



PARKLAND
SCHOOL DIVISION



MEMORIAL COMPOSITE HIGH SCHOOL DEVELOPMENT PLAN 2025-2026

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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 6-8	Belonging at Memorial
Page 9-11	Academic Success
Page 12-14	Advancing Indigenous Success at MCHS
Page 15	MCHS Professional Learning 2025-2026

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

1350+ Gr 10-12
200+ identify as Indigenous
Varied backgrounds
Town, acreage, farming

Leadership

Principal : Corey Haley
Grade Administrators:
James Coghill
Dianne Jewell
Lynn Lang

Programs

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

Teaching Staff

60 Teachers
3 Counselors
2 Indigenous Graduation Coaches

Support Staff

11 Educational Assistants
8 Office Staff
1 Library Tech
1 AAC Coordinator
1 School Resource Officer
1 School Psychologist



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

Outcome 1 - Students and Staff Demonstrate Success

PSD emphasizes strong literacy and numeracy, personalized learning, and high-quality instruction. Data-driven strategies, small-group interventions, and innovative tools like AI support student growth. Diverse and purposeful learning opportunities—including French Immersion—help students exceed academic standards and prepare for future success.

Outcome 2 - Students and Staff Demonstrate Well-Being

Well-being is foundational to learning in PSD. Schools integrate social-emotional learning, promote healthy choices, and create caring environments. Supports like counselling, staff wellness tools, and structured interventions aim to boost student engagement, safety, and resilience.

Outcome 3 - First Nations, Métis and Inuit Students are Successful

PSD supports Indigenous student success by embedding Indigenous knowledge and fostering strong community connections. Staff build foundational cultural understanding and partner with Elders to deliver inclusive, respectful learning that improves engagement and achievement.

Outcome 4 - Students and Staff Build Community, Promote Equity, and Foster Belonging

Inclusive communities are central to PSD's vision. Staff and students work to recognize diverse perspectives, celebrate achievements, and remove systemic barriers. Professional learning, student voice, and culturally responsive practices strengthen belonging and equity.





Belonging at Memorial

PSD Outcome 2 - Students and Staff Demonstrate Well-Being

PSD Outcome 4 - Students and Staff Build Community, Promote Equity, and Foster Belonging

Goal - MCHS staff will intentionally teach Social and Emotional Learning (SEL) outcomes to support students in developing the self-awareness, emotional regulation, and relational skills needed to thrive in diverse communities. Through explicit instruction and inclusive practices, students will strengthen their capacity for empathy, respectful dialogue, and collaboration—building a school culture where all individuals feel seen, valued, and a sense of belonging.

Progress will be made by:

- Embedding SEL into school culture initiatives that also reflect equity, diversity, and belonging, ensuring that students see themselves represented and supported in the emotional and social aspects of school life.
- Delivering intentional instruction on social-emotional competencies (e.g., self-awareness, self-regulation, relationship skills, responsible decision-making) through Torch Time, classroom practice, and co-curricular programming.
- Continuing individual and collective professional learning focused on both SEL frameworks and equity-informed teaching, so that staff are equipped to meet diverse student needs with empathy, skill, and confidence.
- Applying anti-bias and inclusive practices in daily interactions, instruction, and discipline, supported by structured PD and reflection opportunities throughout the year.
- Using student voice and feedback to shape initiatives, curriculum, and celebrations that reinforce a culture of care, safety, and belonging for all members of the school community.

Where are we now?

- Belonging at Memorial has been a multi-year focus; staff have engaged in ongoing professional learning about diversity, equity, and inclusion.
- Students report increased awareness and expectation that inequities will be addressed; many from equity-seeking groups have actively participated in surveys and feedback sessions.
- MCHS has established structures such as Torch Time, student diversity groups, and awareness events that promote inclusive culture and student support.
- Weekly land acknowledgements, classroom displays (e.g., Treaty 6 and Pride flags), and visual storytelling (e.g., Community Spirit mural) reflect a commitment to visibility and representation.
- Torch Time lessons have included topics on wellness and identity, but content and sequencing could benefit from refresh and deeper alignment with SEL outcomes.
- Staff have expressed interest in more structured tools and professional support to teach social-emotional and interpersonal skills effectively.
- Student feedback indicates a desire for more direct instruction on managing emotions, navigating relationships, and fostering respectful dialogue.
- Existing data (e.g., Assurance Measures Report, student focus groups) highlight belonging and peer respect as areas needing further growth, particularly in upper grades.
- Staff are aware of the connection between wellness, equity, and instructional success, but SEL is not yet taught as a defined set of skills across all classrooms.



