

THE SMALL SCHOOL WITH THE VERY BIG HEART



2024/ 2025

CARSELAND SCHOOL

EDUCATION PLAN AND ANNUAL
EDUCATION RESULTS REPORT



ABOUT CARSELAND SCHOOL



Carseland School is a charming elementary school nestled in the scenic hamlet of Carseland, situated in the southwest corner of the Golden Hills School Division. Our school offers breathtaking views of the Rocky Mountains and is located just two kilometers from the Bow River, making it a beautiful and serene place for students to learn and grow.

We serve a diverse student population of 96 children from Kindergarten to Grade 6. Approximately 48% of our students rely on one of three school bus services, with one bus dedicated to transporting students from Siksika Nation and the remaining buses serving families from the surrounding rural areas. The rest of our students live within the Carseland community, contributing to a close-knit and inclusive school environment.

Our school is proud to host the Busy Bee Preschool, an integral part of our educational ecosystem, which provides programming for children aged 3 and 4. This preschool plays a crucial role in fostering early relationships with young learners and their families, setting the foundation for a strong educational journey in our community.

In addition, we offer a licensed Before and After School Program, which operates on all school days and is available to every family at Carseland School. This program provides valuable support and flexible care options for our students and their families.

At Carseland School, we are dedicated to creating a warm, welcoming environment that nurtures academic growth and community engagement, preparing our students for a bright future.

200 Langdon Avenue, Carseland, Alberta



<https://www.carselandschool.com>



@Carseland School



@carselandwildcats



WHO WE ARE



Motto

“The small school with the very big heart”

Mission Statement

Prepare children for a lifetime of learning

CARSELAND STUDENTS SEPTEMBER 30TH, 2024

Kindergarten	5
Grade 1	19
Grade 2	13
Grade 3	14
Grade 4	14
Grade 5	13
Grade 6	18



CARSELAND SCHOOL STAFF 2024/2025

- Principal** - Ms. LaToya Bartlett
- Administrative Assistant**- Mrs. Amanda Christensen
- Kindergarten/Grade 1** - Ms.Sheri Surkon
- Grade 1/2**- Mrs. Jennifer Lazaruk
- Grade 3/4** - Mr. Jay Nelson
- Grade 4/5**- Mrs. Kelli Clark
- Grade 6** - Mrs. Claire Wade
- PE/Math 1/2**- Ms. Gina Christianson
- Educational Assistant** - Ms. Sandra Brooks
- Educational Assistant** - Mrs. Shelly Stewart
- Educational Assistant** - Miss. Ava Olson
- Educational Assistant** - Mrs. Megan Christensen
- Educational Assistant** - Mrs. Jamie Rainey
- Educational Assistant** - Ms. Bonnie Ferguson
- Educational Assistant** - Mrs. Stacey Dyck
- Educational Assistant (Literacy)**- Ms. Jacqueline Mercer- Livesey
- Family School Community Resource Counselor** - Sharon Blanchard
- Educational Consultant** - Mikaela Logan
- FNMI Liaison** - Ms. Shirley Spotted Eagle
- Head Custodian** - Mr. Dante Gallegos
- School Cook** - Mrs. Megan Adams



HEALTHY SCHOOLS GOLD CERTIFIED

Healthy Schools Certification is an initiative that fosters a holistic approach to school health planning and prioritizing well-being in schools. In pursuit of the Gold standard of Healthy Schools Certification, Carseland School has chosen to prioritize mental health and nutritious eating as our guiding standard. We crafted a comprehensive plan, assembled a dedicated team, and embraced every school initiative with the well-being of our students at heart.

Our engaging programming—ranging from Nature Connections and Ik Ku Nutsi to a shared wellness language throughout the school, a thriving greenhouse lab, a daily lunch program, and farm-to-table menu offerings, in-school mentoring, an outdoor classroom, establishment of a sensory office and classroom and a Blue Jays Affiliate student baseball team—has woven a tapestry of success, culminating in Carseland School achieving the prestigious GOLD certification two years in a row.

We take immense pride in providing the finest educational experiences for our students, staff, and community. As we journey onward, we eagerly anticipate each step in our annual quest for continued healthy schools certification!



ACCOUNTABILITY STATEMENT

Carseland School leverages the findings from the assurance framework to collaborate closely with our staff, students, and the school community, aiming to enhance school programs and maximize student learning.

