



Laurie Middle School Growth Plan

2026-27

Principal: Chris Spanos
Vice Principal: Kate Porter



Laurie Middle School (LMS)

Growth Plan

SCHOOL GOALS

Goal 1 – Numeracy:

Improve student overall numeracy by focusing on foundational skills and strengthening number sense.

Goal 2 – Building School Culture:

Build a school culture whereby students feel valued and connected, and Ktunaxa perspectives are embraced as foundational to our shared learning community.

STAKEHOLDERS and RIGHTSHOLDERS (IEC) – Engaged in the development and changes to this Growth Plan

School Staff
Students
Parents (PAC)
Trustee
School District Management
Community Members
Indigenous Education Council (IEC)

CRANBROOK and LAURIE MIDDLE SCHOOL COMMUNITY

The community of Cranbrook is nestled in the heart of the East Kootenays on the traditional homelands of the Ktunaxa Nation. With a population of approximately 20,000, Cranbrook is the largest community in the East Kootenays.

Located in central Cranbrook, Laurie Middle School serves students in Grades 7–9. Our diverse school community includes 366 students, 136 of whom have an Individual Education Plan (IEP) and are supported by our Learning Services Team. We also support 106 students who identify as

Indigenous through the work of our Indigenous Education Support Worker. In addition, students have access to Youth Care and Alternate Education programming.

Laurie Middle School is a hub of learning and extracurricular opportunities. Students are encouraged to participate in a wide range of athletic, fine arts, community learning, and cultural activities. We value holistic, lifelong learning and strive to create a caring, safe, and supportive environment where every student can thrive.

We recognize that students learn best when they experience high expectations alongside healthy, trusting relationships. Our school is committed to providing quality learning opportunities for all students in an environment that encourages curiosity, perseverance, and a willingness to take risks in their learning. We strive to help students recognize their strengths, believe in themselves, and develop the confidence and skills they need to succeed.

GOAL 1: Improve student overall numeracy by focusing on foundational skills and strengthening number sense.

Priority of ensuring students are ready to successfully transition to grade 10 with confidence and capacity. We will track grade cohorts, and our aim is to have current LMS students increase their end-of-year summative by shifting 5% more learners from EMG to DEV and from DEV to PFR. Our aim for the LMS alumni is to have 80% score 2 or higher in the Grade 10 numeracy assessment (current data shows 75.6%).

LMS Strategies for Numeracy Improvement

Department collaboration to develop common assessments, proficiency scale alignment, and continuity of approaches between grade level classes.

Scheduled Numeracy Session with District Numeracy Support Teacher, Nicole Fulton, for the November Pro-D Day

All math department teachers and numeracy intervention teacher attend beginning of the year District Numeracy Workshop

Coordinate class visits with Nicole Fulton to model instructional practices and approaches to strengthen number sense and build foundational skills

Consistent department implementation of IXL and approaches to build foundational numeracy skills. Utilize this resource as a support tool to meet student at their level and build on their skills.

Dedicated numeracy support block added to the timetable (provide small group classroom and pull-out interventions).

Math Tutorial times available outside of class time

Opportunities for students to work in the Indigenous Education Gathering Space (with IESW – Mary Elliott) and/ or Student Services Space for targeted one-to-one or small group support.

Collaboration with LST department to develop and improve adapted and replacement programming resources

LMS Numeracy Data Sources

FSA Results – as a benchmark and indicator to focus on numeracy
IXL Data Results
Common Assessments developed by the Math Department
Learning Updates and Summative Grades
Grade 10 Numeracy Assessment

GOAL 2: Build a school culture whereby students feel valued and connected, and Ktunaxa perspectives are embraced as foundational to our shared learning community.

LMS Strategies for Building School Culture

School wide gatherings to promote school and community cultural norms, expectations, and values
Indigenous Leadership group hosted monthly by Indigenous Education Support Worker (IESW)
Awareness Campaigns and cultural presentations throughout the year to honour National Day for Truth and Reconciliation, Red Dress Day, Indigenous Veterans Day, Have a Heart, Ribbon Skirt making workshop, and Elements Opening Ceremonies
Survivors of Red Brick School presentation
Blanket Exercise with grade 9s
Students learning to make fry bread
Embed priorities into ongoing practices (eg. Ktunaxa word a month school wide)
Indigenous Newsletter – prepared monthly by leadership students
Offer multiple extracurricular clubs and department learning activities and trips for students to get involved in several school opportunities (lunch time clubs, intramurals, athletics, theme days and activity day trips, performing arts plays and trips, band trip, outdoor education excursions, community leadership, etc.)
School wide student council for all students grade 7-9
Student engagement District Student Advisory Council (DSAC)
Element House Teams incorporating Ktunaxa language and student element leaders. Team competitions throughout the year, and teach the meaning behind the element teams. The four teams are: Land: ʔamak , Fire: ʔa-kinquku , Wind: ʔa-kuʔmi , Water: Wuʔu

Celebration of Ktunaxa culture through artwork and displays around the school (hallways, classrooms, library)
 Friday Ktunaxa language with Juanita Eugene
 Ktunaxa greetings on announcements and Land Acknowledgements at all gatherings
 Expanding Ktunaxa language and signage in school (library walls, entrance, gym, etc.)
 Offer drumming sessions
 Regular ʔaąamnił school grade 5/6 class visits
 Department specific curriculum development to embed Indigenous Principles and Ktunaxa learning into all disciplines.
 Department and school-wide culture building (Pi Day, Talent Shows, Amazing Race, Escape Room)

