



Laurie Middle School

Growth Plan 2023-2024

Year 3

Principal: Aaron Thorn

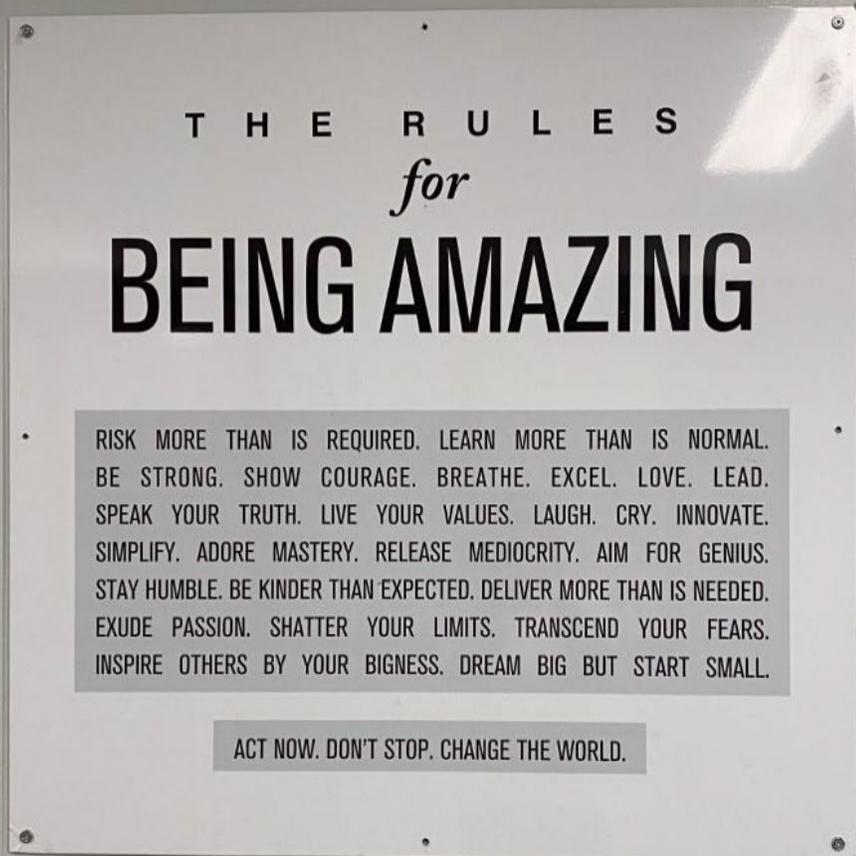
Vice Principal: Dave Doll



Thank You to Our Stakeholder Groups. . .

Our growth plan was created with the input and insights of the following stakeholder groups:

- The staff of Laurie Middle School
- The Student Services Department
- The Math Department of LMS
- The Indigenous Education department (Faye O'Neil, Mary Elliott, Nick Richards)
- Ruby Kozicky (PAC President LMS)



About Laurie Middle School . . .



- Laurie Middle School is centrally located in Cranbrook, BC with approximately 400 students this year. Students come to LMS from many of the feeder schools in the district, including independent schools like AQAM School, Kootenay Christian Academy, and St. Mary's Elementary School. We have a large and talented staff working to meet the diverse needs of our students, to create extracurricular opportunities for our kids, and to take kids out into the local spaces for place-based education.

About Laurie Middle School . . .



Laurie Middle School has a full scope of elective courses, two NEST classes in grade 8 doing place based education, proximity to parks, recreational spaces, the community forest, and competitive and recreational sports teams.

We support our kids in a variety of ways using our YCW space, our drop in Learning Center, a large student services team, our Distance Learning Space, the Indigenous Education Room, the gym, and Counselling Space. These spaces are staffed fulltime and open all day to meet the various needs of our diverse group of students.



