

# SCHOOL ANNUAL RESULTS REPORT

Lawrence Grassi Middle School

Canadian Rockies Public Schools



**LAWRENCE GRASSI**  
MIDDLE SCHOOL

inspiring hearts  minds



# 01

## SCHOOL CONTEXT

We are very involved in our children's education and feel that this is necessary in a large school like LGMS. We appreciate the regular feedback from both the school and the teachers. Recent opportunities for families to visit the school (concerts, open houses, etc.) have been wonderful.

- LGMS Parent



# principal's message

Ms.Kelly Proudfoot

The staff of Lawrence Grassi is committed to *Inspire Hearts and Minds* to serve the educational needs of all students, not only academically and physically but also socially and emotionally in their ongoing quest for success. Our ultimate goal is to establish a solid base of knowledge, skills, and attitudes for developing the curiosity necessary for students to become lifelong learners.

It is a priority for us to provide a safe and caring learning environment, where our Trailblazers are encouraged to do their best work, be responsible citizens and reach their full potential. It is important for us to continue to work with students, families, staff and community members to identify and implement strategies that support student and staff well-being. At Lawrence Grassi Middle School, we are working to build capacity in our staff and students, to foster deep learning and student engagement to not only increase academic success but to maximize individual learning for life as we encourage our students to **“Reach for the Peaks”**.



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## our mission

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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**.

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## our vision

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Each year, our students reflect on 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.

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## our motto

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“REACH FOR THE PEAKS - ATTEINDRE LES SOMMETS”



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## profile

Grade 4 - Grade 8  
423 Students  
26 Teachers  
17 Support Staff (including RFTS,  
Library Tech, Counsellors, EAs,  
AAs)



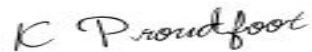
## unique features

Dual Track English and French Immersion  
Music & PE Specialists  
School Counsellor, School and Family  
Wellness Worker & RFTS Success Coach  
Outdoor Pursuits  
MakerSpace, Construction, Foods Lab

# assurance statement

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I, [Kelly Proudfoot](#), certify that the School Annual Results Report for [Lawrence Grassi Middle School](#) was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



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Principal Signature





# 02

## OVERVIEW

LGMS continues to provide my child varied and engaging learning opportunities, both in and out of the classroom. My child thoroughly enjoys CTF courses and extracurricular sports.

- LGMS Parent

# overview of accomplishments



## Priority 1: Health & Wellness

- Overall increase in parental and teacher satisfaction with student access to appropriate supports and services and now is above the provincial average.
- The majority of teaching staff (94%) strongly agreed or agreed that they have access to professional learning resources to support positive mental health through CRPS and/or its partners; an increase of 31% from the previous reporting period.

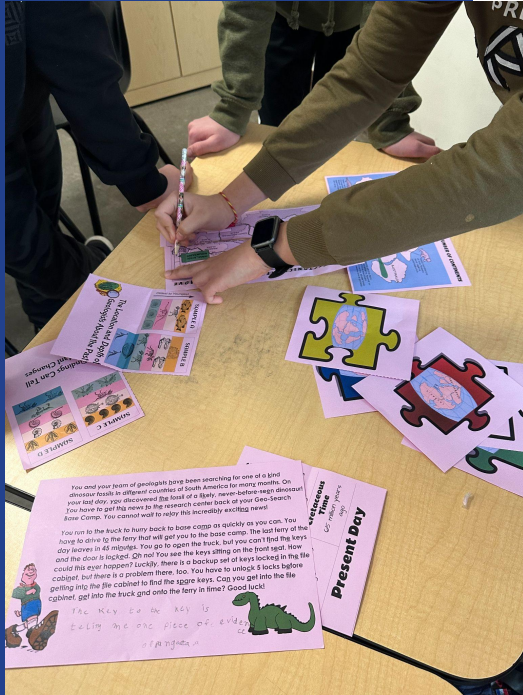
## Priority 2: Engaged Learning

- The majority of students, parents, and teachers surveyed were satisfied with the quality of basic education offered within LGMS.
- There was an increase in percent of students, parents, and teachers who agreed that students are engaged in their learning with an increase in reporting from 76.9% in the 21/22 school year to 81.6% in the 22/23 school year.
- There was an increase in the percentage of LGMS students who indicated that student voice counts in their school.
- Participation rate of 97% for Grade 6 PATs

## Priority 3: Student Supports

- There was a significant increase in teachers who indicated that professional learning focuses on the Teaching Effectiveness Framework, with a 13% increase from the 21/22 to the 22/23 school year.
- From the 21/22 school year to the 22/23 school year there was a 20% increase in reporting from teachers that they have had opportunities to enhance their foundational knowledge of First Nation, Métis, and Inuit people.

