

SCHOOL EDUCATION PLAN

2025/26 MANUAL



About the Manual - Read First!

The following templates represents all the information necessary for completing CRPS' School Education Plan (SEP) submissions. When completing each template, please:

- Maintain the design of the SEP templates, placing focus on defining strategic priority action steps. If desired, the background and font colours may be aligned with school colours. FOIP'd photos are to be inserted where indicated. Number of required photos to plan for is six (6), with six (6) optional photo placeholders.
- Remove the *"italicized red"* text, which provides schools with guidance on the information required to complete the templates or turn text to blue when replacing with school information.
- Remove planning information slides 1 to 6 (cover, about the manual, table of contents, purpose and assurance timelines, expectations for all schools and superintendent review).
- Build your SEP in the shared folder location in which it was shared.
- Approach writing the SEP with the knowledge that it is intended to be shared with various stakeholder groups and will be posted on the World Wide Web.

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Goals, Outcomes, Measures, Strategies
School Action Steps

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Goals, Outcomes, Measures, Strategies
School Action Steps



Purpose

- To improve education for students.
- To use data to inform decisions about the direction forward.
- To ensure that there is an alignment with CRPS' goals, outcomes and strategies.
- To inform and involve various stakeholders, particularly parents.
- To meet provincial requirements and address local needs.

Assurance Timelines

For the 2025/26 school year:

- School Education Plans (SEP) will be due **May 15, 2025**, and are to be posted by **Sept. 1, 2025**, to school websites.
- School Annual Results Reports (SARR) will be due **Nov. 28, 2025**, and are to be posted by **Feb. 23, 2026**, to school websites.

Expectations for All Schools

All schools will demonstrate a commitment towards achieving Canadian Rockies Public Schools 2025 - 2029 - Year Four Education Plan by aligning their School Education Plans (SEP) to the goals, outcomes, performance measures, and strategies outlined in the division's plan.

STAKEHOLDER ENGAGEMENT

All schools will develop their SEP in consultation with their staff, school councils, parents, students, and other relevant stakeholders.

TREND DATA/RESEARCH

Not unlike their SARR, schools are expected to take into consideration trend data, research, and best practice when identifying priority action steps.

ASSURANCE

SEPs are public documents and must be posted to each school's website following approval of the report by the Superintendent.

COMMUNICATION

Each school will communicate their recent achievements and priority areas of focus to their school community parent newsletters after they have been posted to their website.



Superintendent Review

PRIOR TO THE REVIEW

1. Principals will develop the SEP in collaboration with staff, school council, students and other relevant stakeholders.
2. Principals will notify CRPS' Superintendent of Schools their SEP is complete by **May 15, 2025**.
3. The Superintendent of Schools or designate will review the SEP to ensure that all portions of the report have been completed, and, if necessary, provide in writing recommended revisions.

PEER TO PEER SHARING

1. Reviews will be completed at ELT meetings on **May 22, 2025**, and **June 13, 2025**.
2. Principals will be asked to report on priority areas of focus and discuss how their plan has addressed the strategies outlined in CRPS' Education Plan.
3. Principals are required to post their School Education Plan to their website by **Sept. 1, 2025**, and provide highlights of the report in parent newsletters at the conclusion of the review meeting.

2025 - 2026 School Year

SCHOOL EDUCATION PLAN

Lawrence Grassi Middle School

Canadian Rockies Public Schools





principal's message

Ms. Kelly Proudfoot

Lawrence Grassi Middle School's Annual Results highlight significant positive trends in student well-being, including a notable decrease in the percentage of Grade 7 and 8 students experiencing depression and anxiety and a significant increase in positive self-esteem within the same cohorts. Survey results also indicated a general agreement among students, parents, and teachers that students are engaged in their learning. This past school year, there was a significant increase in the percentage of Grade 6 students meeting the acceptable standard on the Provincial Achievement Tests in Science and Social Studies.