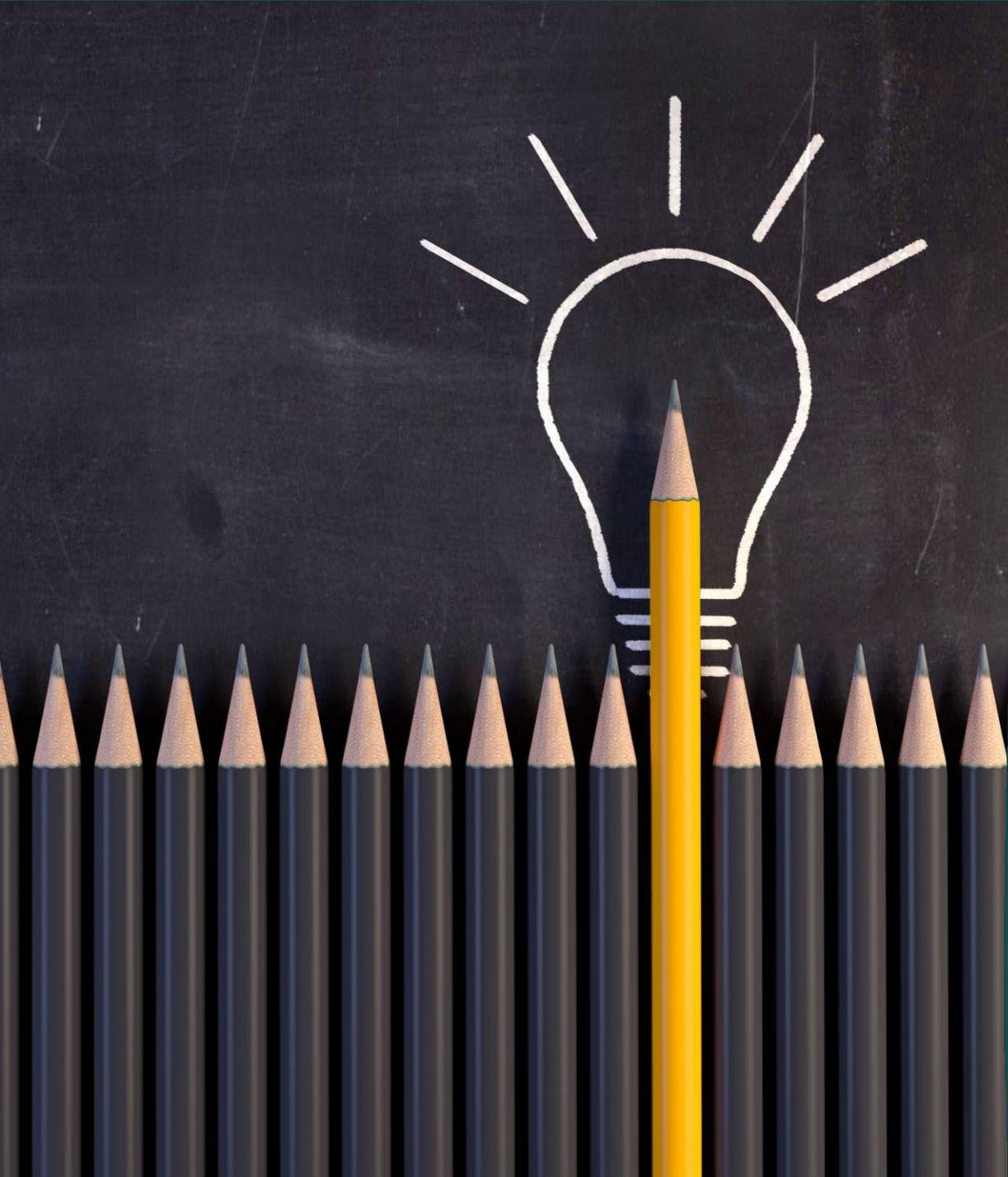
What We Stand For ... Priorities at LMS

We are always exploring ways to get better, to increase student engagement, and to find paths to greater success for our students.

Our goals for 2023 – 2024

Goal #1 – Numeracy

Goal #2 – First Nations Principles of Learning and Indigenous Education



Educational Goal Outcome #1 - How can we continue the process of increasing numeracy results for our students and ensure they are better able to transition to the high school successfully?

- Objective: Increase the academic achievement of our students in math when measured with report card marks, FSA results, and in class assessments. We will increase the number of students in each grade achieving a Proficient or Exceeding mark by 2% and decrease the number of Emerging marks by grade 9 by 5% in groups that we are tracking through grades 7-9.