# priority areas for future SEP



## Priority 1: Health & Wellness

- Continue to focus on ensuring learning environments are inclusive, welcoming, caring, respectful, and safe.
- Establish staff advocates within schools to support students; promote family and student outreach for help and support.
- Build characteristics of active citizenship within our student population.

## Priority 2: Engaged Learning

- Develop further opportunities for students to use real world problems in the learning environment as a means to increase student motivation and engagement.
- Focus on student achievement across all subject areas and in particular in language arts and math.

## Priority 3: Student Supports

- Provide ongoing opportunities to enhance teacher practice to support student engagement and achievement as per the Teaching Effectiveness Framework
- Increase in the percentage of students demonstrating grade appropriate foundational literacy and numeracy skills

# 03

## HEALTH AND WELLNESS

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

# Local performance measure

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.



	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	94	6
CRPS	95	5

## Analysis:

94% of staff indicated they had access to division and/or school-based PL and resources to support positive mental health - an increase from 63% in 21/22 to 94% in 22/23 school year.

# local performance measure

Percentage of students who indicate that they have positive self-esteem and who feel safe attending school.

Grade	Positive Self Esteem (%)	Feel Safe at School (%)	
	Gr. 7 - 12	Gr. 4 - 6	Gr. 7 - 12
Lawrence Grassi Middle School	60	67	47
CRPS	58	68	61
Canadian Norm	73	65	66

## Analysis:

67% grade 4 to 6 feel safe at school, which is consistent with the previous year's results and in alignment with CRPS and Canadian Norms. 47% Grade 7 and 8 feel safe at school, which is a decline from the previous year and an area of focus for the current school year.

Our

LGMS

Ecosystem



# local performance measure

Percentage of students who experience anxiety and/or depression.

Grade	Depression (%)	Anxiety (%)	
	Gr. 7- 12	Gr. 4 - 6	Gr. 7- 12
Lawrence Grassi Middle School	30	18	27
CRPS	33	24	32
Canadian Norm	24	22	26

## Analysis:

Slight decrease in percent of students experiencing anxiety in both grade 4 to 6 and grade 7 and 8. As results are below CRPS averages, investigation into this area continues to be a focus.



# Local performance measure

Percentage of students who feel that their learning environment is inclusive.

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
Lawrence Grassi Middle School	6.4/10	7.6/10	5.7/10	7.8/10
CRPS Gr. 4-6	6.4/10	7.7/10	6.1/10	7.9/10
Canadian Norm Gr. 4-6	6.4/10	8.3/10	6.9/10	8.6/10
Lawrence Grassi Middle School	2.4/10	5.9/10	5.6/10	6.7/10
CRPS Gr. 7-12	2.7/10	6.2/10	6.1/10	6.9/10
Canadian Norm Gr. 7-12	2.9/10	6.5/10	6.4/10	7.4/10

## Analysis:

The percent of grade 4 to 6 students who felt their learning environment was inclusive was maintained between 21/22 to 22/23.

The percent of grade 7 and 8 students who felt their learning environment was inclusive is below CRPS and Canadian norms and is an area of focus for the current school year.

# provincial performance measure

The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe.

	Lawrence Grassi Middle School (%)	CRPS (%)	Alberta Education (%)
Overall	79.2	83.0	84.7
Parents	83.5	83.2	85.6
Students	67.5	73.5	76.6
Teachers	86.7	92.2	92.0

## Analysis:

Overall, there was a slight increase from 78.4% to 79.2% between the 21/22 school year and the 22/23 school year, with a significant increase in parents who agree from 77.6% to 83.5%.