LMS Culture Data Sources

MDI Survey
 Student Learning Survey Results
 Student and Staff Feedback
 Attendance Tracking
 Participation/ attendance for theme days, clubs, and intramurals
 Class and grade level check in meetings with guiding questions to use as checkpoints
 Department and teacher feedback/ mind map for how they incorporate Indigenous content and build a welcoming environment

Professional Development, Continuous Improvement, Monitoring, and Ongoing Engagement

Pro-D session focused on Indigenous learning (Blanket Exercise and Residential School Tour)
 Focus on First People's Principles and incorporating into practices for all subjects – Indigenous Education Coordinator, Faye O'Neil, will present and share resources with staff at the beginning of the year
 Numeracy Pro-D sessions and in class support from our District Numeracy Support Teacher, Nicole Fulton
 All math department teachers and numeracy intervention teacher attend beginning of the year District Numeracy Workshop
 IXL sessions to ensure effective programming to build foundational skills and track student growth
 Collaboration time to develop common assessments, consistent approaches to build number sense, and proficiency scale alignment

Pro-D with Provincial School Outreach to support with implementing recommended instructional strategies, adaptations, modification, and replacement curriculum programming (numeracy and across all subjects)

Monthly check in with department heads

Regular meetings and consultation with Indigenous Education Support Worker and Indigenous Education Coordinator (student progress, attendance, resource recommendations, planning events, etc.)

Data will be reviewed and updated throughout, and adjustments to our Growth Plan will be made accordingly

Growth Plan Data to Inform our Goals and Monitor Progress

Numeracy Data to inform this goal and track progress

Grade 7 FSA 2025: Literacy and Numeracy Snapshot

School-wide aggregate results from the provided report image

Achievement level	Literacy	Numeracy
EM	36	46
ON/OT	34	25
EX	1	0
UN	15	15
Total students	86	86
Students with scored results	71	71

Achievement level	Literacy	Numeracy
EM	50.7%	64.8%
ON/OT	47.9%	35.2%
EX	1.4%	0.0%

Percentages exclude 15 UN results in each assessment (71 scored results).

Key Snapshot

- 86 Grade 7 students are represented in each assessment.
- 71 students received a scored result in Literacy and Numeracy.
- 15 results were reported as UN in each assessment.
- Among scored results, EM was 50.7% in Literacy and 64.8% in Numeracy.

Current Grade 9 Cohort: Grade 7 (2025 data) to Grade 8 (2026 data)

Proficiency	Grade 7 count	Grade 7 %	Grade 8 count	Grade 8 %
EMG	8	7.7%	16	14.7%
DEV	33	31.7%	22	20.2%
PRF	44	42.3%	45	41.3%
EXT	17	16.3%	19	17.4%
Other / no proficiency	2	1.9%	7	6.4%

Grade 10 Numeracy Assessment Scores 2025

Score	Number of students	% of valid scores
0	1	0.9%
1	27	23.5%
2	52	45.2%
3	32	27.8%
4	3	2.6%

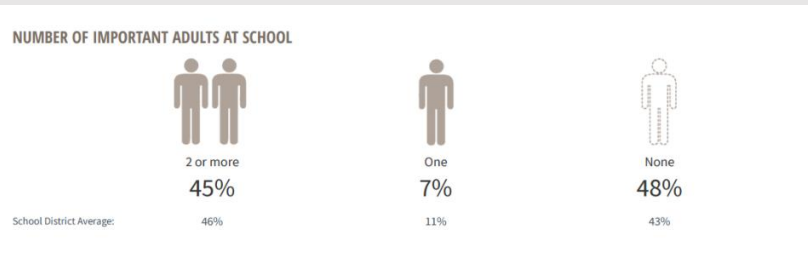
Math 10 Course Enrolment 2025

Math course	Number of students	% of enrolment
FOUNDATIONS OF MATH AND PRE-CALCULUS 10	69	56.6%
WORKPLACE MATHEMATICS 10	45	36.9%
LINEAR WORKPLACE MATH 10 WITH 11	4	3.3%
WORKPLACE MATH 10 SELF-PACED	4	3.3%

Grade 10 Final Math Grade Distribution by Course 2025-26

Math course	0-<25	25-<50	50-<60	60-<70	70-<80	80-<90	90-100
MFMP-10 FOUNDATIONS OF MATH AND PRE-CALCULUS 10	0	1	9	23	14	14	7
MWPM-10 WORKPLACE MATHEMATICS 10	1	0	4	8	14	12	2
MWPM-10---11 LINEAR WORKPLACE MATH 10 WITH 11	1	0	2	1	0	0	0
MWPM-10---SP WORKPLACE MATH 10 SELF-PACED	0	0	2	0	2	0	0

Data drawn from the MDI and Student Learning Surveys focused on belonging, connectedness, and Indigenous learning



CONNECTEDNESS WITH PEERS

PEER BELONGING

Measures children's feelings of belonging to a social group. e.g., "When I am with other kids my age, I feel I belong."