Strategies

- Collaborative planning and strategic planning by the math teachers in the school with our Dept Head. Use of Growth Plan funds to get teachers together and working on Scope and Sequence and Instruction Strategies.
- Use of Learning Resource Funds to continue with technology based supplemental math instruction for homework, extension activities and adaptations – IXL Math and Mathletics
- Collaborative session with the Parkland group once they have completed finishing their common math assessments. We will scaffold off their work, in an effort to have the middle schools working from the same script.
- Creation of Grade 7/8 Numeracy classes that pull kids in to work on grades 4-7 skills during electives (2023/24 Change)

Grade 7 - 2020/21



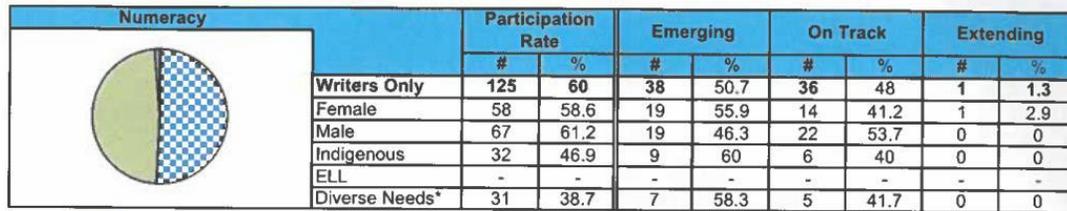
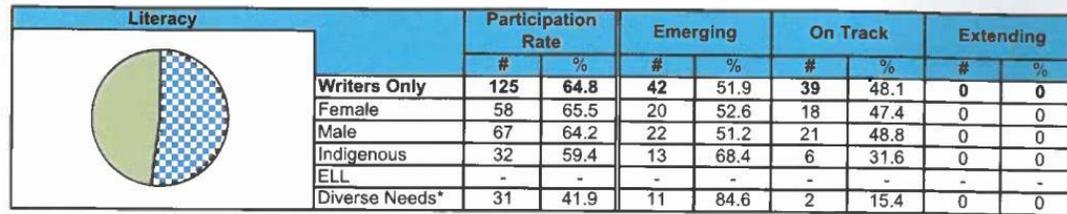
Not Yet Meeting Meeting Exceeding

Examining the Data – FSA Results (2020-2021)

Data from the 2020-2021 year showed a participation rate of 57.8% for both the reading and numeracy portions of the FSA, with a slight decrease in the written portion of 53.4%.

The data shows more students in the “emerging” column than “on track.” The goal from 2020-2021 was to increase participation and move the needle on students from “emerging” to “on track” and into “extending” keeping in sight our focus on numeracy.

Grade 7 - 2021/22



Emerging
 On Track
 Extending

*Note: Diverse Needs includes all students identified in all 12 categories

Examining the Data – FSA Results (2021-2022)

Data from the 2021-2022 year shows a significant increase in the participation rates on the FSA.

Participation in the written section improved from 57.8% to 64.8%.

Participation in the numeracy portion increased from 57.8% to 60%.

