



Lawrence
Grassi
Middle School

LGMS Education Plan 2021-2025



Overview

1. Vision, Mission, Motto
2. School Profile
3. Program Offerings
4. Priority: Health and Wellness
5. Priority: Engaged Learning
6. Priority: Student Supports

The five domains and colour codes for CRPS' "Inspiring Hearts and Minds" are:

Student growth and achievement

Teaching and Leading

Learning Supports

Governance

Local and Societal Context



inspiring hearts  minds





Lawrence
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Middle School

Vision, Mission, Motto

Vision: To inspire hearts and minds of our students to empower them to be their finest, today and tomorrow.

Mission: Lawrence Grassi Middle School is a safe and caring school situated in the **HEART** of the mountains. We aim to maximize individual learning for life as we strive for the **PEAKS**. Each year, our students reflect the inspiration of Lawrence Grassi by striving to reach the peaks of excellence not only academically and physically but also socially and emotionally in their ongoing quest for success.

HEART =

- Honesty
- Effort
- Attitude
- Respect
- Teamwork

PEAKS =

- Potential
- Empathy
- Acceptance
- Knowledge
- Success



Motto: “REACH FOR THE PEAKS - ATTEINDRE LES SOMMETS”

School Profile

LGMS is a dual-program middle school for Grade 4 to 8 students with instruction in English or in French Immersion. The current building was opened in 2008 and is located in the heart of Canmore, Alberta in the beautiful Bow Valley. We are a school in the Canadian Rockies School Division and students come to LGMS from Elizabeth Rummel School (Gr 4) and Alpenglow School (Gr 7) and transition to Canmore Collegiate High School (Gr 9).

- Student enrollment: 437 (May 2021)
- Indigenous students: 3% (14- May 2021)
- ELL students: 5% (21- May 2021)
- Coded students: 8% (35-May 2021)





School Profile

➤ **Our Staff Demographics:**

- Administrators 1.5
- Homeroom Teachers 20 (12 English, 6 French Immersion, 1 At-home-learning)
- Learning Support Teachers 1.5
- Music Teacher 1.0
 - Physical Education Teacher 1.0
- Counsellor 1.0
- Admin Assistants 1.5
- Librarian Technician 0.6
- Educational Assistants 6
- Custodial Support 2





**Lawrence
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Middle School

Program Offerings

Academic Programs

Grade 4-6: Math, Science, Social Studies, PE, Health, French Language Arts (French Immersion students) and English Language Arts (all students), French as a Second Language (FSL), Music, Art

Grade 7-8: Math, Science, Social Studies, PE, Health, French Language Arts (French Immersion students) and English Language Arts (all students)

Grade 7-8: Complementary CTF and Fine Arts Courses for all students: Band, Foods, Outdoor Education, Art, Construction, Multimedia, Makerspace, Photography

Wellness and Mental Health Programs

Our Right From the Start (RFTS) Success Coach and our School Counsellor support programing and intervention



Program Offerings

Extra-curricular opportunities:

We offer many clubs and focus on various opportunities for our students to be active, and to foster wellness and a sense of belonging and citizenship. In a regular school year we have asked students for their input into the clubs and activities they would like to participate in. These include:

Writer's Workshop, Science Fair, Gr 7 & 8 Development Sport Teams (Basketball, Volleyball, Cross-Country Running, Track and Field), Chess, Art, We Day, Dragons and Dungeons, Drama, Student Market, Diversity Alliance, Courageous Climbers, Guitar Club, Dance Club, Trivia, Library Club, Board Games Club, Juggling, Bells Choir, Knitting, Running, Student Council





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PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Continue the implementation of AP271, Healthy School Communities, to support active living and healthy eating

School Actions:

1. Actively promote and implement the food rating system outlined in the [Alberta Nutrition Guidelines of Children and Youth](#) (2012) on all occasions involving food and incorporate information and resources into monthly newsletters to parents.
2. Improve quality of DPA by providing staff professional development on all professional development afternoons.
3. Acquire a community partnership to rejuvenate the use of the school garden so that students have opportunities to participate in sustainable food practices including growing produce and introduce school-wide composting scheme.



