
2024/25

*Laurie Middle School
Growth Plan*

Principal: Aaron Thorn

Vice Principal: Lauren Gruggen



Growth Plan Redesign

Over the past three years, we at LMS have taken positive steps to support the development of students in Literacy, Numeracy, the First People's Principles/ culture. We are currently incorporating the new strategies, structures and philosophies into our newly redesigned growth plan.



Changes at Laurie

- We have added Numeracy 7, 8 & 9 as well as Literacy 7, 8 & 9 courses to our electives catalogue
- Indigenous studies 9 is a course being developed and taught by Jayme Thompson in consultation with Faye O'Neil and other Community members. This course is being taken by **all** grade 9 students.
- We have streamlined the process and purpose of student support blocks in our Learning Center

Goal 1: Numeracy



How can we improve numeracy in students grade 6-9 with the goal of ensuring students are able to successfully transition to grade 10 with confidence and capacity?

Data used to measure growth:

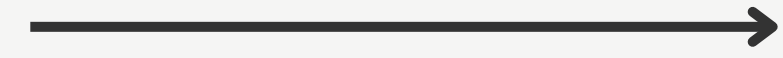
- FSA results
- Common school assessments within the math department
- Report card marks (2023/2024 school year)

Reflective question:

Have FSA results gone down as we exempt less students?

Participation rates are up from 56% in 2020 to 84% in 2024

Goal 1: Numeracy



FSA data

Numeracy School Data

School Level Table Data: All Districts, Laurie Middle School [Numeracy-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	122	102	83.6%	72	70.6 %	28	27.5 %	2	2.0 %
2022/2023	134	102	76.1%	66	64.7 %	33	32.4 %	3	2.9 %
2021/2022	125	75	60.0%	38	50.7 %	36	48.0 %	1	1.3 %
2020/2021	117	66	56.4%	42	63.6 %	24	36.4 %	0	0.0 %
2019/2020	144	130	90.3%	63	48.5 %	64	49.2 %	3	2.3 %
2018/2019	114	98	86.0%	48	49.0 %	45	45.9 %	5	5.1 %
2017/2018	132	123	93.2%	61	49.6 %	56	45.5 %	6	4.9 %

Goal 1: Numeracy



FSA data

Students with Indigenous Ancestry – Numeracy

School Level Table Data: All Districts, Laurie Middle School [Numeracy-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	24	20	83.3%	13	65.0 %	6	30.0 %	1	5.0 %
2022/2023	35	28	80.0%	19	67.9 %	7	25.0 %	2	7.1 %
2021/2022	32	15	46.9%	9	60.0 %	6	40.0 %	0	0.0 %
2020/2021	28	15	53.6%	9	60.0 %	6	40.0 %	0	0.0 %
2019/2020	37	33	89.2%	17	51.5 %	15	45.5 %	1	3.0 %
2018/2019	34	27	79.4%	16	59.3 %	11	40.7 %	0	0.0 %
2017/2018	48	42	87.5%	25	59.5 %	17	40.5 %	0	0.0 %

Goal 1: Numeracy



FSA data

Students with Diverse Abilities -Numeracy

School Level Table Data: All Districts, Laurie Middle School [Numeracy-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	39	28	71.8%	21	75.0 %	6	21.4 %	1	3.6 %
2022/2023	33	21	63.6%	17	81.0 %	4	19.0 %	0	0.0 %
2021/2022	31	12	38.7%	7	58.3 %	5	41.7 %	0	0.0 %
2020/2021	21	7	33.3%	4	57.1 %	3	42.9 %	0	0.0 %
2019/2020	21	18	85.7%	13	72.2 %	5	27.8 %	0	0.0 %
2018/2019	20	13	65.0%	8	61.5 %	5	38.5 %	0	0.0 %
2017/2018	29	22	75.9%	17	77.3 %	5	22.7 %	0	0.0 %