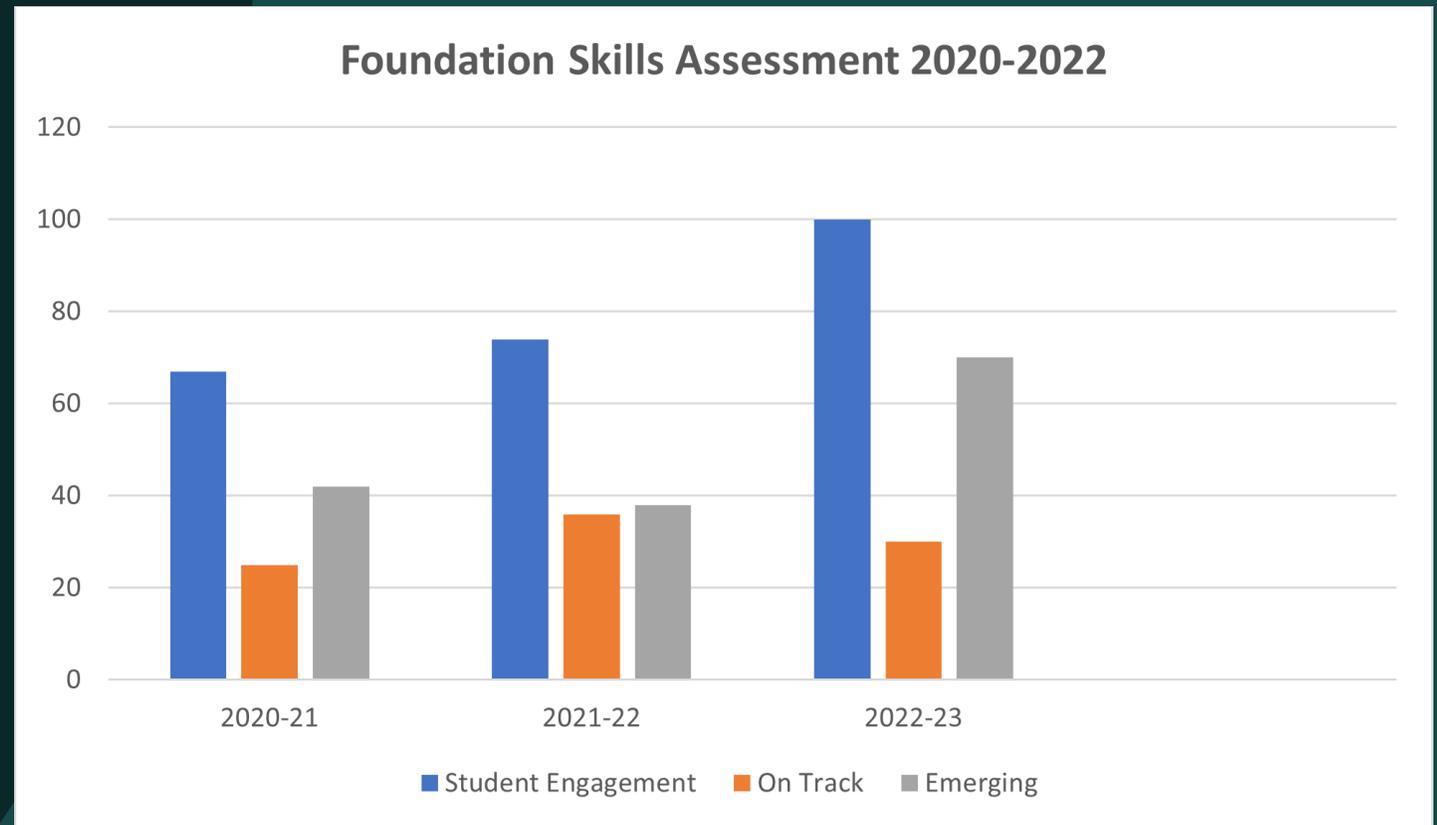
The needle was also moved on the number of students who moved into the “on track” column.

The data shows an increase in engagement from 67 students in 2020-21, to 100 students in 2022-23 (an increase of 33% over the course of three years).

This increase in engagement has revealed that there are more struggling students than we had originally identified. When you shine a light in the darkness, you see more of the need for interventions.

The number of students who are "on track" has remained relatively stable over the three years.

The number of students who are "emerging" significantly increased with the higher number of students engaging in the FSA.



- Educational Goal Outcome #2:
- Can we use the First Peoples' Principles of Learning as the lens for intentional changes to Laurie Middle School?
- How can we change our teaching practices and areas of focus, our support systems, and the way we use our resources to improve student achievement and to improve the experience at middle school for students?

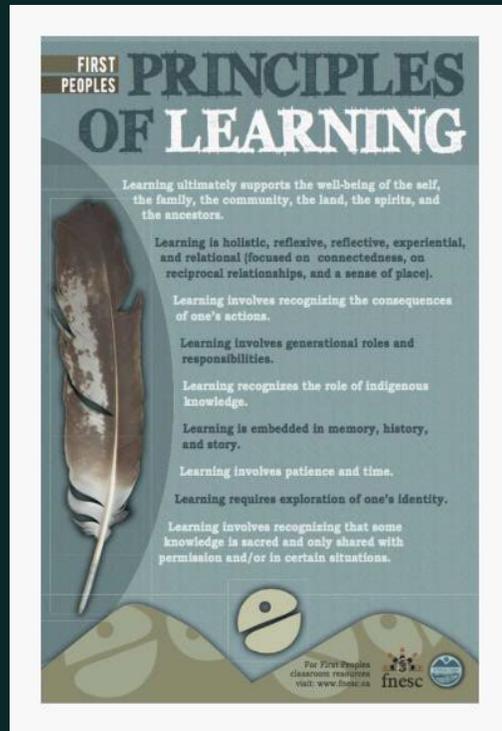


Strategies . . .