Belonging at Memorial

Where are we going?

- MCHS will develop and implement a structured scope and sequence for Social and Emotional Learning that provides consistent, intentional instruction across grade levels, especially through Torch Time.
- SEL instruction will be closely linked with equity and inclusion, helping students explore identity, bias, empathy, and relationship-building in ways that reflect diverse lived experiences.
- The school will design and refine SEL lessons, using student feedback and existing school culture initiatives to ensure relevance and impact.
- A “culture of connection and celebration” will be fostered by highlighting student voices, recognizing both individual and group achievements, and embedding culturally responsive practices into school communications and events.
- Student-led and staff-supported initiatives—such as focus groups, diversity clubs, and peer mentoring—will expand leadership opportunities and deepen belonging among underrepresented student groups.
- The school will explore how to align SEL and belonging strategies with discipline, assessment, and academic interventions to ensure a whole-school approach that supports the success of every learner.

How will we get there?

- A Social and Emotional Learning (SEL) scope and sequence will be developed and implemented across all grade levels, with Torch Lessons serving as the primary structure for delivery of these lessons.
- A teacher working group will be established to co-design and curate SEL content that reflects the diverse identities and lived experiences of MCHS students, ensuring lessons are inclusive, relevant, and strengths-based.
- Staff professional learning will focus on culturally responsive SEL instruction, trauma-informed practice, and strategies for embedding empathy, identity, and regulation into day-to-day teaching.
- A school psychologist will be hired to provide targeted and individualized counselling support for students experiencing emotional, behavioural, or social challenges—strengthening the school’s capacity to respond effectively to student needs.
- Student voice opportunities (e.g., surveys, focus groups, leadership councils) will be expanded and integrated into planning and evaluation processes for SEL, wellness initiatives, and school-wide programming.
- A coordinated calendar of events and awareness campaigns will align SEL themes with key cultural and wellness dates (e.g., Pink Shirt Day, Pride, Indigenous Peoples Month), reinforcing shared values and inclusive practices.



Belonging at Memorial

- MCHS will work collaboratively with Student Services, Indigenous Education, and Wellness teams to ensure that SEL instruction and related supports are well-resourced, trauma-informed, and equity-driven.
- School-wide communications (newsletters, social media, announcements) will be used to reinforce SEL themes, highlight student successes, and build a culture of connection, celebration, and care.

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 and staff surveys (e.g., “Belonging at Memorial,” Assurance Measures) will show improvement in indicators related to emotional safety, relationships, sense of belonging, and support systems.
- Student focus groups and leadership council feedback will be used to assess the relevance and impact of SEL lessons, counselling services, and school-wide initiatives promoting connection and inclusion.
- Tracking of Torch Time participation and SEL lesson delivery will help ensure consistent implementation across grades and identify areas for refinement.
- Staff feedback and self-assessments will demonstrate increased confidence in teaching SEL, fostering inclusive classrooms, and responding to students’ social-emotional needs.
- Usage data from counselling services, including the number of students supported, referral patterns, and types of issues addressed, will be reviewed regularly to evaluate the impact of the new psychologist role.
- Behavioral and engagement data—such as reductions in peer conflict referrals and increases in student leadership participation—will be used as indicators of improved social-emotional competency and climate.
- School artifacts and participation data (e.g., events, celebrations, awareness campaigns) will reflect increased student engagement and greater representation of diverse voices and experiences.
- Teacher collaboration evidence, such as co-created SEL resources or reflections in CR and department meetings, will demonstrate a culture of shared responsibility for student well-being.





Academic Success

PSD Outcome 1 - Students and Staff Demonstrate Success

Goal - At MCHS, each department will engage in an academic inquiry cycle focused on improving student achievement in an area of discipline-specific need. Guided by Lead Teachers, departments will use data, professional experience, and student voice to identify a relevant learning focus, then collaboratively design and implement an instructional improvement plan. Through professional development, structured planning, and shared reflection, this process will deepen instructional practice and support meaningful growth in student learning outcomes.