In partnership with our stakeholders, we analyze the data and establish school goals for ongoing improvement.

STAKEHOLDER ENGAGEMENT

Carseland School actively collaborates with a diverse group of stakeholders to enhance the school environment and ensure a high-quality learning experience. These stakeholders include students, parents/guardians, Siksika Elders, the local community, and dedicated staff. This collaborative approach ensures that all perspectives are considered, fostering programs and initiatives that address the needs of the entire school community.



CARSELAND SCHOOL COUNCIL

The School Council is a collaborative group composed of parents/guardians, the principal, and a teacher representative, all working together to support and enhance student learning. Through this council, parents and guardians have a valuable opportunity to participate in decisions that directly impact their children's education. The work of the School Council, along with the support of parents, guardians, and community members, plays a vital role in providing students with enriched learning experiences.

One of the key roles of the School Council is participating in the development of the school's education plan. This is achieved through consultation with parents and guardians, analyzing data, and collaboratively setting school goals and strategies. The council ensures that these goals reflect the priorities of the school community and align with the students' needs.

The School Council also takes an active role in expanding the school's goals beyond the classroom and into the wider community. For example, the council has been an integral part of the school's Healthy Certification team, promoting wellness initiatives and creating a stronger connection between the school and the community. These efforts demonstrate the council's commitment to creating a positive and supportive learning environment both within and outside the school.