- Shift in student services and alternative learning space planning and programming
- Continue with the Learning Center with the SST offices centrally located on the first floor.
- Year three of the growth plan has led to Nick Richards running the Distance Learning space which was designed with the support of our Indigenous Support staff. Currently there are 16 students registered and coming to school.
- Re-development of the library into a learning commons with relaxed seating and space for kids to work and spend time
- Use of YCW space, the computer lab and other spaces for activities during the lunch hour

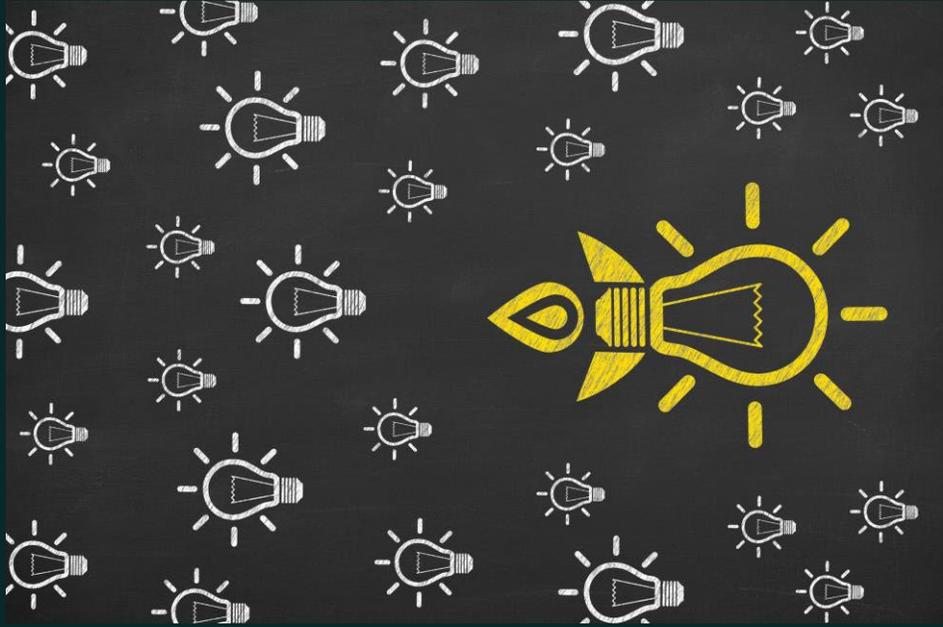
Check In – The First Nations Principles of Learning . . .



How are we designing classes, spaces, activities and supports while thinking about the descriptors found in the First People's Principals of Learning?

- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential and relational. (Focused on connectedness, on reciprocal relationships, and a sense of place)
- Learning recognizes the role of indigenous knowledge
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning involves patience and time
- Learning requires exploration of one's identity
- Learning is embedded in memory, history and story
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations

Data . . .



Grade 7 Student Learning Survey – A Moment to Celebrate Success

Using data from the grade 7 learning survey we see an increase in student satisfaction in the following areas:

- A sense of belonging to the school (up 5% from the previous year)
- School is a welcoming place (up 1% from the previous year)
- Students feel safe in the school (up 11% from the previous year)
- We will use this metric, report card marks, and attendance to see how our Indigenous Education students are being engaged here at LMS.

Next Steps:



- Goal #1 – Numeracy
- Continuing to track student data in the pursuit of discovering the best practice and strategies that work for our students, so that we know that students are “high school ready.”
- Goal #2 – Aboriginal Education
- Can we use the First Peoples’ Principles of Learning as the lens for intentional changes to Laurie Middle School?
- We will continue to rely on the information from the student learning survey to ensure that our students feel safe and welcomed.
- Continuing use of spaces in our building that support and enhance student learning.