# provincial performance measure

The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	Lawrence Grassi Middle School (%)	CRPS (%)	Alberta Education (%)
Overall	83.3	78.9	80.6
Parents	84.3	79.5	75.7
Students	75.0	75.4	79.9
Teachers	90.8	81.9	86.2

## Analysis:

Significant overall increase from 68% to 83.3% with an increase in parents who agree by 20% from 63% to 84.3% and staff reporting increased from 65.3% to 90.8%

# 04

## ENGAGED LEARNING

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

# local performance measure

Percentage of Gr. 7 to 12 students who find their learning interesting and relevant.

	Teachers Use Real World Problems (%)			Teachers Use Hands-On Activities (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Lawrence Grassi Middle School	58	14	28	52	13	36
CRPS	68	10	21	55	31	14

## Analysis:

Students reporting that teachers use real world problems and hands-on activities is below CRPS norms and an area for growth in the 2023/2024 school year.

Given the increase in students reporting unsurety around this learning, being intentional in communication of programming is also an area for growth.

# Local performance measure

Percentage of students who indicate teachers regularly use real world problems and examples to help them learn.

	Relevance of Instruction	Interest and Motivation
Lawrence Grassi Middle School	7.0/10	68%
CRPS Gr. 4-6	7.2/10	75%
Canadian Norm Gr. 4-6	8.0/10	86%
Lawrence Grassi Middle School	6.0/10	18%
CRPS Gr. 7-12	6.1/10	28%
Canadian Norm Gr. 7-12	6.2/10	40%

## Analysis:

Relevance of Instruction results are consistent in both grade groups from what we saw in 21/22.

Interest and Motivation has not been maintained for graded 4 to 6 students and grade 7 and 8 students.

These results continue to inform our school-wide professional learning focus on conceptual teaching and learning.



# Local performance measure



Percentage of Gr. 7 to 12 students who indicated student feedback is valued and used to make decisions at their school.

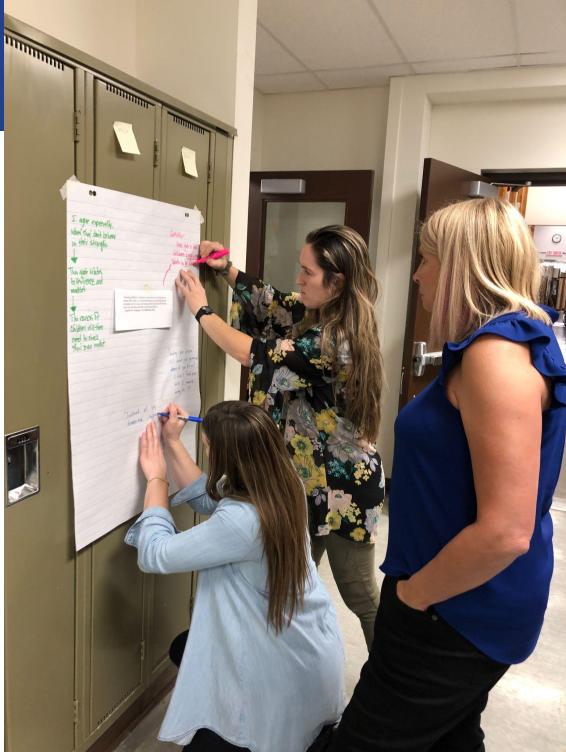
	Student Feedback is Valued (%)		
	Agree	Disagree	Unsure
Lawrence Grassi Middle School	48	19	32
CRPS	56	18	26

## Analysis:

While below CRPS norms, there was a slight increase of 2% in students who felt their feedback was valued from the 21/22 school year to the 22/23 school year and a decrease in students reporting that they disagreed from 26% to 19%.



# local performance measure



Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.

	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	89	11
CRPS	87	13

## Analysis:

Compared to the previous reporting period, there was an increase of 8% of teachers who indicated that collaborative professional learning opportunities are effective and have contributed to their professional growth.

# local performance measure

Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	94	6
CRPS	79	21

## Analysis:

The percentage of teachers who indicated digital citizenship as being routinely incorporated into their instruction was maintained between the previous reporting period and this reporting period.

# provincial performance measure

The percentage of teachers, parents, and students who agree that students are engaged in their learning.

