

# SCHOOL EDUCATION PLAN

Lawrence Grassi Middle School

Canadian Rockies Public Schools



**LAWRENCE GRASSI**  
MIDDLE SCHOOL

inspiring hearts  minds



# CRPS Education Plan - Year Four

## Priority 1: Health and Wellness

### Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

#### Strategies:

- Continue the implementation of divisional and school-based wellness plan, enduring alignment with AP271 Healthy School Communities and providing a continuum of supports model to address students' sense of belonging and mental well-being, inclusive of anxiety, depression, and self-esteem.
- Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- Work collaboratively with students, staff, and other stakeholders to build and foster effective relationships.
- Foster inclusive learning environments where all learners are valued and treated with dignity and respect.
- Establish staff advocates within schools to support students, helping to ensure families and students engage with wrap around and community supports.
- Maintain, improve, and annually assess accessibility to facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.

#### 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.

# CRPS Education Plan - Year Four

## Priority 2: Engaged Learning

**Outcome: Students and Staff are Meaningfully Engaged in Their Learning**

### Strategies:

- Focus on enhancing student achievement across all subject areas, targeting student interventions in numeracy and literacy to ensure at least one year's growth.
- Continue to enhance teachers understanding and implementation of the Teaching Effectiveness Framework ensuring students are provided with authentic, relevant, experiential/hands-on learning opportunities that develop K- 12 core competencies.

### 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: Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

(ABEd) High school completion results.

(ABEd) Provincial Achievement Test results.

(ABEd) Diploma examination results.



# CRPS Education Plan - Year Four

## Priority 3: Student Supports

### Outcome: Individual Growth and Success Fostered in Every Student

#### Strategies:

- Enhance teacher capacity to address the growth and success of all students, in particular English as an Additional Language (EAL) and First Nations, Métis, and Inuit students.
- Foster deep learning by developing students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths, and areas of need and set new learning goals.
- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.
- Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- Continue to promote and support involvement of parents as partners in their child's education.
- Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and withstand diverse economic conditions.

#### Performance Measures:

(CRPS) Percentage of teachers who indicate that professional learning focused 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.

*(con't next slide)*

# CRPS Education Plan - Year Four

## Priority 3: Student Supports Con't

(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) High school completion results for students/First Nations, Métis, and Inuit students.

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

(ABEd) Diploma exam results for students/First Nations, Métis, and Inuit students.

(ABEd) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

## Outcome 2: Students are Literate and Numerate

### Strategies:

- Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 12 within a collaborative response model.

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

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

(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 3).

(ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.

# 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”**.



---

## 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”



Lawrence Grassi Middle school  
Ms. Kelly Proudfoot  
610 7 Avenue  
Canmore, AB T1W 2H5  
403-678-6006  
kelly.proudfoot@crps.ca  
<https://lgms.crps.ca/>



## profile

Grade 5 - Grade 8  
325 Students  
21 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



# 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.

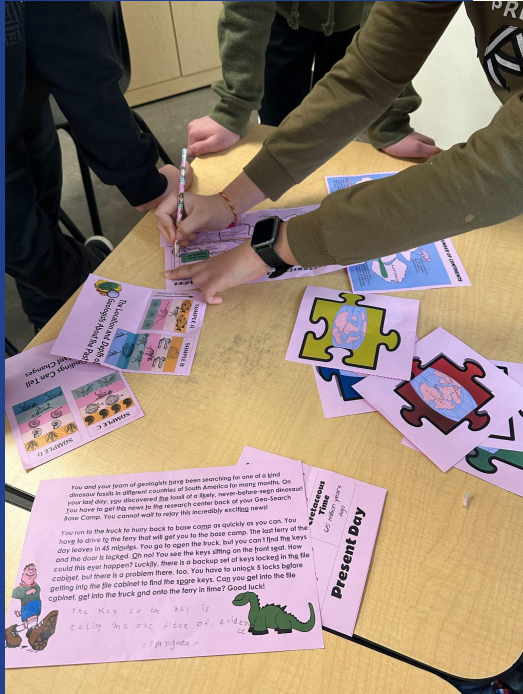
## Priority 2: Engaged Learning

- 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 of focus



## 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

# steps already taken in 2023/24



- 1) **Health & Wellness:** School wellness plan to foster staff as student advocates. Staff have highlighted students that are less connected or in need of more connection. Staff have selected students from the above list to connect with twice a week. Reverse activity to have students highlight staff they feel connected to facilitated by the Right From The Start team.
- 2) **Engaged Learning:** Staff continue to prioritize the Teaching Effectiveness Framework, with the administrative team completing monthly intentional classroom observations to support teacher reflection around the TEF and to provide concrete feedback on positives and areas for growth.
- 3) **Student Supports:** School based professional learning from September to January around conceptual teaching and learning - using the resource “Tools for Teaching Conceptual Understanding”. Staff continue to explore this resource throughout the remainder of the year.



# 03

## HEALTH AND WELLNESS

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

# priority action steps

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

- Continue to build an Upstander Culture within the school and community
- Continue Student Senate and Terrific Trailblazer incentive program to promote kindness and good citizenship
- Learning Support Teachers working with students and teachers to support emotional regulation and social skill building with individuals
- School wellness plan to foster staff as student advocates
- Continue to work with community partners to promote safety to and from school and to build community



# 04

## ENGAGED LEARNING

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

# priority action steps

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

- Being intentional in communication of programming in class and with parent community
  - teachers being intentional about sharing learning objectives with students
  - Sharing learning and professional learning with parent council and in communication home to parents
- School based professional learning around conceptual teaching and learning using the resource “Tools for Teaching Conceptual Understanding”
- 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
- Continue to build teacher efficacy to support numeracy and literacy intervention within classroom routine specifically with math centers/groups and leveled literacy





CYCO  
There are 4 levels  
- Skills for each level  
- Personal and technical aspects  
- Creative play

- Support & encouragement  
- Skills for each level  
- Personal  
- Creative play

BASECAMP



**05**

**STUDENT SUPPORTS**

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

# priority action steps

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

- Intentional classroom observations to support teacher reflection around the teaching effectiveness framework with feedback sheet
- Staff working with knowledge keepers to design authentic learning opportunities for all students
- School based professional learning around conceptual teaching and learning using the resource “Tools for Teaching Conceptual Understanding”



**05**

**STUDENT SUPPORTS**

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

# priority action steps

## Outcome: Students are literate and numerate.

- Continue to build teacher efficacy to support numeracy and literacy intervention within classroom routine specifically with math centers/groups and leveled literacy
- Intentional classroom observations to support teacher reflection around the teaching effectiveness framework with feedback sheet
- Weekly collaborative team meetings and bi-weekly school support meetings (divisional social worker) to reflect and plan next steps to support students