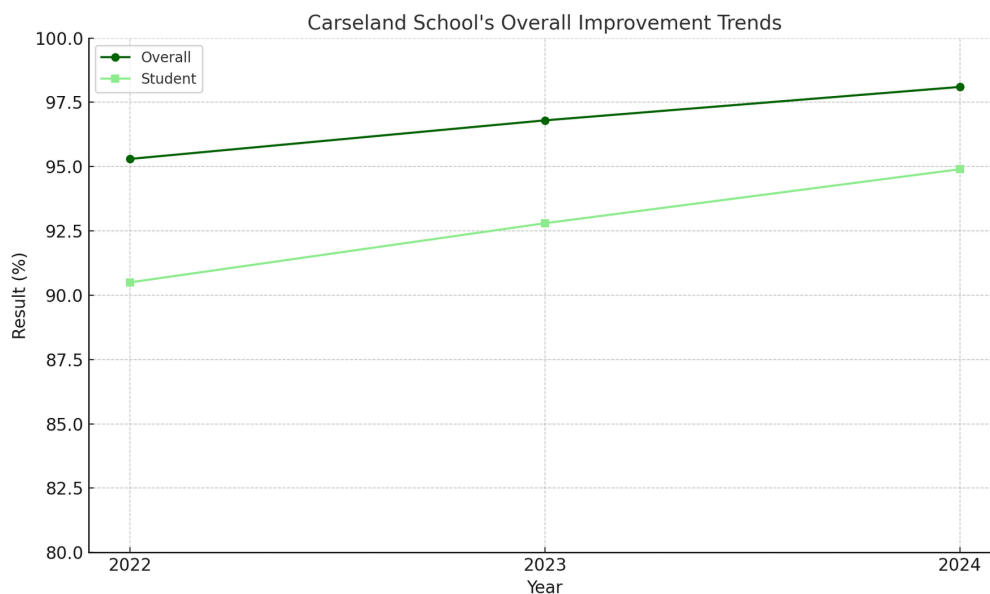
ALBERTA EDUCATION ASSURANCE MEASURES

CARSELAND SUMMARY

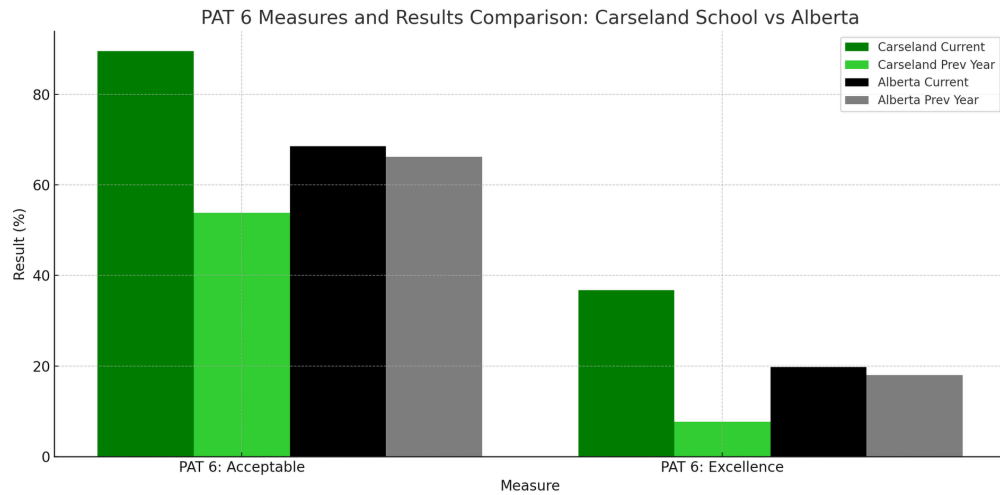
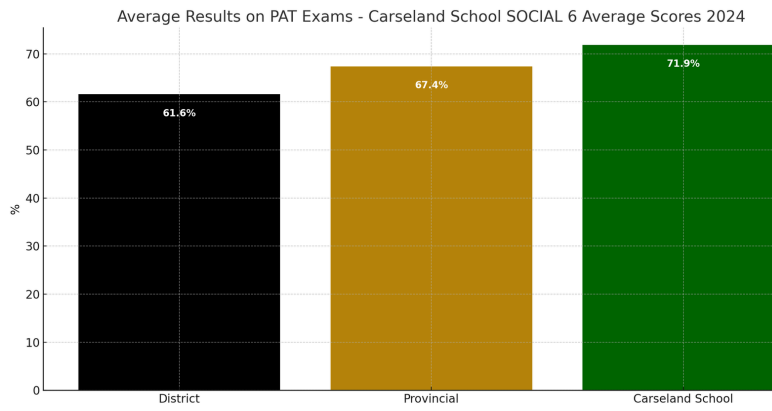
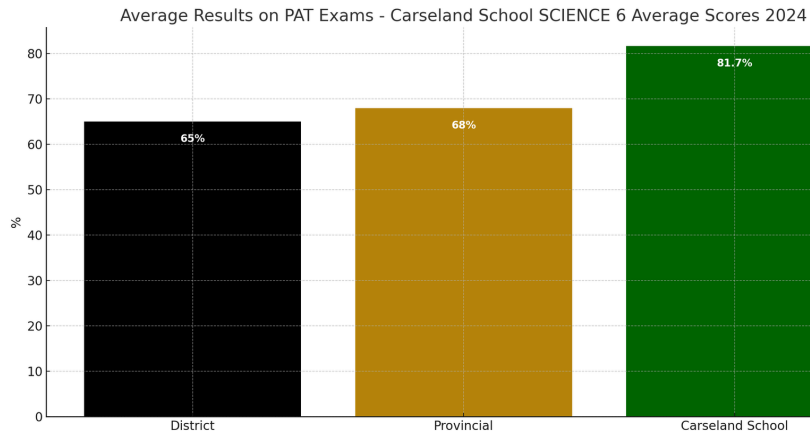
Assurance Domain	Measure	Carseland School			Alberta		
		Current Result	Previous Year Result	Previous 3 Yr Avg	Current Result	Previous Year Result	Previous 3 Yr Avg
Student Growth and Achievement	Student Learning Engagement	83.2	90.9	90.7	83.7	84.4	84.8
	Citizenship	96.1	96.8	96.0	79.4	80.3	80.9
	PAT: Acceptable	89.5	53.8	53.8	68.5	66.2	66.2
	PAT: Excellence	36.8	7.7	7.7	19.8	18.0	18.0
Teaching & Leading	Education Quality	93.6	98.1	99.1	87.6	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	98.3	97.9	98.2	84.0	84.7	85.4
	Access to Supports and Services	93.5	95.0	93.2	79.9	80.6	81.1
Governance	Parental Involvement	93.3	90.0	95.0	79.5	79	78.9

The Provincial Achievement Test (PAT) data for this year includes results only for Science 6 and Social Studies 6. The data for English Language Arts (ELA) 6 and Math 6 is not available because these subjects were part of an optional pilot program, and the results were not officially tracked or included in the overall reporting.

SCHOOL IMPROVEMENT



Grade 6 Provincial Achievement Test Results



GOAL 1

EMPOWERING STUDENTS FOR SUCCESS THROUGH COMPREHENSIVE LEARNING OPPORTUNITIES

To ensure the success of all students by providing optimal learning experiences that promote and foster entrepreneurial skills, critical thinking, citizenship, and the essential competencies needed to create engaged, confident, and successful learners.