Numeracy Data: Report Card Marks 2023/24 - Grade 7

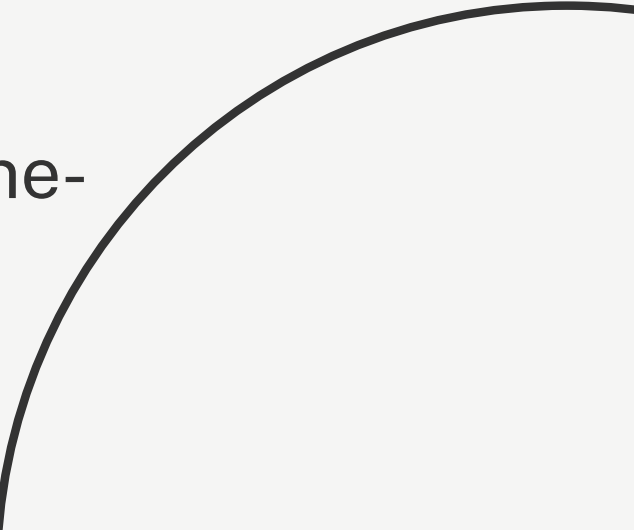
	Number of students	% of total	Number of Indigenous Students	% of total Indigenous students
Extending	7	6%	0	0%
Proficient	57	49%	8	7%
Developing	32	27%	4	3%
Emerging	19	16%	7	6%
F	2	2%	1	1%

Goal 1: Numeracy



How can we improve numeracy in students grade 6-9 with the goal of ensuring students are able to successfully transition to grade 10 with confidence and capacity?

Strategies to address goal:

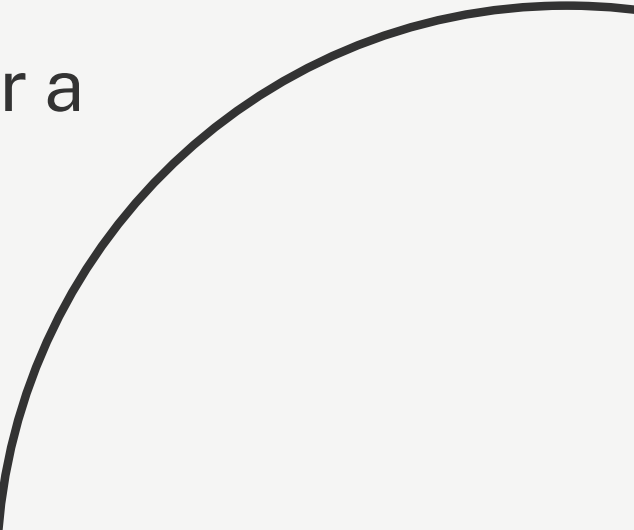
- Noon hour math tutorials
 - Targeted one-on-one supports offered by all math teachers for all students
 - Distance Learning Program with Nick Richards
 - Paper based math learning
 - One-on-one support
 - KDS tutorials
 - Yellow slips to Aboriginal Education space (with Mary Elliot) and/or LST space (with one-on-one and small group support)
 - Attendance tracking and meetings by admin with families and students
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Goal 1: Numeracy



How can we improve numeracy in students grade 6-9 with the goal of ensuring students are able to successfully transition to grade 10 with confidence and capacity?

Strategies to address goal: Numeracy Classes

- Numeracy courses during electives for grade 7, 8 and 9 students
 - Courses are one semester long and happen co-currently with math classes to target needs while allowing students to remain engaged in mainstream learning
 - Populate students in targeted numeracy classes based on report card data.
 - The courses target students who are demonstrating an Emerging level allowing for a class of students with similar needs.
 - Low student to teacher ratio make it possible to implement targeted interventions with a focus on lagging core skills
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Goal 2: Literacy



How can we identify and address gaps in literacy learning for students grades 6-9 and utilize a variety of strategies to ensure achievement of appropriate levels of reading comprehension and overall literacy skills allowing students to participate in the continuation of their education with confidence and capacity?