These results, alongside research emphasizing the impact of teacher and student efficacy on student achievement, underscored the importance of cultivating a learning environment that prioritizes wellness, safety, belonging, and social-emotional learning. Best practices in fostering deep learning and student engagement are crucial in building learner capacity, promoting lifelong learning, embodying the school's vision: **"Reach for the Peaks."** The School Education Plan builds upon these strengths, focusing on sustaining the positive trends in student well-being and engagement while focusing on enhancing pedagogical practices to ensure continued academic growth and the holistic development of all students, in alignment with the Lawrence Grassi Middle School's commitment to **"Inspire Hearts and Minds"** for lifelong success.

GOALS



learners are ready to learn

We recognize that learners thrive in safe, supportive, and inclusive learning environments. By infusing a variety of supports, our staff fosters a sense of belonging, promotes wellness, and nurtures social-emotional learning, ensuring learners are prepared to learn.



learners are inspired to succeed

We design real world learning experiences that ignite curiosity, collaboration, communication and critical thinking. Through thoughtful instruction and assessment practices, learners gain the confidence and skills to navigate their unique journey, turning challenges into opportunities for growth.



learners are future ready

We foster the knowledge, skills, and attitudes learners need to navigate an increasingly complex world with confidence and adaptability. Through enacting the Shared Vision of Learning, we empower learners to become engaged citizens who apply their learning to real-world situations, embrace innovation, and contribute positively to their communities.

SHARED VISION OF LEARNING

We are committed to inspiring hearts & minds. Our “Shared Vision of Learning” defines our collective beliefs about learning that guide our actions.

“In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?” We believe:

- ★ Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.
- ★ Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.
- ★ In and embrace the importance of whole child education in the development of each learner.
- ★ Diversity of experiences and connections in nature and community enhance learning beyond the classroom.
- ★ Positive relationships foster effective and engaging learning experiences.
- ★ Direct relationship between professional learning, personal commitment, and instructional excellence.



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 mission

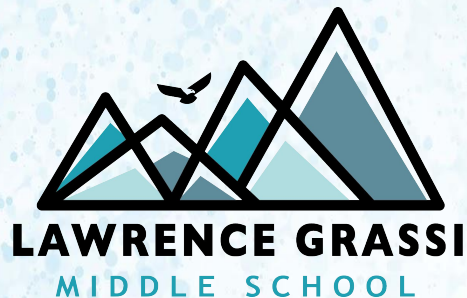
Lawrence Grassi Middle School is a safe and caring school situated in the **HEART** of the mountains. We aim to maximize individual learning for life as we strive for the **PEAKS**.



our motto

“REACH FOR THE PEAKS - ATTEINDRE LES SOMMETS”





school

Lawrence Grassi Middle school
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profile

Grade 5 - Grade 8
320 Students
21 Teachers
15 Support Staff (including RFTS,
Library Tech, Counsellors, EAs,
AAs)

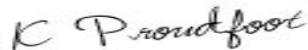


unique features

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

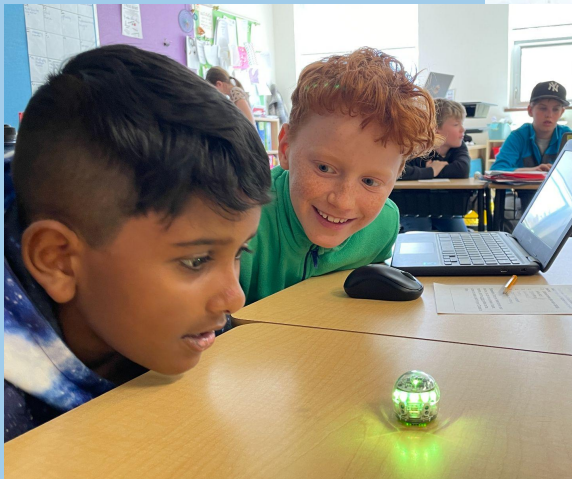
I, **Kelly Proudfoot**, certify that the School Education Plan for **Lawrence Grassi Middle School** was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



K Proudfoot

Principal Signature





overview of 2024/25 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 about First Nations, Métis and Inuit people, their cultures and impacts of the past on today

STUDENT SUPPORTS - Outcome: Students are literate and numerate.

