



**ASSURANCE FRAMEWORK
AND EDUCATION PLAN**

OUR STORY

Carseland School is a beautiful, spacious school located in the hamlet of Carseland. It is in the southwest corner of the Golden Hills School Division, within the view of the Rocky Mountains and two kilometers from the Bow River. It is an elementary school with a population of 99 students from kindergarten to grade 6. Approximately 55% of the students ride one of the three school buses to and from school. One of the buses transports students from Siksika Nation, while the other two buses accommodate students from the surrounding areas. The remaining students reside within Carseland. The community preschool, Busy Bee Preschool, operates within the school building and is an important component of the school community. The preschool offers programming for children ages 3 and 4, and is an important first step in building a rapport with students in the community. A licensed Before and After School Program also operates on operational days out of the school building. This service is available to all Carseland School families.

CARSELAND STUDENTS AS OF SEPTEMBER 30, 2023

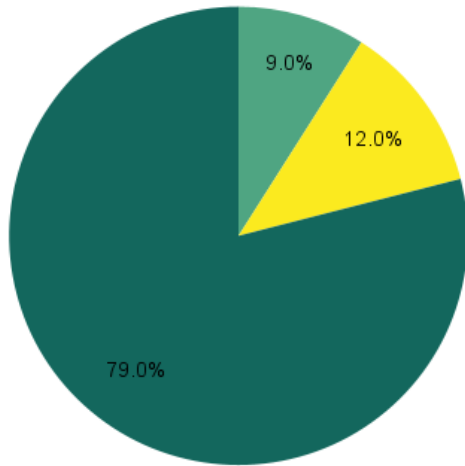
Kindergarten	16
Grade 1	12
Grade 2	16
Grade 3	15
Grade 4	14
Grade 5	17
Grade 6	15

* Carseland offers a full time Kindergarten program and some split classes consisting of Kindergarten/Grade 1, Grade 1/2, Grade 3/4, Grade 4/5, Grade 5/6

CARSELAND STAFF AS OF SEPTEMBER 30, 2023

LaToya Bartlett	Principal
Amanda Christensen	Administrative Assistant
Ella Badiou	Kindergarten/Grade 1
Jennifer Lazaruk	Grade 1/2
Jay Nelson	Grade 3/4
Kelli Clark	Grade 4/5
Claire Wade	Grade 5/6
Sandra Brooks	Educational Assistant
Shelly Stewart	Educational Assistant
Megan Christensen	Educational Assistant
Bonnie Ferguson	Educational Assistant
Paula Pietrobono	Educational Assistant
Jamie Rainey	Educational Assistant
Ava Olson	Educational Assistant
Shirley Spotted Eagle	Siksika Liaison
Dante Gallegos	Custodian
Mike Bernatchez	Cook
Jolene Hauswirth	Bus Driver
Shawna Lowe-Loftus	Bus Driver
Brooks Backfat	Bus Driver

BUDGET OPERATING EXPENSES 2023/2024



● Supplies and Services ● Non-Certified Staffing ● Certified Staffing

FACILITY & CAPITAL

2022-2023 Completed Plans

- New inclusive division 1 play structure.
- New carpet and tile added to the kindergarten classroom.

2023-2024 Proposed Plans

- There are no proposed projects for Carseland School at this time.



WE'RE A GOLD CERTIFIED HEALTHY SCHOOL!

The Healthy Schools Certification program is a year-over-year program that supports school health planning and priorities surrounding well-being. To become a certified healthy school Carseland School chose to prioritize mental health and healthy eating as our priorities and designed a plan, created a team, and approached all school initiatives and programs with both priorities in mind. Programming such as Nature Connections, Ik Ku Nutsi, common wellness language throughout the school, a greenhouse lab, daily lunch program, farm to table menu items, in school mentoring, and so much more contributed to Carseland School's success of becoming GOLD certified. We pride ourselves in offering the best educational experiences for our students, staff and community. We look forward to continuing our healthy schools journey to certification yearly!

CARSELAND SCHOOL COUNCIL

Carseland School has a supportive school council that works collaboratively with the school to ensure the best possible educational experiences for our students. The school council members volunteer countless hours of time to fundraise and contribute to the school, providing students with a field trip yearly, contributing to updated school technology, supporting academic presentations and speakers, and purchasing Carseland School House Team shirts for all new students as a symbol of belonging to our school. This past year the school council provided funding for every class to have an off-campus field trip, transportation for students to attend swimming lessons, and a school-wide performance. The school council is involved in providing input to our school goals. In April, teachers review the Assurance Measure Results and create preliminary school goals. These goals are taken to the May school council meeting for review and input. In September, the goals are reviewed by both the staff and the school council. In November, the goals are finalized after a review of the Provincial Achievement Test results. The three-year plan will be communicated to parents through our school council meetings and goals will be highlighted in our school newsletter.



ACCOUNTABILITY STATEMENT

Carseland School utilizes the results of the assurance framework to work collaboratively with our staff, students and school community to better school programming and optimize learning for our students. Together with our partners we review the data and work to develop school goals for continued improvement.