Data used to measure growth:

- FSA data
- Report card comments
- Acadience data
- Read Theory data

*This is year one of this goal,
so we are working to
develop an understanding
of the baseline levels of
literacy within LMS*

Goal 2: Literacy



FSA data

Literacy School Data

School Level Table Data: All Districts, Laurie Middle School [Literacy & Reading-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	122	99	81.1%	53	53.5 %	46	46.5 %	0	0.0 %
2022/2023	134	103	76.9%	54	52.4 %	49	47.6 %	0	0.0 %
2021/2022	125	81	64.8%	42	51.9 %	39	48.1 %	0	0.0 %
2020/2021	117	66	56.4%	35	53.0 %	31	47.0 %	0	0.0 %
2019/2020	144	130	90.3%	46	35.4 %	83	63.8 %	1	0.8 %
2018/2019	114	92	80.7%	34	37.0 %	55	59.8 %	3	3.3 %
2017/2018	132	120	90.9%	42	35.0 %	78	65.0 %	0	0.0 %

Goal 2: Literacy



FSA data

Students with Indigenous Ancestry – Literacy

School Level Table Data: All Districts, Laurie Middle School [Literacy & Reading-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	24	21	87.5%	12	57.1 %	9	42.9 %	0	0.0 %
2022/2023	35	28	80.0%	15	53.6 %	13	46.4 %	0	0.0 %
2021/2022	32	19	59.4%	13	68.4 %	6	31.6 %	0	0.0 %
2020/2021	28	16	57.1%	10	62.5 %	6	37.5 %	0	0.0 %
2019/2020	37	32	86.5%	12	37.5 %	20	62.5 %	0	0.0 %
2018/2019	34	25	73.5%	12	48.0 %	13	52.0 %	0	0.0 %
2017/2018	48	40	83.3%	22	55.0 %	18	45.0 %	0	0.0 %

Goal 2: Literacy



FSA data

Students with a designation – Literacy

School Level Table Data: All Districts, Laurie Middle School [Literacy & Reading-07]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	39	26	66.7%	18	69.2 %	8	30.8 %	0	0.0 %
2022/2023	33	19	57.6%	14	73.7 %	5	26.3 %	0	0.0 %
2021/2022	31	13	41.9%	11	84.6 %	2	15.4 %	0	0.0 %
2020/2021	21	7	33.3%	5	71.4 %	2	28.6 %	0	0.0 %
2019/2020	21	17	81.0%	11	64.7 %	6	35.3 %	0	0.0 %
2018/2019	20	10	50.0%	6	60.0 %	4	40.0 %	0	0.0 %
2017/2018	29	21	72.4%	13	61.9 %	8	38.1 %	0	0.0 %

Goal 2: Literacy



How can we identify and address gaps in literacy learning for students grades 6-9 and utilize a variety of strategies to ensure achievement of appropriate levels of reading comprehension and overall literacy skills allowing students to participate in the continuation of their education with confidence and capacity?

Strategies to address goal:

- Reading club at lunch in Library twice a week with opportunities to work on Read Theory
- Literacy courses during electives for grade 7, 8 and 9 students
- Distance Learning Program with Nick Richards
 - Targeted individualized learning plans
 - One-on-one support
 - KDS tutorials
- Yellow slips to Aboriginal Education space (with Mary Elliot) and/or LST space (with one-on-one and small group support)
- Attendance tracking and meetings by admin with families and students

Goal 2: Literacy

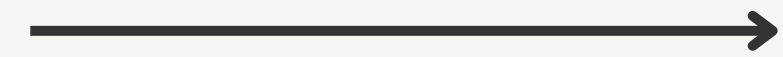


How can we identify and address gaps in literacy learning for students grades 6-9 and utilize a variety of strategies to ensure achievement of appropriate levels of reading comprehension and overall literacy skills allowing students to participate in the continuation of their education with confidence and capacity?