Progress will be made by:

- Empowering departments to identify discipline-specific areas of academic need through collaborative analysis of student data and lived experience.
- Engaging in structured academic inquiry cycles, where departments move through a process of goal setting, strategy development, implementation, and reflection to improve student outcomes.
- Providing designated Lead Teachers with training, tools, and collaborative planning time to support departmental planning, implementation, and progress monitoring.
- Allocating regular professional learning time (e.g., Torch Time, PD Days) to allow departments to collaborate on their plans, analyze impact, and refine strategies.
- Developing shared templates and planning tools to bring consistency and coherence to department planning while still allowing flexibility to meet diverse subject-area needs.
- Promoting professional learning communities within and across departments by encouraging staff to share progress, challenges, and instructional strategies.
- Embedding this process within Memorial's broader instructional improvement culture, using elements of Collaborative Response and staff-led innovation to build a unified focus on student success.

Where are we now?

- Memorial has a strong foundation in Collaborative Response, with teachers regularly engaging in structured conversations around student learning and support strategies.
- Department-based professional learning has traditionally focused on curriculum implementation and assessment practices, with growing interest in data-informed instructional design.
- Lead Teacher roles are well established at MCHS, with a clear structure, defined responsibilities, and built-in leadership development through Leadership Council.
- Some departments have begun exploring discipline-specific student needs (e.g., reading comprehension in Social Studies, exam writing in Science), but inquiry cycles have not been formalized or consistently applied across all subject areas.



Academic Success

- Staff have expressed interest in having greater autonomy to pursue meaningful, student-centered improvements within their subject expertise while also being supported with structure and collaboration.
- Existing PD structures, such as Torch Time and Leadership Council, provide a natural entry point for sustained departmental inquiry and capacity-building.

Where are we going?

- Each department at MCHS will identify and pursue a clearly defined academic focus area for the year, grounded in data, professional judgment, and student experience, and supported by a written rationale submitted to school administration.
- Departments will engage in a structured academic inquiry cycle that includes identifying an area of need, developing a theory of action, designing a targeted instructional plan, implementing strategies, and gathering evidence of student growth.
- Lead Teachers will facilitate the development and ongoing implementation of these plans, ensuring alignment with both departmental goals and the broader vision of PSD Outcome 1.
- Professional learning time will be used strategically and flexibly to support department teams in collaborative planning, analysis, and refinement of practice.
- The school will provide ongoing leadership development for Lead Teachers through Leadership Council, including access to current research, collaborative planning tools, and guest experts focused on instructional improvement.
- Departments will be expected to share their learning, strategies, and impact with staff periodically throughout the year, supporting a culture of shared professional learning and innovation.
- While the structure will draw from elements of Collaborative Response, departments will have the flexibility to adopt other inquiry-based frameworks as appropriate to their context and goals.

How will we get there?

- Each department will submit a proposed area of focus for their inquiry cycle, including a rationale informed by data (e.g., achievement results, observational evidence, student feedback) and professional experience. Proposals will be reviewed and approved by school administration.
- Departments will collaboratively develop a detailed action plan outlining their inquiry focus, instructional strategies, timeline, and methods for gathering evidence of student learning.
- Lead Teachers will facilitate this process, using common planning templates and guiding questions to support collaboration, reflection, and goal alignment.
- A shared template and progress monitoring tool will be introduced to help departments document and evaluate the impact of their instructional strategies throughout the year.
- Professional development for Lead Teachers will be embedded into Leadership Council meetings, featuring structured learning on instructional leadership, data-informed decision-making, facilitation skills, and relevant research.



Academic Success

- Departments will be supported during designated Torch Time to collaborate, implement strategies, and reflect on student progress as part of the inquiry process.
- Opportunities will be created for departments to share their learning at staff meetings or professional learning days, promoting cross-curricular insights and a shared commitment to improving student achievement.
- School leadership will work to intentionally link inquiry findings to future PD planning, resource allocation, and instructional supports to ensure sustainability and ongoing improvement.