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

priority areas of focus



LEARNERS ARE READY TO LEARN

- Continue to focus on ensuring learning environments are inclusive welcoming, caring, respectful, and safe.
- Continue the role of staff advocates within schools to support students; promote family and student outreach for help and support.
- Increase our communication to teachers and families about the services available to students and facilitate their access to them.

LEARNERS ARE INSPIRED TO SUCCEED

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

LEARNERS ARE FUTURE READY

- Build characteristics of active citizenship within our student population.



01

LEARNERS ARE READY TO LEARN

I love this school I think the teachers are really nice and care about me.

- Grade 5 LGMS Student

GOAL 1

learners are ready to learn



Outcome 1.1: Learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning (SEL)* for all.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who agree that learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.
- (CRPS)** Student and staff perceptions that students are ready to learn, as identified through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Strategies:

- Implement the Action Plan for School Change as defined in “Supporting Positive Behaviours in Alberta Schools.”
- Build teacher capacity around the Universal Design for Learning (UDL) guidelines to create classrooms that are accessible, inclusive, and challenging for every learner.

**(SEL = Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making)*



school action steps

- Continuation of House/Advisor Groupings
 - Mixed grade groupings across the school with a designated advisor teacher
 - Students remain with the same advisor teacher throughout their time at LGMS, fostering a consistent and supportive staff advocate
 - Monthly activities within advisor groups that will follow the health and wellness curriculum
- Build stronger connections between grade levels and schools through continued in-school and divisional transition activities
- Continue to support of student leadership and student driven initiatives
 - Student Senate, Wellness Committee, Spirit Team, and Green Team
- Build on initiative to support positive behaviour
 - Continue Terrific Trailblazer slips
 - School wide rollout of the positive referral system initiative
- School Counsellor, Right From the Start, and the Learning Support teacher working alongside admin and staff to support students
- Strengthen community partnerships (e.g., the Canmore Eagles, ArtsPlace) to promote positive mental health and wellness
- Embed learning about UDL in staff meetings and school based professional learning
 - Design learning tasks with multiple entry points for all students

GOAL 1



Outcome 1.2.: Learning environments support the unique needs and backgrounds of all learners.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who indicate that learning environments support* the unique needs and backgrounds of all learners.
- (CRPS)** The level of inclusive education implementation across schools, based on CRPS' Indicators of Inclusive Schools.
- (ABed)** The percentage of teachers, parents and students who agree students have access to the appropriate supports and services at school.

Strategies:

- Implement and build capacity around CRPS' Continuum of Supports by defining the universal, targeted and specialized supports available in each school.
- Define, implement and build capacity around the Indicators of Inclusive Schools.

**(Supports = Academic, Behavioural, Executive Functioning, Physical and Cultural)*



school action steps

- Continuation of our Collaborative Team Meetings
- Continuation of collaborative planning time between teacher and EAs
- Increase collaboration with specialists (OT, SLP, Renfrew)
- Continuation of School Support Team Meetings
- Continuation of Adventure Club
 - Community outings for complex needs students to practice using AAC devices and learn about safe people and places
 - Beginning in May, we initiated peer inclusion, and we intend to continue this practice next year to further foster an inclusive environment.
- Increase our communication to teachers and families about the services available to students and facilitate their access to them
 - RFTS, Counsellor, Divisional Psychologist, SLP, OT, Renfrew
- Embed professional learning in staff meetings and school based PL to support universal and targeted supports for learners using the following resources:
 - UDL
 - Reading Milestones
 - Superflex (social skills programming)
 - Equals Math



goal one implementation plan

Resources to be Used

- Shared resources created at the Student Advisory and Houses Committee meeting in the 2024-2025 school year
- Ongoing collaboration with Elizabeth Rummel, Exshaw School and Alpenglow about their House system implementation
- Ongoing collaboration with Elizabeth Rummel, Alpenglow, CCHS and OLC for continuation of transition activities
- Universal Design for Learning (UDL) guidelines
- Learning Support Teacher