	Lawrence Grassi Middle School (%)	CRPS (%)	Alberta Education (%)
Overall	81.6	79.9	84.4
Parents	80.3	79.4	87.3
Students	66.0	69.3	70.9
Teachers	98.6	90.9	95.1

## Analysis:

Overall, there was an increase in the percent of teachers, parents, and students who agreed that students are engaged in their learning with a significant increase in teacher reporting from 84.4% to 98.6% from the 21/22 school year to the 22/23 school year.

# provincial performance measure

The percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	Lawrence Grassi Middle School (%)	CRPS (%)	Alberta Education (%)
Overall	84.6	84.5	88.1
Parents	79.2	77.7	84.4
Students	81.4	83.3	85.7
Teachers	93.0	92.4	94.4

## Analysis:

A slight increase in reporting of parents, students and teachers who were satisfied with the overall quality of education with an overall change from 83.7% in 21/22 to 84.6% in 22/23.

# provincial performance measure



The percentage of teachers, parents, and students agree that students model the characteristics of active citizenship.

	Lawrence Grassi Middle School (%)	CRPS (%)	Alberta Education (%)
Overall	70.1	77.2	80.3
Parents	74.4	75.7	79.4
Students	54.3	65.8	71.3
Teachers	81.5	90.0	90.3

## Analysis:

Overall increase from 68.6% in 21/22 to 70.1% with a significant increase in parent agreement from 60.7% in the 21/22 school year to 74.4% in the 22/23 school year. This has informed the work our RFTS team and our initiatives of Student Senate and Terrific Trailblazers.

# provincial performance measure

## Gr. 6 Provincial Achievement Participation Rates

	Grade 6 (%)					
	LGMS	CRPS	AB	LGMS EAL	CRPS EAL	AB EAL
LA	95.9	94.1	84.2	*	100	86.5
LA (FI)	95.1	95.1	93.4	*	*	93.6
Math	97.3	92.2	84.6	*	88.9	87.5
Science	97.3	95.5	84.2	*	100	88.8
Social	97.3	92.8	84.5	*	100	88.7

### Analysis:

This year there was a significant increase in participation of the Gr 6 PAT. All grade 6 students but two engaged in the PATs. The students who did not complete the PATs were away from the school for an extended period of time during the examination period.

# provincial performance measure

## Gr. 6 Provincial Achievement Test Results - Number Writing

	Acceptable (%)						Excellence (%)					
	LGMS	CRPS	AB	LGMS EAL	CRPS EAL	AB EAL	LGMS	CRPS	AB	LGMS EAL	CRPS EAL	AB EAL
LA	77.5	80.6	90.4	*	100	85.4	8.5	19.4	21.9	*	22.2	16.1
LA (FI)	69.2	69.2	83.1	*	*	80.7	0.0	0.0	13.3	*	*	14.8
Math	69.4	73.8	77.4	*	100	74.2	11.1	21.3	18.8	*	37.5	17.4
Science	69.4	80.3	79.3	*	100	72.9	11.1	29.1	25.9	*	22.2	19.4
Social	51.4	64.1	78.3	*	88.9	73.8	8.3	20.4	21.3	*	22.2	17.7

# provincial performance measure

## Gr. 6 Provincial Achievement Test Results

### Analysis:

- A significant increase in participation rates of the grade 6 PATs.
- Achievement being reported is averaged between both English and French Immersion programs, however results amongst students in the English program were more aligned with CRPS averages, while results within the French Immersion program were weaker.
- Number of students achieving in the acceptable standard is an area for growth in all subjects being tested.
- Number of students achieving in the standard of excellence is an area for growth in all subjects being tested.



# 05

## STUDENT SUPPORTS

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

# local performance measure

Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.