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:

- Each department's action plan will include specific success criteria and measures of student growth, tailored to the learning focus and types of evidence appropriate to the subject area (e.g., common assessments, observation data, student work samples, engagement metrics).
- Progress check-ins will occur at key intervals (e.g., mid-year and spring), with Lead Teachers facilitating reflection and documentation of what is working, what needs adjustment, and what impact is being seen in student learning.
- Lead Teacher reflections and Leadership Council feedback will provide insight into the effectiveness of the planning process, the support provided, and barriers encountered during implementation.
- Shared templates and progress monitoring tools will support consistency and help school leadership track alignment across departments and identify emerging trends or needs.
- Staff presentations and department share-outs will allow the school to gather qualitative evidence of improved collaboration, instructional innovation, and shared ownership of student outcomes.
- Student achievement data (e.g., course pass rates, improvement in targeted skills, standardized assessments) will be reviewed in relation to departmental focus areas to assess alignment and growth.
- Teacher feedback surveys will be used to evaluate the usefulness of the inquiry cycle structure, PD supports, and perceived impact on instructional practice and student learning.





Advancing Indigenous Student Success at MCHS

PSD Outcome 3: Indigenous Student Success

At MCHS, we are committed to improving both the academic outcomes and school experiences of Indigenous students by deepening relationships, strengthening cultural identity, and removing barriers to success. Through the addition of a full-time First Nations, Métis, and Inuit Liaison and the formation of an Indigenous Student Advisory Council, we will enhance targeted supports, increase student voice, and create stronger connections between school, community, and culture. Our work will blend academic achievement strategies with meaningful cultural learning and be rooted in the principles of reconciliation, respect, and relationality.

Where are we now?

- MCHS has made significant strides in building awareness of Indigenous histories, cultures, and perspectives through school-wide events, classroom learning, and visual representation (e.g., Indigenous Graduation, Treaty 6 flags, land acknowledgments, student art).
- The school currently benefits from the support of two Indigenous Graduation Coaches who build connections, track progress, and support post-secondary planning for Indigenous students.
- Indigenous student achievement data continues to show a gap, particularly in credit accumulation and course completion, prompting a need for more targeted and relational academic supports.
- Relationships with Paul First Nation and other Indigenous communities are ongoing; there is shared interest in strengthening collaboration and responsiveness to student needs.
- While individual students have shared feedback informally, there is no formal structure in place to gather sustained student voice or community perspective to guide programming and decision-making.
- MCHS staff continue to engage in professional learning about truth and reconciliation, but there is growing recognition that this work must be paired with deeper academic support structures and direct student engagement.

Where are we going?

- MCHS will increase the total number of credits earned by Indigenous students by at least 5% over the 2024–2025 school year baseline, as one indicator of improved academic success and engagement.
- A full-time First Nations, Métis, and Inuit Liaison will join the school team to provide targeted, relationship-based support for Indigenous students and work collaboratively with Indigenous Graduation Coaches to coordinate academic, cultural, and community-focused services.



Advancing Indigenous Student Success at MCHS

- An Indigenous Student Advisory Council will be formed in Fall 2025, meeting every six weeks to provide guidance on school initiatives, share lived experiences, and co-create solutions that promote a stronger sense of belonging and voice within the school.
- The Advisory Council may expand over time to include Elders, parents, and community members, creating a sustainable structure for Indigenous community engagement and collaboration.
- The Indigenous-Based Program classroom will offer academic coaching and credit recovery supports, tailored to meet the specific needs of Indigenous students in a welcoming and culturally responsive space.
- School-wide cultural learning opportunities (e.g., Orange Shirt Day, guest speakers, land-based learning) will continue and evolve, ensuring all students and staff deepen their understanding of Indigenous histories, worldviews, and ways of knowing.
- MCHS will seek to strengthen its relationship with Paul First Nation, inviting continued collaboration and feedback to better support Paul First Nation students and families.

Progress Will Be Made By

- Hiring a full-time First Nations, Métis, and Inuit Liaison to build strong, trusting relationships with Indigenous students, families, and community partners, while providing direct academic and social-emotional support.
- Collaborating with Indigenous Graduation Coaches to identify students requiring additional support and coordinate interventions focused on engagement, attendance, and credit accumulation.
- Establishing and supporting an Indigenous Student Advisory Council, beginning with student membership and expanding to include Elders, parents, and community voices to help guide school planning and cultural programming.
- Providing academic coaching and credit recovery opportunities through the Indigenous-Based Program classroom, with flexible, culturally responsive support tailored to student needs.
- Continuing cultural learning opportunities for all students and staff, including events, speakers, and initiatives that centre Indigenous voices, experiences, and knowledge systems.
- Monitoring credit accumulation among Indigenous students as a key indicator of academic progress, supported by both formal data review and qualitative student feedback.
- Intentionally deepening the school's relationship with Paul First Nation, through invitations to collaborate, feedback loops, and involvement in school activities and planning.