ALBERTA EDUCATION ASSURANCE MEASURE (AEAM)

Government

Required Alberta Education Assurance Measures - Overall Summary
 Fall 2023
 School: 5501 Carseland School

Assurance Domain	Measure	Carseland School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	90.9	90.5	90.5	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	96.8	95.3	83.9	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	53.8	16.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	7.7	0.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	98.1	100.0	99.2	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)	97.9	98.5	98.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	95.0	91.4	91.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	90.0	100.0	100.0	79.1	78.8	80.3	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Caution should be used when interpreting survey results over time as 2021/21 was a pilot year for the AEA survey and participation was impacted by the COVID-19 pandemic. The 2020/21 survey results were not:

- Evaluated against the provincial standards (Achievement) or previous 3-year averages (Improvement);
- Included in the calculation of future provincial standards for new survey measures; or
- Included in the calculation of 3-year averages used to evaluate improvement of future survey results

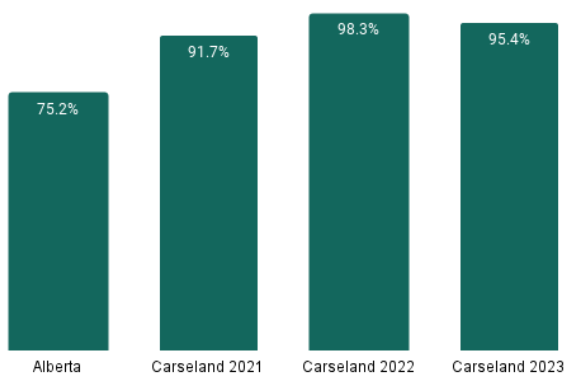
A new "N/A" (i.e., not applicable) response on the parent, student, and teacher AEA surveys allowed respondents to clearly indicate when a question was not applicable. A response of "N/A" does not count towards the total number of responses in the survey result.

GOAL 1

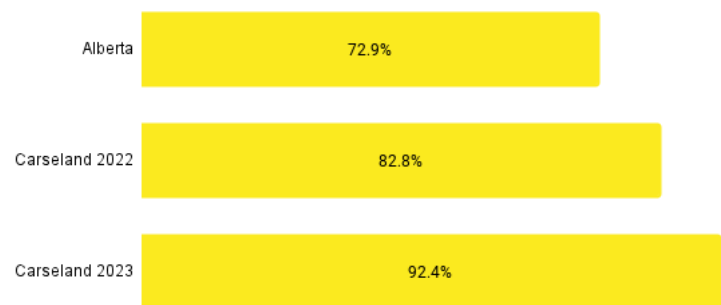
Optimize the learning experience and the success of students through inclusive and engaging programming that promotes the development of entrepreneurial skills, critical thinking, well-being, and citizenship.

- Full-time Kindergarten
- Entrepreneurial Opportunities - Classroom greenhouse projects
- Nature Connections Program (1-4) and Ik ka nutsi Program (5-6)
- In School Mentoring Opportunities
- Student Led Experts Fair
- Student Leadership - Student Council and Chief and Council

School Improvement



Satisfaction with Program Access



2022-2023 RESULTS

Throughout the year students engage in a number of learning experiences that contributed to the success of this goal. During the 2022/2023 school year Carseland School reintroduced the student council having students K-6 represented. The student council took part in fundraising initiatives throughout the school, planned school-wide events, took part in three focus groups regarding school goals, and helped develop goals for the following year's education plan. Student voice was also fostered through the student expert fair, the Pookaaks (children's) club, and student entrepreneurial opportunities. Utilizing mint grown by the students, a group of grade 5/6 created a business of selling Big Heart Baskets and examined financial literacy skills through the development. Students created advertisements, made sales, and tracked profit and expenses.

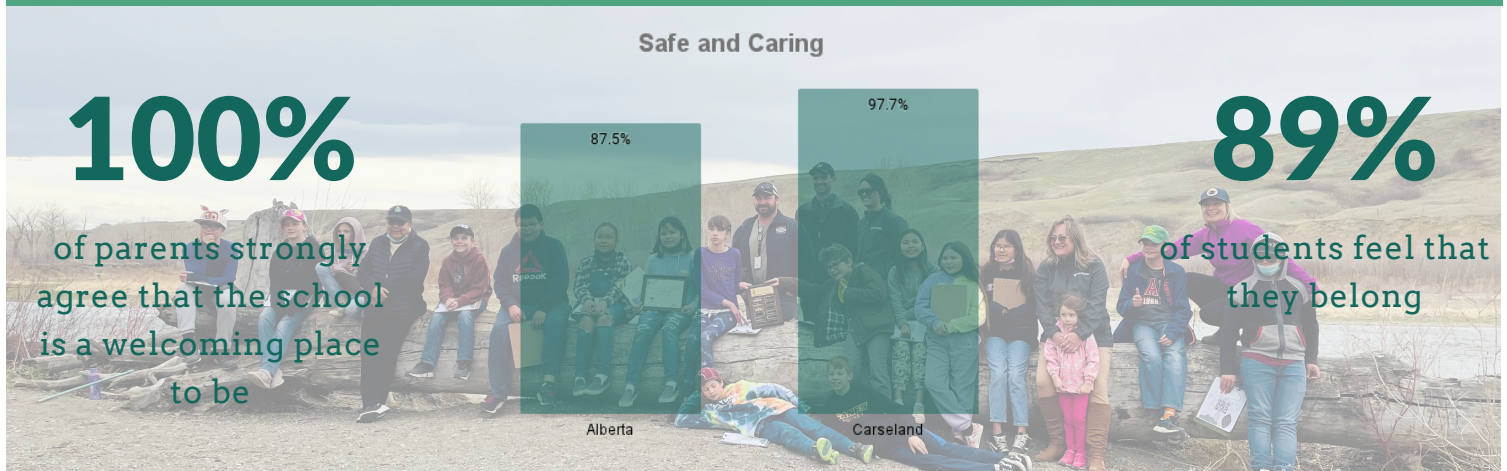
Both the Nature Connections and Ik ka nutsi program continued throughout the year. Both programs saw great success and expanded with inclusion of the medicine wheel in Nature Connections and an overnight camp trip for the Ik ka nutsi program that saw students put the knowledge and skills from the program into practice. For the 2023/2024 school year teachers will be working closely with one of our teachers on bringing place based learning opportunities into the curriculum.