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PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Provide student mental health support within a continuum of supports model that addresses students' sense of belonging, anxiety, depression, and self-esteem

School Actions:

1. Implement the use of the Restorative Process consistently in all classrooms in order to provide the opportunity for students to reflect upon, learn from and become more aware of self-regulation in relation to belonging and self esteem.
2. Seek out and develop opportunities for student voice to occur regularly by establishing a student council.
3. Re-imagine the first week of school annually in order to establish a sense of belonging to the whole school and implement a number of whole school activities throughout the year.



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PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect

School Actions:

1. Establish a peer mentorship system for all Grade 8 students to actively mentor Grade 4 students at transition and during the school year to also support students with peer conflict.
2. Promote the use of Stoney language daily greetings and expressions in all classrooms, visually around the school and during morning announcements by connecting with Stoney Elders for guidance.
3. With purpose, teach about and find occasions to celebrate all Albertans regardless of ethnic background, religious beliefs, gender identity and nationality so that all students see themselves in our curriculum and in our school events.

PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Performance Measures:

- (CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.
- (CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.
- (CRPS) Percentage of students who experience anxiety and/or depression.
- (CRPS) Percentage of students who feel that their learning environment is inclusive.
- (AbEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Strategy: Develop K-12 students' core *competencies* for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

School Actions:

1. Collaboration between teachers to design worthwhile learning during school based PL to increase focus on opportunities for students to develop critical thinking skills and to be innovative thinkers in order to increase students reporting they are interested in their work.
2. Each homeroom to undertake a project of service to the community within the year.
3. Redesign CTF courses that provide all students an opportunity to experience a wide preparation for their pursuits after high school and incorporate more links to the world of work by utilising expertise in the community.

PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Performance Measures:

- (CRPS) Percentage of students who find their learning interesting and relevant.
- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.
- (CRPS) Percentage of students who state that student voice counts in their school.
- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.
- (AbEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (AbEd) Citizenship: The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.
- (AbEd) Provincial achievement test results.



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PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009)

School Actions:

1. Implement mentorship opportunities with a focus on formative assessment and/or worthwhile work for teachers.
2. Create a structure for evidence informed collaboration between teachers and leaders, beginning with TPGP meetings to set goals and implementing NEIL rounds throughout the year for mentorship in formative assessment practices.



PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Target First Nations, Métis and Inuit student growth and success from K-12, using multiple methods, to close the achievement gap.

School Actions:

1. Establish an effective communication system with First Nations, Métis and Inuit parents and community.
2. During RTI and LST meetings discuss the growth, success and challenges of our First Nations, Métis and Inuit students and plan for appropriate level intervention.
3. Teachers will identify the opportunities for all students to develop a knowledge and understanding of and respect for First Nations, Métis and Inuit in their long range and weekly plans. ([TQS competency #5](#))



PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals;

School Actions:

1. Develop grade specific reflection templates and exemplars which utilizes a common language that that enables students, as they progress through the grades to develop the ability to self reflect on their growth, successes and challenges.
2. Designated school wide 'Full Day Friday Reflection' time for students to reflect on their week's learning and set individual goals for the weeks ahead.

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- (CRPS) Percentage of teachers who indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth
- (CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning
- (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn
- (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis and Inuit peoples.
- (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis and Inuit people in school.
- (AbEd) Provincial achievement test results for students/First Nations, Métis and Inuit students
- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (AbEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- (AbEd) Parental Involvement: The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.



PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Strategy: Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model

School Actions:

1. Incorporate the use of MIPI standardised numeracy assessment at the beginning of the year to inform priorities for numeracy sequencing and interventions within the classroom (Year 2)
2. All teachers to use Fountas and Pinnell as a benchmark reading assessment twice per year (Fall/Spring) and to inform Tier 2 in the classroom and Tier 3 intervention where required.
3. Prioritise Learning Support Teachers' assignments to include co-teaching and coaching to support interventions.

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Performance Measures:

- (CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process
- (CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics (4-6)
- (CRPS) Percentage of students who enter their grade with foundational literacy skills
- (CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 2)
- (AbEd) Provincial achievement test results for students/First Nations, Métis and Inuit students
- (AbEd) Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.

Annual Education Results Report for 2020/2021

Coming fall 2021