How Will We Get There?

- The newly hired FNMI Liaison will begin the school year by building relationships with Indigenous students and families, collaborating with Graduation Coaches to identify strengths, needs, and supports required for academic success.



Advancing Indigenous Student Success at MCHS

- The FNMI Liaison will work with school leadership to launch the Indigenous Student Advisory Council early in the school year, with clear terms of reference, regular meeting times, and a focus on elevating student voice and guiding school improvement efforts.
- The Advisory Council will provide input into school initiatives, cultural events, and student supports, with its membership expanding over time to include Elders, parents, and community members.
- The Indigenous-Based Program classroom will serve as a hub for academic coaching and connection, providing credit recovery support, quiet workspace, cultural resources, and check-ins tailored to student needs.
- School-wide cultural programming will be sustained and deepened, including Orange Shirt Day, National Indigenous Peoples Day, land-based learning opportunities, and collaboration with local Indigenous knowledge keepers and facilitators.
- MCHS will intentionally reach out to Paul First Nation leadership and families, building relational trust and seeking guidance on ways to better support students and build a stronger school-community partnership.
- Credit accumulation and student feedback will be reviewed regularly by school leadership and support teams, allowing for timely interventions, celebrations, and course corrections throughout the year.

How Will We Know?

- Total credits earned by Indigenous students will be tracked and compared to the previous school year, with a target of at least a 5% increase, indicating improved engagement and academic success.
- The FNMI Liaison and Graduation Coaches will maintain tracking logs and progress notes to monitor supports provided, student connections, and follow-through on academic plans.
- The Indigenous Student Advisory Council will meet every six weeks, with meeting notes and recommendations informing school planning, event design, and student support strategies.
- Student feedback, gathered through the Advisory Council, informal check-ins, and year-end reflection activities, will provide insight into student sense of belonging, cultural safety, and academic confidence.
- Participation in cultural learning activities will be monitored and celebrated, with increased student leadership and voice reflected in the design and delivery of events.
- Staff reflection and feedback (e.g., through PD debriefs or year-end surveys) will help assess growth in knowledge, cultural responsiveness, and comfort working with Indigenous content and learners.
- The school will maintain ongoing communication with Paul First Nation, gathering informal feedback and pursuing collaboration opportunities to strengthen the partnership and better support community-connected students.



MCHS Professional Learning - 2025-2026

Professional learning at Memorial Composite High School will be strategically aligned with the three school goals: (1) Social-Emotional Learning and Belonging, (2) Academic Inquiry Cycles by Department, and (3) Indigenous Student Success. Staff learning will be supported through a combination of embedded structures, site-directed professional development days, and leadership support.

- **Department meetings** will occur every three weeks during Torch Time on a rotating basis, with one-third of departments meeting each week. These sessions will serve a dual purpose: advancing department-specific academic inquiry work and attending to operational or curricular needs. The balance of focus will be determined collaboratively within departments and facilitated by Lead Teachers.
- **Site-directed PD Days** will include structured time for three key areas: school-wide professional learning tied to SEL and Indigenous Education goals, staff meetings to align operations and initiatives, and designated blocks for departments to advance their inquiry work.
- **Lead Teachers**, who receive additional prep time and participate in regular Leadership Council meetings, will be supported in their facilitation roles through targeted PD, resources, and planning time. They are responsible for guiding their department's academic inquiry planning and monitoring progress.
- **Division-level consultants and supports** will be available to departments and Lead Teachers as needed, depending on their area of focus (e.g., literacy, numeracy, Indigenous education, assessment).
- **Staff-wide PD sessions** will focus on the development and implementation of high-quality SEL instruction, equity-informed practices, culturally responsive pedagogy, and strategies to support the success of Indigenous learners.
- **Professional learning** will be collaborative, responsive to staff needs, and rooted in evidence-based practices, with an emphasis on improving instructional strategies and student outcomes across subject areas and demographics.