Strategies to address goal: Acadience

- Acadience Reading Assessments will establish baseline data and allow us to monitor progress throughout the school year. This standardized assessment will help identify students at risk for reading difficulties and determine specific skills to target for instructional support.
 - Data is presented to staff at staff meetings and strategies are provided by LST's

Goal 2: Literacy



How can we identify and address gaps in literacy learning for students grades 6-9 and utilize a variety of strategies to ensure achievement of appropriate levels of reading comprehension and overall literacy skills allowing students to participate in the continuation of their education with confidence and capacity?

Strategies to address goal: Read Theory

- Read Theory for Adaptive Practice used in replacement of silent reading.
- Used within English classes as a complementary tool to provide adaptive, personalized reading comprehension practice
 - Its AI-driven software continuously adjusts difficulty levels based on student performance, allowing for differentiated instruction.
- This in-depth assessment can help untangle the reasons behind a student's struggles and guide targeted instruction.
- Read Theory's uses gamification features, such as badges and knowledge points, to motivate students and encourage consistent practice

Goal 2: Literacy



How can we identify and address gaps in literacy learning for students grades 6-9 and utilize a variety of strategies to ensure achievement of appropriate levels of reading comprehension and overall literacy skills allowing students to participate in the continuation of their education with confidence and capacity?

Strategies to address goal: Literacy Classes

- Develop targeted literacy classes based on report card data. The courses target students who are demonstrating an Emerging level allowing for a class of students with similar needs. Low student to teacher ratio make it possible to implement targeted interventions with a focus on core skills including:
 - Vocabulary development
 - Reading fluency
 - Comprehension strategies
 - Critical thinking skills