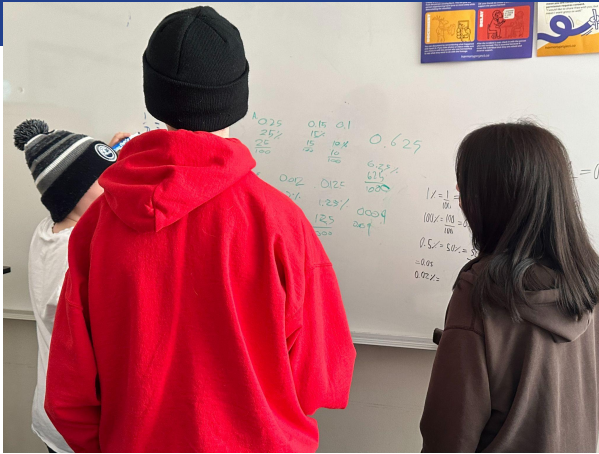
	Agree (%)	Disagree (%)
Lawrence Grassi Middle school	94	6
CRPS	93	7

## Analysis:

There was a significant increase in teachers who indicated that professional learning focuses on the Teaching Effectiveness Framework, with a 13% increase from the 21/22 to the 22/23 school year.

# Local performance measure

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.



	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	100	0
CRPS	98	2

## Analysis:

Maintained 100% agreeance from the 21/22 school year to the 22/23 school year.



# local performance measure

Percentage of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

	Gr. 4 - 6	Gr. 7 - 12
Lawrence Grassi Middle School	7.7/10	6.3/10
CRPS	7.8/10	6.4/10
Canadian Norm	8.3/10	6.6/10

## Analysis:

The percent of grade 4 to 6 students and grade 7 and 8 students who find that classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback has been maintained between the 21/22 and 22/23 school year and is in alignment with CRPS norms.

# Local performance measure

Percentage of teachers who indicate that they have been provided the opportunity to build their foundational knowledge of First Nations, Métis, and Inuit people.



	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	83	17
CRPS	85	15

## Analysis:

From the 21/22 school year to the 22/23 school year there was a 20% increase in reporting from teachers that they have had opportunities to enhance their foundational knowledge of First Nation, Métis, and Inuit people. This was greatly impacted by the work done with the ESA coordinator and Knowledge Keeper visits to our school.

# local performance measure

Percentage of students who indicate that they have learned a lot about First Nations, Métis, and Inuit people.

	Gr. 4 to 6 (%)			Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
LGMS	76	8	15	76	13	12
CRPS	80	13	6	76	13	12

## Analysis:

The percent of students indicating they have learned a lot of about First Nations, Métis and Inuit people has been maintained from the 21/22 school year to the 22/23 school year.

# provincial performance measure

Gr. 6 Provincial Achievement Participation Rates for First Nation, Métis, and Inuit students.

	Grade 6 (%)		
	LGMS	CRPS	AB
LA	*	86.2	75.9
LA (FI)	*	*	90.2
Math	*	79.3	76.1
Science	*	100	75.4
Social	*	82.8	75.7

## Analysis:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)



# Provincial performance measure

## Gr. 6 Provincial Achievement Test Results for First Nation, Métis, and Inuit students - Number Writing

	Acceptable (%)			Excellence (%)		
	LGMS	CRPS	AB	LGMS	CRPS	AB
LA	*	56.0	79.8	*	8.0	9.4
LA (FI)	*	*	73.1	*	*	5.9
Math	*	39.1	55.2	*	8.7	7.3
Science	*	55.6	61.0	*	22.2	11.9
Social	*	33.3	59.8	*	8.3	8.6

### Analysis:

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*)

# provincial performance measure

The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Lawrence Grassi Middle School (%)	CRPS (%)	Alberta Education (%)
Overall	72.9	70.8	79.1
Parents	57.5	61.4	72.5
Teachers	88.2	80.2	85.7

