

SCHOOL ANNUAL RESULTS REPORT

Lawrence Grassi Middle School

Canadian Rockies Public Schools



LAWRENCE GRASSI
MIDDLE SCHOOL

inspiring hearts  minds



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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”**.



our 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**.

our vision

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.

our motto

“REACH FOR THE PEAKS - ATTEINDRE LES SOMMETS”



school

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profile

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

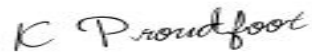


unique features

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

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.



Principal Signature



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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

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

- Significant decrease in percent of students experiencing depression and anxiety in grade 7 and 8.
- Significant increase in grade 7 and 8 students indicating that they have positive self-esteem

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

- The majority of students, parents, and teachers surveyed agreed that students are engaged in their learning
- Significant increase in the percent of students who met the acceptable standard on the grade 6 Provincial Achievement Tests in the subject areas of Science and Social Studies.

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

- 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 the 22/23 school year to the 23/24 school year.
- Increase in students indicating they have learned a lot of about First Nations, Métis and Inuit people

STUDENT SUPPORTS - Outcome: Students are literate and numerate.

- All teachers indicate that numeracy and literacy are a priority within their practice



priority areas for future SEP

RESPONSIVE SUPPORTS FOR WELL-BEING AND SUCCESS

- 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.

ENGAGEMENT FOR OPTIMAL LEARNING

- Develop further opportunities for students to use real world problems in the learning environment as a means to increase student motivation and engagement.
- Provide teachers with access to resources and experts who can support their design and delivery of engaging learning opportunities.

INSTRUCTIONAL EXCELLENCE FOR HOLISTIC LEARNER COMPETENCIES

- Increase our communication to teachers and families about the services available to students and facilitate their access to them.
- Increase in the percentage of students demonstrating grade appropriate foundational literacy and numeracy skills.



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HEALTH AND WELLNESS

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

“These were some of the most well-behaved students in any school we have ever been in!”

- Lanny McDonald (NHL - Calgary Flames Alumni)

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	84	16
CRPS	87	13

Analysis:

This is a slight decrease from the previous school year. Staff reported that they had access to these resources, but needed time to act upon them. Investigation into this area continues to be an area of focus.

Local performance measure

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

	Positive Self Esteem (%)	Feel Safe at School (%)	
Grade	Gr. 7 - 12	Gr. 4 - 6	Gr. 7 - 12
Lawrence Grassi Middle School	68	60	55
CRPS	65	58	64
Canadian Norm	66	62	58

Analysis:

68% grade 7 and 8 students indicate that they have positive self-esteem, an increase of 8% from the previous year's results and is in alignment with CRPS and Canadian Norms. 55% Grade 7 and 8 feel safe at school, which is a significant increase of 8% from the previous school year.



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	22	19	21
CRPS	27	25	30
Canadian Norm	31	29	32

Analysis:

Significant decrease in percent of students experiencing depression and anxiety in grade 7 and 8. Maintained percent of grade 4 to 6 students indicating they experience anxiety from the previous school year. Results are below both CRPS averages and Canadian norms.

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	6.3/10	7.5/10	5.7/10	7.7/10
CRPS Gr. 4-6	6.3/10	7.6 /10	5.9/10	7.7 / 10
Canadian Norm Gr. 4-6	6.3/10	8.1/10	6.6/10	8.2/10
Lawrence Grassi Middle School	2.6/10	5.9/10	5.5/10	6.7/10
CRPS Gr. 7-12	2.6/10	6.2/10	6.0/10	6.9/10
Canadian Norm Gr. 7-12	3.0/10	6.3 /10	6.2/10	7.3/10



Analysis:

The percent of grade 4 to 6 students who felt their learning environment was inclusive was maintained between 22/23 to 23/24.

This continues to be 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	78.0	82.5	84.0
Parents	79.5	84.0	86.3
Students	70.1	72.7	75.2
Teachers	84.4	90.8	91.6

Analysis:

The percent of teachers, parents, and students who agreed their learning environments are welcoming, caring, respectful and safe were maintained between the 22/23 school year and the 23/24 school year, with a slight increase in students who agree from 67.5% to 70.1%.