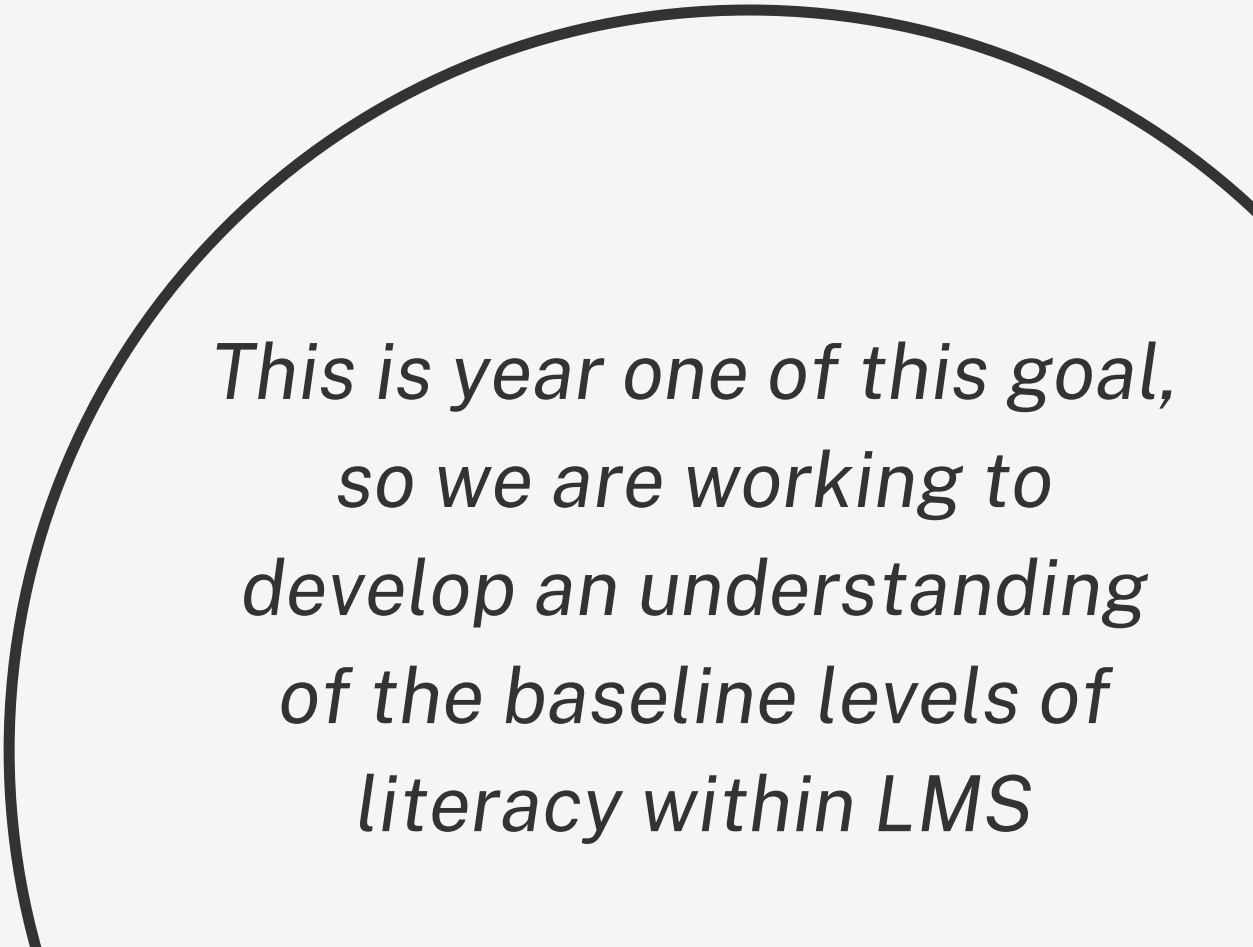
Goal 2: Literacy



How can we identify and address gaps in literacy learning for students grades 6-9 and utilize a variety of strategies to ensure achievement of appropriate levels of reading comprehension and overall literacy skills allowing students to participate in the continuation of their education with confidence and capacity?

Data used to measure growth:

- Report card comments
- Acadience data
- Read Theory data

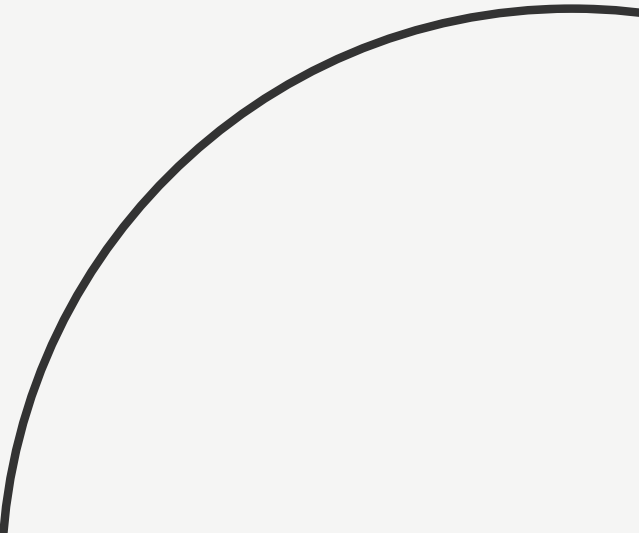


*This is year one of this goal,
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Goal 3: Indigenizing learning and school culture

How can we build school culture through the lens of the First People's Principals of Learning?

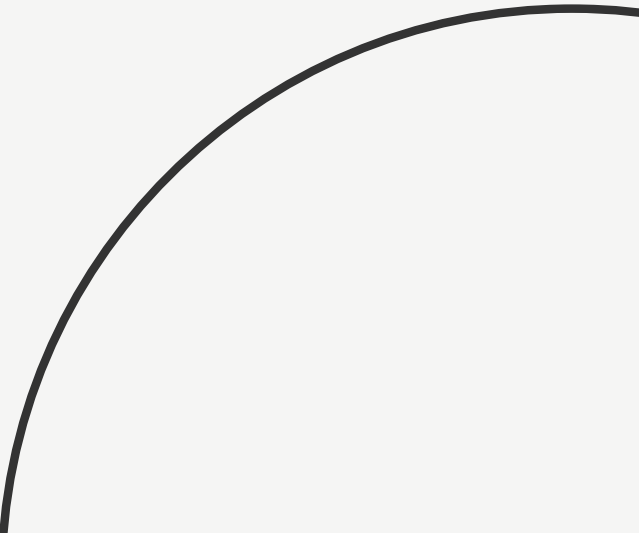
Data used to measure growth:

- MDI survey results
 - Student and staff feedback
 - Grade 7 Student Learning Survey
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Goal 3: Indigenizing learning and school culture

How can we build school culture through the lens of the First People's Principals of Learning?