## Analysis:

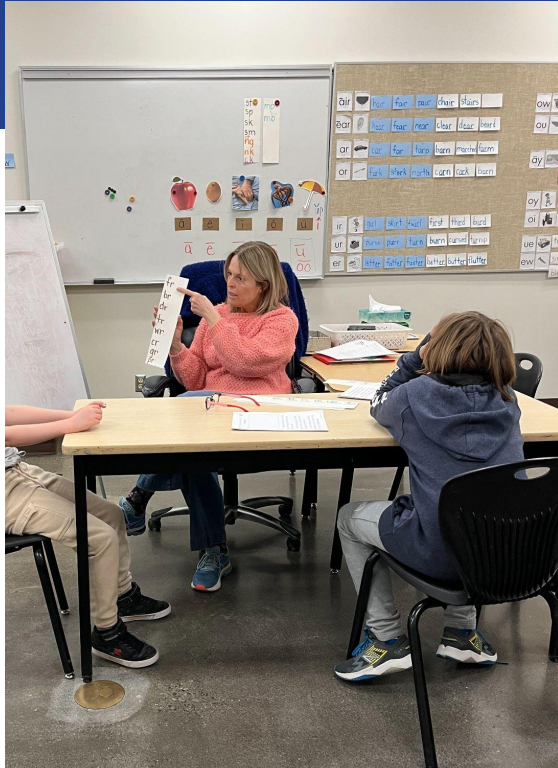
There was an increase in reporting of satisfaction of parental involvement from both parents and teachers. Of particular note, there was a 10% increase in parent satisfaction regarding their involvement from 47.4% in the 21/22 school year to 57.5% in the 22/23 school year.

**05**

**STUDENT SUPPORTS**

**Outcome: Students are literate and numerate.**

# Local performance measure



Percentage of teachers who indicate that literacy and numeracy are a priority within their instructional design process.

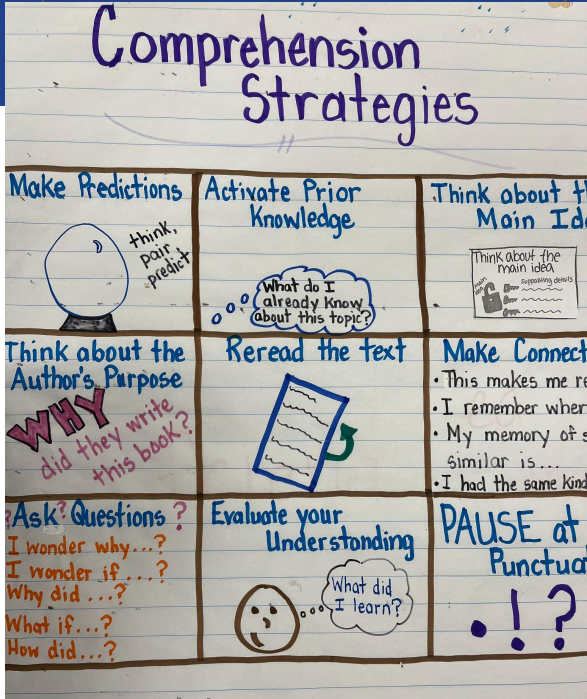
	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	94	6
CRPS	95	5

## Analysis:

The number of teachers who indicated that numeracy and literacy are a priority within their practice was on trend with CRPS norms, and has been maintained between the 21/22 school year and the 22/23 school year.

# Local performance measure

Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy.



	Agree (%)	Disagree (%)
Lawrence Grassi Middle School	94	6
CRPS	82	18

## Analysis:

This is an area of success, with an increase in teachers indicating they have had opportunity to engage in professional learning in the area of literacy and numeracy 19% from 21/22 to the 22/23 school year.

# Local performance measure

Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.

	LGMS Gr. 4 - 6 (%)	CRPS Gr. 4 - 6 (%)	Canadian Norms Gr. 4 to 6 (%)	LGMS Gr. 7 - 12 (%)	CRPS Gr. 7 - 12 (%)	Canadian Norms Gr. 7 - 12 (%)
Challenged and Confident	34	35	40	65	67	62
Confident and Not Challenged	41	36	35	13	14	17
Not Confident and Challenged	19	21	18	20	17	18
Not Confident and Not Challenged	6	8	7	2	2	3

## Analysis:

Small increases, decreases and some maintenance of these results from the 21/22 school year to the 22/23 school year. Of note, the biggest change from last year was an increase in grade 7-8 students feeling not confident and challenged, a change of 6%. These results have informed our initiative of school wide professional learning on conceptual teaching and learning.

# local performance measure

Percentage of students who enter their grade with foundational literacy and mathematical skills.

	Gr. 1 to 6 Literacy Skills (%)	Gr. 1 to 6 Mathematical Skills (%)
Lawrence Grassi Middle School	63	76
CRPS	57	76

## Analysis:

While aligned with CRPS norms the percent of students who enter their grade with foundational literacy and mathematical skills, this is still an area of focus at Lawrence Grassi Middle School.