STRATEGIES

Enhancing Entrepreneurial Thinking

- Integrate project-based learning and cross-curricular assessments in all classes through utilization of Greenhouse Lab.
- Develop school-wide initiatives and partnerships with local businesses and farms to give students opportunities for experiential learning and skill development. For example, students working with local farmers, or engaging in the greenhouse with local company representatives.

Promoting Power Learning and Student Self-Reflection

- Process folios used by all students K-6 for reflection and self-assessment.

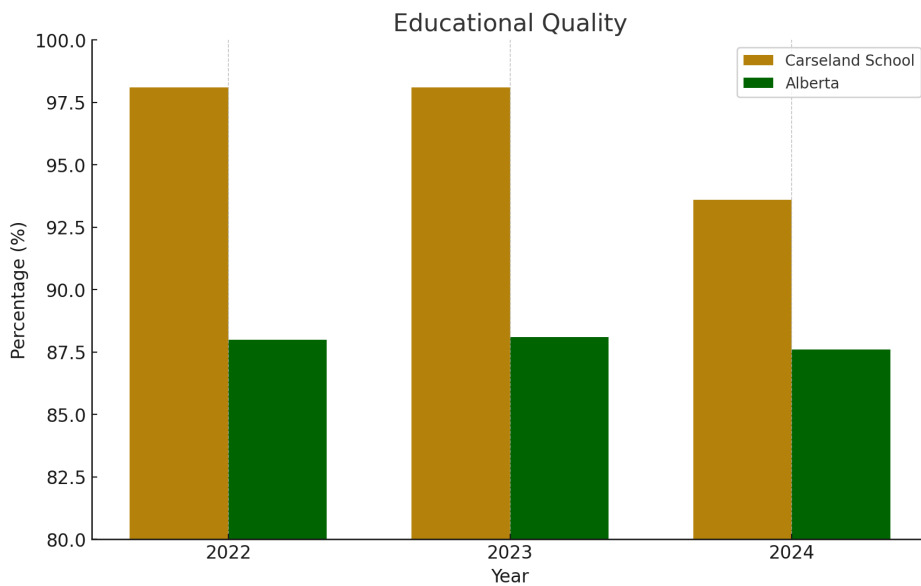
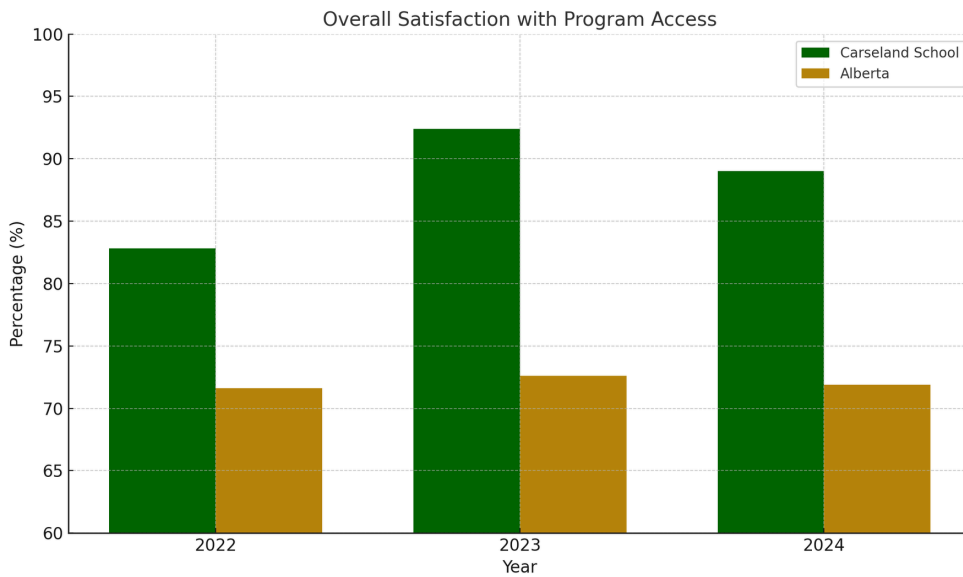
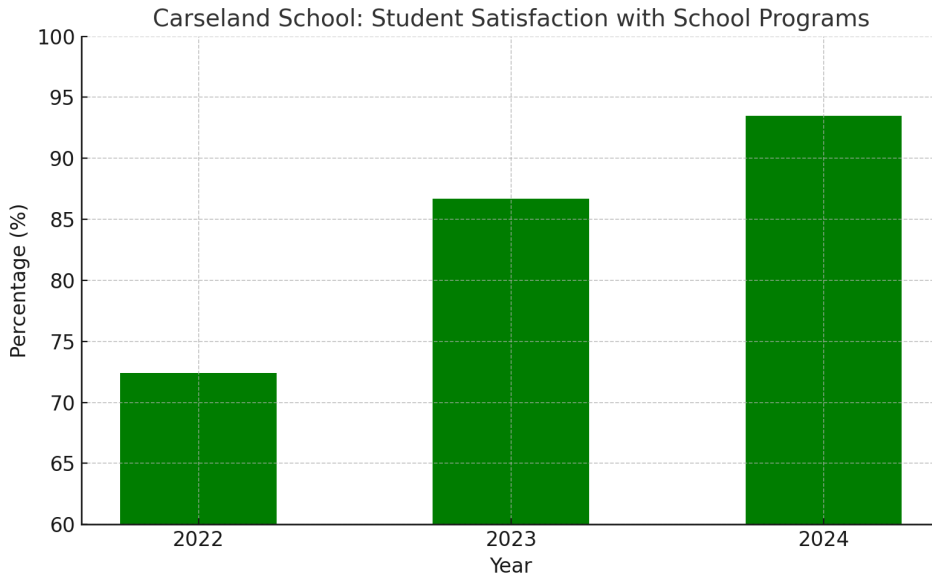
Building Citizenship and Community Engagement