Strategies to address goal: Gathering

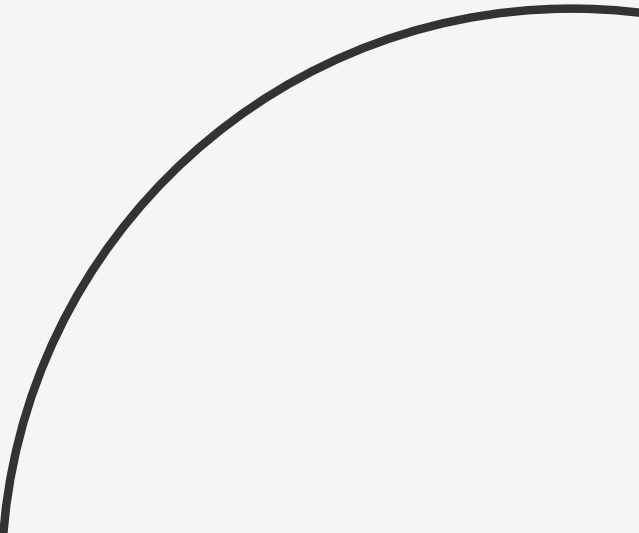
- Monthly assemblies promoting school and community cultural norms, expectations and values: Focus on calm, presence, gratitude, respect, intention and aim
 - Indigenous Leadership group hosted monthly by Mary Elliot
 - Attendance tracking and meetings by admin with families and students
 - DL program with Nick Richards
 - Cultural presentation at Key City organized by Mary Elliot with pre-teaching and including schools throughout the community
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Goal 3: Indigenizing learning and school culture



How can we build school culture through the lens of the First People's Principals of Learning?

Strategies to address goal: School Culture & Student Voices

- School wide student council for all students grade 6-9
 - Element House Teams incorporating Ktunaxa Language:
 - Land:
 - Fire:
 - Wind:
 - Water:
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Goal 3: Indigenizing learning and school culture

How can we build school culture through the lens of the First People's Principals of Learning?

Strategies to address goal: Family Voice

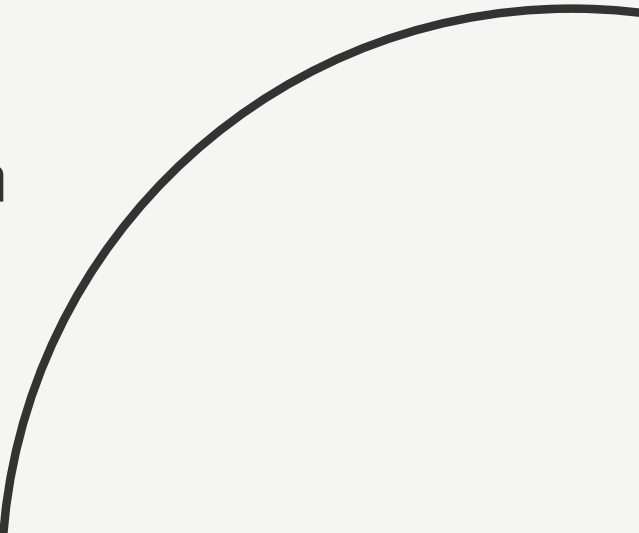
- Increased focus and push for consistent communication with families by both staff and admin
 - Including families in decisions and conversations that impact their child (or the children in their care)
 - Re-empowering families to engage with the education system by reaching out and welcoming them into intentionally chosen, neutral spaces both in and out of our building

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Goal 3: Indigenizing learning and school culture