Professional Learning to be Undertaken

- CRC for professional learning on assessment to support UDL and universal and targeted supports
- Professional learning to support the implementation of intervention resources
 - Reading Milestones
 - Superflex (social skills programming)
 - Equals Math



02

LEARNERS ARE INSPIRED TO SUCCEED

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

GOAL 2

learners are inspired to succeed



Outcome 2.1: Learner achievement is fostered through real world learning experiences that spark curiosity, collaboration, communication, and critical thinking.

Performance Measures:

- (CRPS)** The percentage of students, parents and staff satisfied that students learn through real world experiences that spark curiosity, collaboration, communication, and critical thinking.
- (CRPS)** Student perceptions that they are inspired to learn as explored through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABed)** The percentage of teachers, parents and students satisfied with the overall quality of basic education.

Strategies:

- Transfer knowledge and instructional expertise among new and experienced teachers through a mentorship program to renew teacher capacity around the understanding, design and implementation of the Teaching Effectiveness Framework.
- Build capacity around the understanding and design of experiential learning to enhance the implementation of the K to 12 curriculum. (University of Calgary)



school action steps

- Continue to build staff capacity to provide hands on, experiential learning opportunities in our classrooms
 - Provide more opportunity for staff to learn from OLC staff to increase capacity to integrate experiential learning opportunities for all students
 - Continue to collaborate with our Knowledge Keepers on Indigenous Ways of Knowing
- Continue to provide opportunities for cross curricular and cross grade collaborative learning tasks
- Intentional classroom observations to support teacher reflection around the teaching effectiveness framework with feedback sheet
- Embed UDL and visible thinking strategies within staff meetings and school-based professional learning.
 - Support assessment as learning by building student efficacy in using self, peer, and feedback loops to guide their learning.

GOAL 2



Outcome 2.2: Instruction and assessment practices support the unique needs of learners, build confidence, and inform their learning journey.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** The percentage of Gr. 1 to 6 students reading independently at grade level / working at grade level in math.
- (CRPS)** School administrator observations and evidence that instruction and assessment supports student learning.
- (ABed)** The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- (ABed)** Early Years Literacy & Numeracy Assessments Results for K to Gr. 3 Students.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard & Standard of Excellence on PAT.
- (ABed)** The percentage of students writing 1 or more diploma exams by the end of their 3rd year of high school.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard and Standard of Excellence on DIP.

Strategies:

- Build capacity around researched-based practices , targeting literacy, numeracy, and Indigenous education across all subject areas to ensure at least one year's growth. ([EAL Benchmarks 2.0](#) / [Literacy & Numeracy](#) / [Enriched Academy](#) / [The Thinking Classroom](#) / [Building Success for First Nations, Métis and Inuit Students](#) / [National Centre for Truth and Reconciliation](#))
- Inform students and teachers' next steps in learning by standardizing CRPS' K to 12 approach to researched-based equitable formative and summative assessments and reporting practices. ([Grading for Equity](#) / [Embedded Formative Assessment](#) / [The Differentiated Classroom: Responding to the Needs of all Learners](#) / [Embedding Formative Assessment](#)).