- Integration of Indigenous ways of knowing into student programs such as Ik Ku Nutsi and Nature Connections.



GOAL 1

EMPOWERING STUDENTS FOR SUCCESS THROUGH COMPREHENSIVE LEARNING OPPORTUNITIES



OUR RESULTS

By creating comprehensive, well-rounded educational programs that focus on entrepreneurial thinking, critical analysis, well-being, and citizenship, we aim to empower all students with the skills, confidence, and resilience needed to thrive as engaged and successful learners in school and beyond.

Carseland School's *quality of education* data shows that Carseland School has consistently outperformed the provincial average. Carseland School has maintained a high satisfaction level of educational quality throughout the years, reaffirming effectiveness of its engaging programming implementation the power learning framework demonstrating an upward trajectory. In addition, this data also shows a continued upward trend of satisfaction in Carseland Schools quality of education.

During the 2023.2024 school year Carseland School continued to implement strategies to enhance quality of education and powerful learning opportunities for students. The student council played a pivotal role by leading fundraising initiatives, organizing school-wide events, and participating in three focus groups that shaped school goals. They also contributed to the development of the 2024-2025 education plan, ensuring student perspectives were represented. Student voice was further fostered through innovative programs such as the Student Expert Fair, the Pookaaks (Children's) Club, and entrepreneurial opportunities. Place-based learning continued to be a focus of the school with the continuation of the Nature Connections program for grades K-5 and Ik Ka Nutsi program for grade 6 offering all students the opportunity to learn from the land in cultural contexts and with real world applications of knowledge.

Carseland School remains committed to student development through enhancement of student programming and citizenship opportunities.

88.9%

of parents believe the school has consistently improved over the past 3 years

95%

of students report being proud of their school

96.3%

of students believe the school has consistently improved over the past 3 years

GOAL 2

ENHANCING SCHOOL CULTURE AND CLIMATE THROUGH INDIGENOUS CULTURAL UNDERSTANDING

To cultivate a school culture and climate that deepens understanding, appreciation, and respect for Indigenous cultures, histories, and perspectives, while building stronger connections with Indigenous communities, particularly the Siksika Nation.