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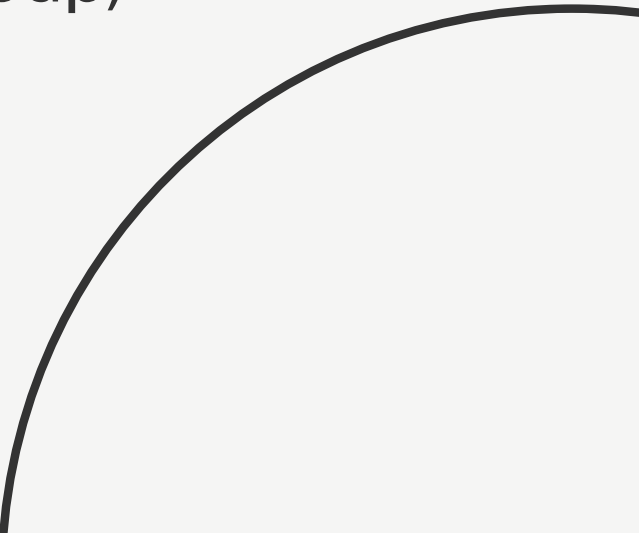
Strategies to address goal: Family Voice

- Shift by LST staff to run IEP meetings for all students in a family led/centered manner
 - Parents, their team and their child will do the majority of the talking
 - Less people at the table (no teachers or EAs), more parent focused
 - Conversation centers around 5 simple questions, created by LST's and provided to families ahead of time
 - Following the meeting, IEPs are written, shared with families and then shared with teachers so that goals can be put into report cards and addressed in reporting
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Goal 3: Indigenizing learning and school culture

How can we build school culture through the lens of the First People's Principals of Learning?

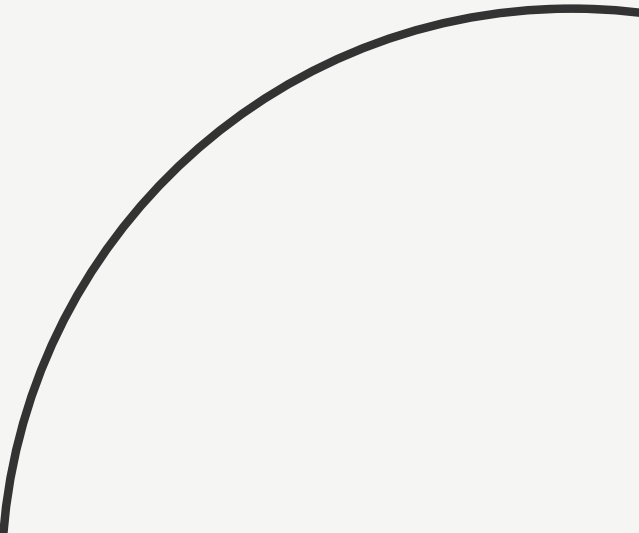
Strategies to address goal: Language

- Signage on the front of the building
 - Friday Ktunaxa Language with Juanita Eugene
 - Ktunaxa greetings on announcements and Land Acknowledgements at all gatherings
 - Ktunaxa words on library walls (an initiative of Mary Elliot's Indigenous Leadership group)
 - Staff jackets with 'Every Child Matters' in Ktunaxa
 - Every staff member had to learn the pronunciation before receiving their jacket
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Goal 3: Indigenizing learning and school culture

How can we build school culture through the lens of the First People's Principals of Learning?

Strategies to address goal: Learning

- Grade 9 Indigenous Studies Course
 - Locally developed semestered course
 - All grade 9 students pre-enrolled
 - Course designed by Jayme Thompson in consultation with Faye O'Neil and other members of Community
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Goal 3: Indigenizing learning and school culture

How can we build school culture through the lens of the First People's Principals of Learning?

Strategies to address goal: Spaces

- Re-developing the library into a learning commons with Ktunaxa language n the walls, books, community profiles, and relaxed spaces for kids to work
 - Celebration of Ktunaxa culture through artwork and displays
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