school action steps

- Continue to focus on the TEF and visible thinking to support the design of learning tasks that foster deeper understanding, with the goal that students are able to transfer their skills to new and novel situations
- Using data and tracking cycles, continue to build teacher efficacy to support numeracy and literacy intervention within classroom routine specifically with math centers/groups and leveled literacy
- Strategic staffing and scheduling to support literacy/numeracy interventions
- Learning Support Team to work with staff providing professional learning through co-teaching and modelling to support all learners across all subjects focusing in on the following areas:
 - EAL targeted supports
 - Building Success for First Nations, Metis and Inuit Students
 - Literacy & Numeracy interventions and resources
- Embed UDL and visible thinking strategies within staff meetings and school-based professional learning
 - Support assessment as learning by building student efficacy in using self, peer, and feedback loops to guide their learning



goal two implementation plan

Resources to be Used

- EAL [Benchmarks 2.0](#)
- Outdoor Learning Centre Staff
- Knowledge Keepers
- Grading for Equity - Joe Feldman
- Tools for Teaching Conceptual Understanding - Julie Stern

Professional Learning to be Undertaken

- CRC for professional learning on assessment particularly in the area of visible thinking and assessment *as* learning



03

LEARNERS ARE FUTURE READY

Based on our professional learning book, I have incorporated 'big picture' thinking in my classroom - starting with general guiding questions before diving into concepts. I have seen it directly impact student learning, as this has helped them make connections between concepts and deepen their understanding.

- LGMS Teacher

GOAL 3

learners are future ready



Outcome 3.1 Learners develop the knowledge, skills and attitudes (KSA) to thrive in a rapidly changing world.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** Student retention rates (K-12).
- (CRPS)** The percentage of students who transition to post-secondary or the workforce within two years of graduating.
- (ABed)** The percentage of teachers, parents and students who report that students model the characteristics of active citizenship.
- (ABed)** High School to Post Secondary Transition Rate.
- (ABed)** All/EAL/Indigenous Three- and Five-Year High School Completion.

Strategies:

- Engage K-12 students to reflect on their learning, set meaningful goals, explore career pathways, and build the competencies (KSAs) needed to transition successfully through school and beyond.
- Equip students and staff with the skills to effectively use current and future technologies to enhance student learning and personal development.



school action steps

- Explicit Career Pathway Integration and utilization of Alberta Education Competencies into all CTF courses
- Leveraging Alberta Education Competencies in House/Advisor activities
- Implement the return of a bi-weekly school-wide focus on personal goal setting, encouraging each student to define and pursue their individual objectives.
- Build teacher capacity to embed emerging technologies, such as coding, into learning tasks across all grade levels
- Embed UDL and visible thinking strategies within staff meetings and school-based professional learning.
 - Support assessment as learning by building student efficacy in using self, peer, and feedback loops to guide their learning.

GOAL 3



Outcome 3.2: Ongoing professional learning and instruction empower learners to enact the Shared Vision of Learning.

Performance Measures:

- (CRPS)** The percentage of educators who indicate that professional learning in CRPS has contributed to their ability to demonstrate the Shared Vision of Learning.
- (CRPS)** Administrators and teachers demonstrate the tenets of the Shared Vision of Learning.
- (ABed)** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- (ABed)** The percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Strategies:

- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance instructional leadership skills.
- Build capacity around the Indicators of Shared Vision of Learning to strengthen teacher practice and improve student achievement.



school action steps

- We will integrate the Shared Vision of Learning throughout the school by:
 - Staff meetings will begin with a teacher sharing an example of living the Shared Vision in their classroom that month
 - Shared Vision of Learning will be embedded into school based professional learning
 - Examples of the Shared Vision of Learning will be highlighted on the TVs throughout the school
- Intentional classroom observations to support teacher reflection around the teaching effectiveness framework with feedback sheet
- Nurturing Excellence in Instructional Leadership rounds to build leadership capacity to support instructional leadership



goal three implementation plan

Resources to be Used

- Shared Vision of Learning
- Alberta Education Competencies
- Guide to Career and Technology Studies
- NEIL protocols

Professional Learning to be Undertaken

- CRC for professional learning on assessment particularly in the area of visible thinking and assessment *as* learning

