students, we will work to build a welcoming environment where all students feel like they belong.

## **P** Programming and Pedagogy

This will continue to be a key area of focus through the established Collaborative Response and intervention process in which MCHS has been engaged with for several years. Following up on last year, teachers will continue to move their learning from specific intervention strategies to how their pedagogy (the art and the science of teaching) supports all students.

## **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 equity and intervention has often landed in the realm of well-being for our students. Parkland School Division has engaged with Guarding Minds which has provided specific information on how MCHS staff can be supported in their wellness which will be unfolded throughout the year.



# Belonging at Memorial

## **E** Equity, Diversity, and Community

**Goal** - MCHS staff use their understanding of equity to address current inequities within the school while also engaging in efforts to create a collective community so that all students and staff feel they belong and are valued members of the MCHS school community.

### **Progress will be made by:**

- MCHS staff actively develop and promote school culture initiatives to promote equity, appreciation for diversity, and increase our students' sense of belonging. MCHS staff continue their personal and collective professional learning to gain knowledge and skills to support the initiatives that are created to reduce inequalities.
- MCHS staff members actively engage 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 three years. 2024-2025 will be the fourth year with this focus. MCHS staff has engaged in professional learning regarding diversity and inclusion which was the primary work for the first two years and has more recently been to start translating 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 diversity groups and targeted academic intervention for Indigenous students.
- Representation of diverse groups within the school is shown with the hanging of Treaty 6 flags in each classroom, a pride flag in the common area and other areas of the school, and the "Community Spirit" mural.
- Students are aware of the focus on diversity and equity. They believe and appreciate that the staff is trying to move this work forward. There has been a notable positive change in students expecting instances of inequity to be addressed.
- 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?

- As the unique stories of marginalized groups of students are now better understood, a focus on creating belonging for the entire student and staff community will emerge acknowledging that there may be differences for particular groups of students. Belonging isn't always equal.
- When reviewing recent feedback, it seemed that there may not have been awareness of special accomplishments and the general good news around MCHS. A focus on creating a "culture of celebration" via existing and perhaps adapting communication tools (newsletter, social media, etc.) would contribute to a culture of belonging as we can take pride in the good things happening at Memorial.
- As we move into a third year of Torch lessons, a review of topics and lessons to refresh some lessons and to address some of the topics that have come up in Belonging Feedback would be beneficial.

## How will we get there?

- Student voice is included and increased to guide the Belonging at Memorial work.
- The existing strategies to support equity and inclusion continue and are enhanced/increased with coordination.
- Staff members continue to take individual concrete steps in creating a more inclusive and equitable environment at MCHS and continue their professional learning related to diversity, equity and inclusion.



## How will we know?

It is important to gain both objective and subjective data to measure the progress of this work and gather feedback for future improvements. The following tools will be used to gather information:

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





# Collaborative Response



## Programming and Pedagogy

**Goal** - MCHS staff design, deliver and share research-informed, effective and responsive teaching practices to promote student achievement.

**Progress will be made by:**

- Engaging in a staff wide “refresh” of the collaborative response process.
- Giving teachers more freedom to schedule Torch sessions to coincide with key learning activities in their classes.
- Improving pedagogy to support all students in their learning.
- Investigating a software change for collaborative team meetings.

## Where are we now?

- Collaborative Response is work that has been a staple at Memorial for several years now and has become how we do business in terms of providing intervention to support student learning and teacher collaboration and professional learning.
- 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 [MCHS Continuum of Supports](#) guides teacher practice. Each year teacher use of strategies listed has increased throughout the year.
- [Torch Time](#), a daily 40 minute flex time at the end of the day, is a beneficial tool for teachers to support students who need it to improve their performance. A 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?

- It has been three years since the staff has engaged in collective training regarding the collaborative response process. Each year teachers new to the MCHS staff have attended a one day session. In that time frame, Jigsaw Learning has adjusted some of the details of the collaborative response process. While we have been increasing understanding of the CR process, that understanding has become somewhat disparate and needs to be coalesced.
- Last year the roles that teachers within the CR meeting began to be rotated through the team members with a particular focus on the facilitator role being shared. While there was some initial hesitation for some, teachers took their turn and were successful as facilitators increasing capacity for collaborative team meetings.
- With the solid understanding of intervention in place, last year the staff moved some of their professional learning toward pedagogy. The goal was to connect improved instruction to Tier 1 supports that all students receive at MCHS. Departments embraced this work with most choosing assessment related topics. Teachers wish to continue what they have started.
- After a major update to the Continuum of Supports that was in use last year, a year end review took place with suggestions offered for tweaks for improvement.
- While Torch Time has continued to evolve with more targeted sessions offered by teachers and courses actually being delivered, student use is waning and should be examined and addressed.
- 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.