STRATEGIES

Integration of Indigenous Perspectives:

- *Embed Indigenous knowledge, teachings, and ways of knowing into the curriculum across all grade levels.*
- *Incorporate Indigenous literature, storytelling, and cultural teachings into classroom activities, promoting a more inclusive and diverse learning experience.*

Professional Development for Staff:

- *Provide ongoing professional development opportunities focused on Indigenous history, cultural competency, and Truth and Reconciliation.*
- *Partner with local Indigenous Elders and Knowledge Keepers to offer staff workshops and training, enhancing cultural awareness and sensitivity.*

Strengthening Community Partnerships:

- *Build meaningful relationships with Siksika Nation and other local Indigenous communities by inviting community members to share their knowledge and traditions with students and staff.*
- *Host cultural events and celebrations, such as Indigenous Peoples Day, Powwow, and Treaty Awareness Week, to foster community engagement and cultural exchange.*

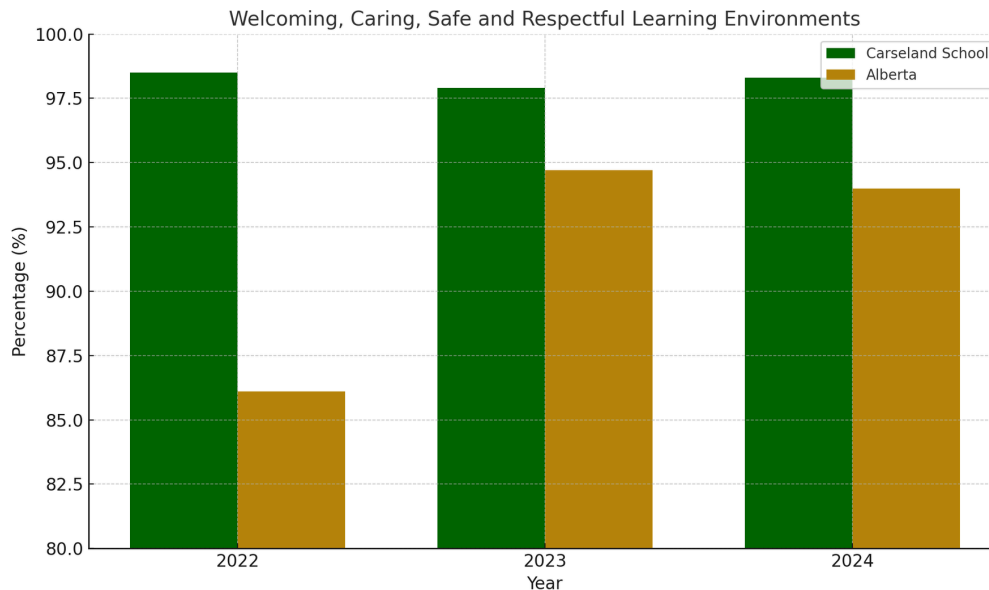
Inclusive School Environment:

- *Showcasing Indigenous art, symbols, and land acknowledgments throughout the school.*
- *Continue the Pookaaks club empower students to take an active role in shaping school culture.*



GOAL 2

ENHANCING SCHOOL CULTURE AND CLIMATE THROUGH INDIGENOUS CULTURAL UNDERSTANDING



100%

of students feel safe at school

92%

of students feel they are treated fairly

100%

of students feel cared about at school

OUR RESULTS

By fostering a deeper understanding of Indigenous cultures and strengthening our connection with Indigenous communities, we aim to create a school environment where all students feel valued, respected, and empowered to contribute to a positive, inclusive culture of learning.

Carseland School's data showed that 100% of students felt safe at school, with Carseland School's *Safe and Caring* measuring higher than that of the province. Carseland School continues to be committed to incorporating the calls of action into the culture of the school. Last year all staff participated in professional learning that focused on the calls to action and ways to implement the calls within the classroom. The school continues to offer two-eyed seeing programming and work closely with our Elder and Liaison in development of school goals and application of Indigenous knowledge. New to the school year was the implementation of an Elder in Residency Program offered to the students as an opportunity to learn oral teachings first hand. In addition, parent engagement nights where school staff travelled to Siksika Nation to gather together with nation members and build stronger relationships with families occurred throughout the year highlighting reciprocity and mutual benefit.

GOAL 3

STRENGTHENING LITERACY AND NUMERACY ACHIEVEMENT THROUGH EVIDENCE-BASED PRACTICES

To improve student achievement in literacy and numeracy by implementing current, research-based best practices that enhance instruction, support diverse learning needs, and build strong foundational skills for all students.