Results in the assurance model show high satisfaction with school improvement and access to programming that is significantly higher than the provincial average. Data has been consistent for the past three years in showing that teachers, students and parents believe the programming at Carseland School is creating lifelong learners that are engaged and equipped to become better citizens.

GOAL 2

Cultivate a school culture and climate that deepens our students, staff, and community's understanding and respect for Indigenous cultures and fosters and strengthens First Nation, Metis, and Inuit perspectives in our curriculum.

- Visual Indigenous representation throughout the building
- School-wide recognition of Indigenous cultural days
- Teacher Professional Learning time with Siksika Elder
- Two-eyed seeing approach to school programs focused on indigenous knowledge and learning from the land. Nature Connections and Ik ka nutsi.
- School First Nations liaison as part of planning and curriculum implementation



2022-2023 RESULTS

Carseland School fosters a safe and caring environment that focuses holistically on students. Our data shows that 97.7% of our students believe our school to be safe and caring and that teachers care about them. Carseland School is committed to incorporating the calls of action into the culture of our school. Carseland School is lucky to have a Siksika Liaison that acts as a partner between our Siksika families and the school and as a source of knowledge on indigenous culture to help weave indigenous knowledge into our curriculum.

Carseland School continued to offer programming that focused on indigenous culture and a two-eyed seeing approach to learning. Both the Nature Connections program and the Ik ka nutsi program continued for our students. Both students and staff worked closely with a Siksika Elder learning cultural knowledge and learning from the land. This year our Siksika Elder also contributed to the development of our education plan and helped teachers use indigenous knowledge in the new curriculum. Continuing into the 2023.2024 school year our liaison and Elders will guide our teachers in incorporating knowledge into the curriculum and ensuring all our students are represented in our teaching.

For the 2022/2023 school year 30% of our student population identified as indigenous and metis. From our data 95% of our students believed that students respected each other and there was high satisfaction for a sense of belonging from students at Carseland School.

GOAL 3

Apply school-wide research-based best practices in the areas of literacy and numeracy.

Literacy

- Scheduled division 2 daily comprehension practice
- School-wide benchmarking of literacy K-6 allowing for continuity of data
- A school-wide approach to writing supports and instruction that builds as students progress through the grades
- Multidimensional literacy strategies
- Response to Intervention programming for literacy support

Numeracy

- Financial literacy incorporated into all curriculum areas
- Provide real-life and hands-on learning opportunities for students to work with mathematical concepts such as classroom greenhouse projects
- Explore and develop a school-wide approach to problem-solving skills
- Numeracy Skills Incorporated into House Team Challenges
- Division 2 Greenhouse business

89%

of parents believe
appropriate supports
are available

100%

of parents are
satisfied with the
quality of teaching

95%

of students believe
students respect
each other

2022-2023 RESULTS

Carseland School continues a commitment to the incorporation of multidimensional literacy approaches and best practices that aid in the success of the new curriculum. The 2022/2023 school year saw Carseland School pilot a Response to Intervention (RTI) program that focused on tier 3 intervention to ensure our students were prepared to participate in tier 2 leveled literacy intervention. This program led to great success and saw the majority of students graduate into the next level of literacy intervention. Our division one teachers have worked together to build best practice in meeting the new outcomes of literacy. This year grade level teachers have continued to work together to develop a continuum of learning strategies in reading and writing.

Our numeracy results have also shown improvement with our initiatives of hands-on application of numeracy skills and the incorporation of financial literacy in all grades. Through our Green House each class was able to complete a project that was linked to the program of studies and was cross curriculum in nature. This school-wide approach to incorporating everyday numeracy skills into the school and classroom will continue throughout the 2022/2023 school year.

Data shows that the satisfaction of program access at Carseland School has significantly increased from 82.8% in 2022 to 92.4% in 2023, much higher than the provincial average.