## How will we get there?

- Jigsaw Learning has been booked for the September PD Day to re-engage and re-energize the staff on the purpose of collaborative response and the details that will support their intervention work with students.
- In addition, Jigsaw Learning will review the roles of the team members during a collaborative meeting to reinforce the common understanding so that as the roles rotate, team members can support each other to keep meetings running smoothly.
- In the Torch Time meeting rotation, department time to work on pedagogy has been scheduled. Departments will identify their topics and intended outcomes in the fall and report on them later in the year.
- Feedback from last spring regarding the updated Continuum of Supports will be reviewed and minor adjustments made.
- Student use of Torch Time will continue to be monitored and ways to improve student use of this time will continue.
- Seek an appropriate software solution for collaborative team meetings.

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# Collaborative Response

## How will we know?

It is important to gain both objective and subjective data 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
- Teacher Survey on Use and Satisfaction with the Collaborative Response Process
- 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 alongside 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 2024-2025:

- The Indigenous Based Program is a highly flexible program to support Indigenous students completing its first full year last year. It was gifted the name Iyiniw Kiskinwahamatowin/ Weechasta Wuthpiwchukehbi, “the room where people of all nations teach and learn”. It has proven successful by supporting students both socially and academically and will continue to be nurtured identifying successful strategies and barriers to address. Though this program is available to all Indigenous students, it is used primarily by students from Paul First Nation.
- To support our Metis and other First Nation students, the Indigenous Graduation Coach roles have been reorganized with a view to the teacher in the second position offering graduation tracking and post-secondary information for those students not participating in the Indigenous Based Program.
- 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 Paul First Nation 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



## 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. And as we intervene to support students, their wellness is also a consideration. To support students in either way, the wellness of the staff will improve the outcomes.

### Intended Progress for 2024-2025:

- The Nutrition program area will be renovated over the summer to centralize supplies and improve access for students. That space will need to be organized and opened.
- The Student Leadership class will undergo some changes and updates with a new teacher bringing fresh ideas to Leadership students and their support of the MCHS student community.
- In the spring of 2024, Parkland School Division undertook a staff wellness survey. MCHS had a good response rate and the school's results are in line with the Division's. The MCHS staff, like much of the education sector, is struggling. Leadership Council has examined the survey results and identified the factors over which they had influence to create a support plan for department teams and the staff as a whole. This will include strategies for recognition and reward, psychological competencies, and workload management.
- 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, Bike-a-thon, Pancake Breakfast, etc. will continue.
- As noted, staff professional learning time will be devoted to emergent topics with wellness topics included to better understand current adolescent issues.
- 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 2024-2025

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 (pedagogy). 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 be time for teachers to engage in ongoing work related to improving instruction for students. They are divided up into two groupings for this 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 meeting 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**

- 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 2024-2025

## 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 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. A topic MCHS teachers will be learning about on staff development days this year will include using artificial intelligence to improve instruction and guide students in the appropriate use of AI.





# MCHS Development Plan Key Events

August	<ul style="list-style-type: none"> <li>Semester 1 Collaborative Response Rollout. (Aug 26)</li> </ul>
September	<ul style="list-style-type: none"> <li>Non instructional day to advance the School Development Plan (Sep 20)</li> <li>Orange Shirt Day &amp; Truth &amp; Reconciliation Assembly (Sep 27)</li> </ul>
October	<ul style="list-style-type: none"> <li>Non instructional day to advance the School Development Plan (Oct 11)</li> <li>School Development Plan baseline staff data collection.</li> <li>International Pronouns Day (Oct 16)</li> </ul>
November	<ul style="list-style-type: none"> <li>Non instructional day to advance the School Development Plan (Nov 8)</li> <li>MCHS Annual Results Review for 2023-24 due.</li> </ul>
December	
January	<ul style="list-style-type: none"> <li>Non instructional day to advance the School Development Plan (Jan 31)</li> <li>Semester 2 Collaborative Response Rollout</li> </ul>
February	<ul style="list-style-type: none"> <li>Assurance Measures Surveys are completed by students, teachers and parents.</li> <li>Non instructional day to advance the School Development Plan (Feb 14)</li> <li>Pink Shirt Day (Feb 26)</li> </ul>
March	<ul style="list-style-type: none"> <li>Non instructional day to advance the School Development Plan (Mar 28)</li> </ul>
April	
May	<ul style="list-style-type: none"> <li>Red Dress Day - National Day of Awareness for Missing and Murdered Indigenous Women, Girls and Two-Spirit People (May 5)</li> <li>Hats on for Mental Health (TBD)</li> <li>Non instructional day to advance the School Development Plan (May 16)</li> <li>School Development Plan summative staff data collection.</li> </ul>
June	<ul style="list-style-type: none"> <li>MCHS Pride Festival (TBD)</li> <li>PSD Indigenous Graduation Ceremony (Jun 4)</li> <li>School Development Plan summative student data collection.</li> <li>School Development Plan for 2025-26 due.</li> </ul>