STRATEGIES

Implementation of Evidence-Based Instructional Strategies

- *Implement tier 1 proven, research-backed instructional approaches in literacy.*
- *Provide teachers with professional development on effective practices.*
- *Horse Powered Reading program for tier 3 literacy students for promotion of foundational literacy skills and student wellness.*

Targeted Interventions

- *Use of data-driven assessments and student progress monitoring tools to identify specific learning needs in literacy and numeracy.*
- *Implement targeted small-group interventions, such as Response to Intervention (RTI), to provide additional support and tailored instruction for students requiring extra help.*

Enhanced Classroom Resources and Learning Tools

- *Incorporate a variety of high-quality, evidence-based resources and technology tools, such as adaptive learning software and interactive reading programs, to support literacy and numeracy development.*
- *Expand access to diverse reading materials through updating of our library resources.*

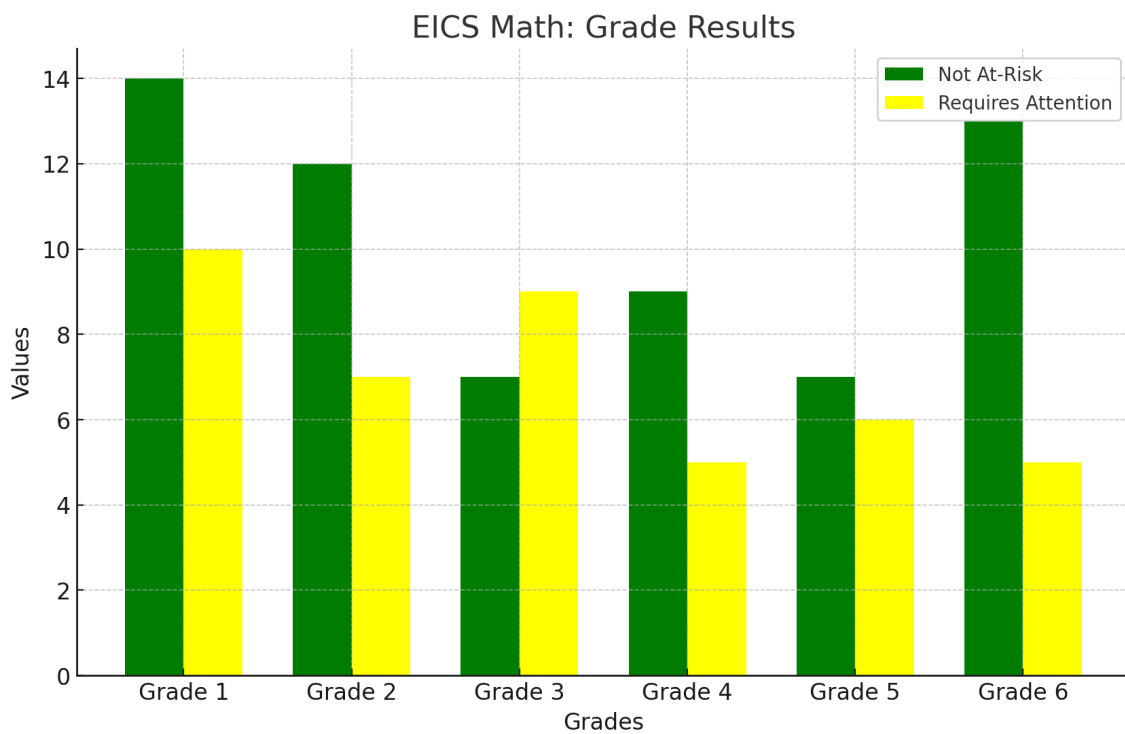
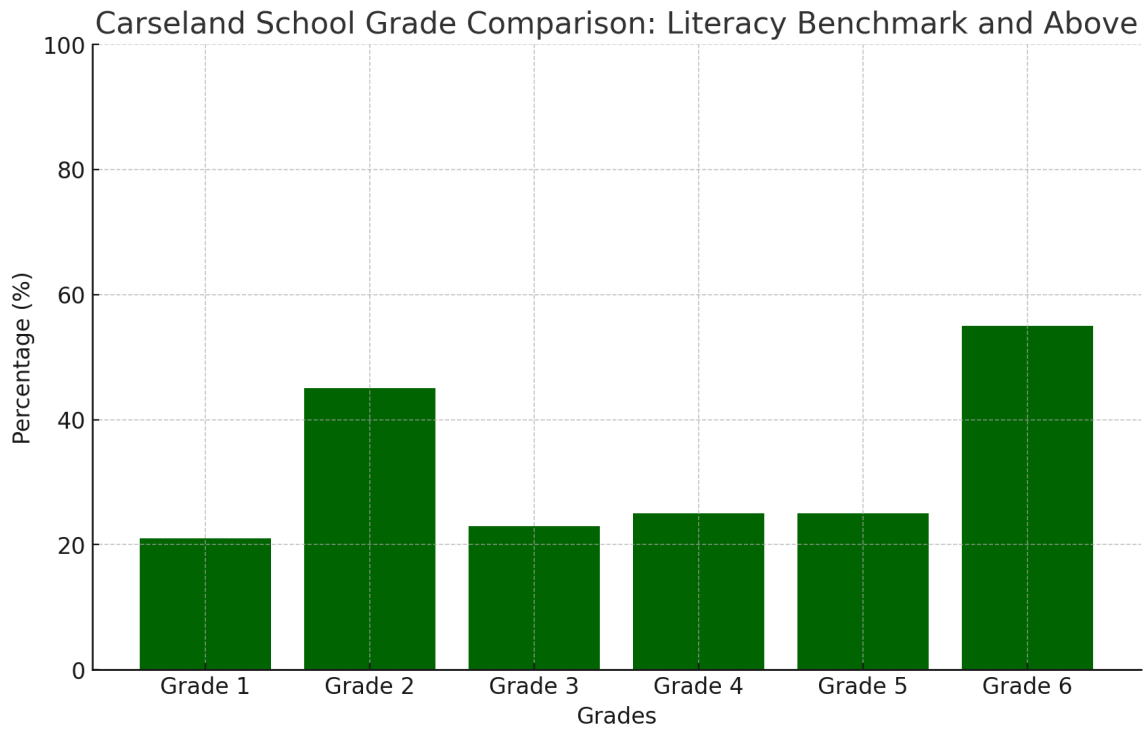
Family and Community Engagement in Literacy and Numeracy