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	78.5	77.9	79.9
Parents	71.6	72.1	75.4
Students	79.2	76.7	78.7
Teachers	84.6	84.9	85.6

Analysis:

A slight decrease in reporting, with an increase in students who agree from 75% to 79.2%.

This will be area for continued investigation this school year.

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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	49	13	38
CRPS	63	14	24	52	15	33

Analysis:

The percentage of students reporting that teachers use real world problems and hands-on activities was maintained between the 2022/2023 and 2023/2024 school year.

Given the percent of students reporting unsurety around this learning, being intentional in communication of programming is 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	6.7/10	69
CRPS Gr. 4-6	6.9/10	73
Canadian Norm Gr. 4-6	7.3/10	78
Lawrence Grassi Middle School	5.5/10	20
CRPS Gr. 7-12	5.9/10	25
Canadian Norm Gr. 7-12	6.0/10	33

Analysis:

Slight decline in both grade groups in Relevance of Instruction results from 22/23 to 23/24.

With a slight increase in Interest and Motivation in both grade groups from 22/23 to 23/24

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 indicate student feedback is valued and used to make decisions at their school.

	Agree (%)	Disagree (%)	Unsure (%)
Lawrence Grassi Middle School	46	22	32
CRPS	48	19	34

Analysis:

The percent of grade 7 & 8 students who indicated student feedback is valued and used to make decisions at their school has been maintained and is in alignment with CRPS norms.

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	100	0
CRPS	83	17

Analysis:

Compared to the previous reporting period, there was an increase of 11% 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	100	0
CRPS	84	16

Analysis:

A slight increase in the percentage of teachers reporting that digital citizenship is being routinely incorporated into their instruction from 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	80.4	80.9	83.7
Parents	82.5	83.2	86.7
Students	63.6	66.8	69.3
Teachers	95.2	92.8	95.1

Analysis:

Overall, the percent of teachers, parents, and students who agreed that students are engaged in their learning was maintained between the 22/23 school year to the 23/24 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	84.1	84.8	87.6
Parents	78.3	80.8	83.8
Students	82.8	82.6	84.9
Teachers	91.3	91.0	93.9

Analysis:

Overall, the percent of teachers, parents, and students who were satisfied with the overall quality of basic education was maintained between the 22/23 school year to the 23/24 school year.

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	66.6	75.6	79.4
Parents	65.2	73.7	78.7
Students	58	65.2	69.6
Teachers	76.7	88.1	89.8

Analysis:

A decrease in overall reporting that students model the characteristics of active citizenship with a slight increase in students who were satisfied with the characteristics of active citizenship with a change from 54.3% in 22/23 to 58% in 23/24.

provincial performance measure

Gr. 6 Provincial Achievement Test Results

	Acceptable						Excellence					
	LGMS	CRPS	AB	LGMS EAL	CRPS EAL	AB EAL	LGMS	CRPS	AB	LGMS EAL	CRPS EAL	AB EAL
LA	-	-	-	-	-	-	-	-	-	-	-	-
LA (FI)	60.7	60.7	79.8	*	*	85.4	0.0	0.0	10.6	*	*	14.6
Math	-	-	-	-	-	-	-	-	-	-	-	-
Science	78.9	81.9	81.2	*	96.4	73.4	26.8	37.8	29.3	*	42.9	21.2
Social	62.5	68.9	79.2	*	89.3	73.3	9.7	19.7	22.8	*	21.4	18.7

provincial performance measure

Gr. 6 Provincial Achievement Test Results

Analysis:

- 10% increase in student achievement in both science and social studies from the 2022/23 to the 2023/24 school year
- Participation rates of the grade 6 PATs have been maintained with .
- 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 standard of excellence is an area for growth in all subjects being tested.

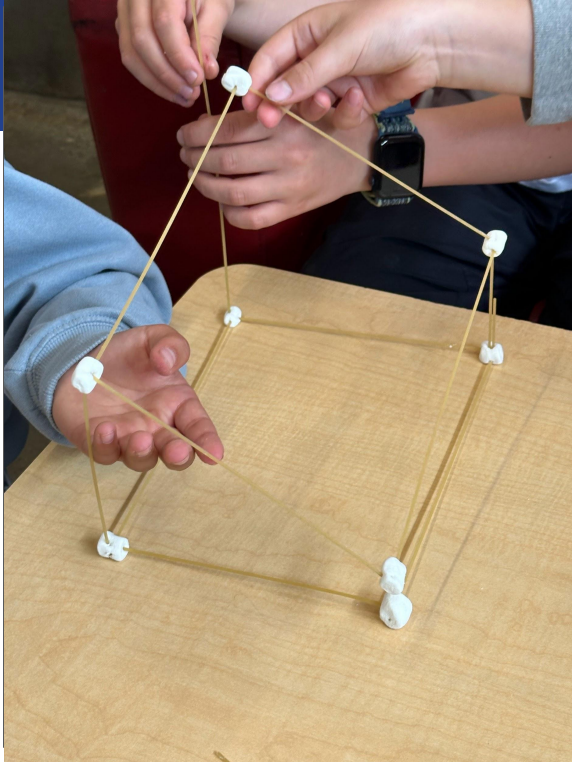
05

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	95	5
CRPS	80	20

Analysis:

The number of teachers who indicated that professional learning focuses on the Teaching Effectiveness Framework was maintained between the 22/23 and 23/24 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	95	5
CRPS	96	4

Analysis:

There was a slight decrease in teachers who incorporated feedback loops into their instructional design, when we delved deeper, it was revealed that all staff did in fact do this but as a team we didn't have a commonality of terminology



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	7.3/10	6.2/10
CRPS	7.5/10	6.4/10
Canadian Norm	7.9/10	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 22/23 and 23/24 school year and is in alignment with CRPS norms.

local performance measure

7B acknowledges that our on ancestral and traditional peoples of North America. mountains, rivers, and fo land. We appreciate that v many peoples. We are than Knowledge Keepers that s culture, and traditions wit gratitude, we learn from th

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

	Agree	Disagree
Lawrence Grassi Middle School	89	11
CRPS	90	10

Analysis:

From the 22/23 school year to the 23/24 school year there was a 6% 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 about First Nations, Metis, and Inuit people.

	Gr. 4 to 6 (%)			Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
LGMS	78	9	13	83	6	12
CRPS	77	10	13	79	9	12

Analysis:

The percent of grade 7 and 8 students indicating they have learned a lot of about First Nations, Métis and Inuit people has increased while the percent of grade 4 to 6 students has been maintained from the 22/23 school year to the 23/24 school year.

provincial performance measure

Gr. 6 Provincial Achievement Test Results for First Nation, Métis, and Inuit students.

	Acceptable			Excellence		
	LGMS	CRPS	AB	LGMS	CRPS	AB
LA	-	-	-	-	-	-
LA (FI)	N/A	N/A	70.7	N/A	N/A	3.7
Math	-	-	-	-	-	-
Science	*	41.7	66.8	*	8.3	15.9
Social	*	25.0	60.9	*	0.0	9.1

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	79.9	72.6	79.5
Parents	66.5	68.6	74.4
Teachers	93.3	72.6	84.6

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 the 22/23 school year to the 23/24 school year. In the past two school years parent reporting of satisfaction of involvement has increased 20%.

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	100	0
CRPS	100	0

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 increased since 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	89	11
CRPS	81	19

Analysis:

There was a slight decline in teachers indicating they have had opportunity to engage in professional learning in the area of literacy and numeracy from 22/23 to the 23/24 school year. This is an area of priority this school year

local performance measure

Percentage of students who indicate that an adult helps them if they need extra help in school.

	Gr. 4 to 6 Reading or Writing (%)			Gr. 4 to 6 Math (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Lawrence Grassi Middle School	70	13	17	78	9	13
CRPS	71	11	18	76	10	14

Analysis:

Percent of students reporting that an adult helps them if they need help in school has been maintained from the 22/23 school year to the 23/24 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	32	31	36	62	65	63
Confident and Not Challenged	36	37	30	17	13	18
Not Confident and Challenged	25	25	25	19	20	16
Not Confident and Not Challenged	6	7	8	2	2	3

Analysis:

Percent of students reporting in this area has been maintained from the 22/23 school year to the 23/24 school year.

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	51.0	74.7

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.