- *Partner with families to support literacy and numeracy development at home by offering resources, structured nightly lessons for parents, and family nights.*
- *Partner with the local library for student memberships to provide access to audio books and family literacy and numeracy resources outside of the school.*



GOAL 3

STRENGTHENING LITERACY AND NUMERACY ACHIEVEMENT THROUGH EVIDENCE-BASED PRACTICES



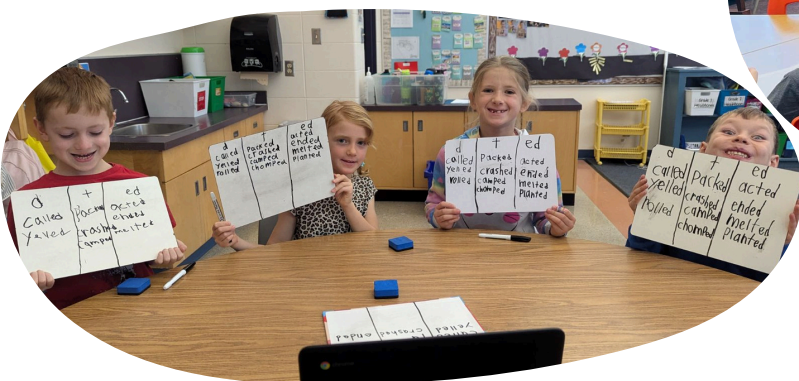
OUR RESULTS

By implementing research-based best practices and providing targeted support, we aim to significantly enhance literacy and numeracy outcomes for all students, equipping them with the critical skills needed for academic success and lifelong learning.

Carseland School continues a commitment to the incorporation of multidimensional literacy approaches and best practices that aid in the success of the new curriculum. Our Response to Intervention (RTI) program for literacy that focuses on tier 3 and tier 2 intervention continued for the 2023/2024 school year and yielded positive results. This literacy intervention program focuses on explicit instruction and multisensory teaching based on the literacy needs of students. Carseland School has seen great success in this intervention and data using mClass has demonstrated a steady overall improvement in literacy scores. This year, our commitment to literacy has introduced a focus on tier 1 instruction that year incorporates professional learning for staff in areas of foundational literacy skills and evidenced based practice.

Our student numeracy results have also shown improvement with our initiatives of hands-on application of numeracy skills and continued incorporation of financial literacy in all grades. Through our Green House Lab each class was able to complete a project that was linked to the program of studies and was cross curricular in nature. This school-wide approach to incorporating everyday numeracy skills into the school and classroom will continue throughout the 2024/2025 school year.

Carseland's data demonstrates a strong performance in delivering effective powerful learning student programming that consistently measures above provincial average.



GOAL 4

PROMOTE WELL-BEING THROUGH POSITIVE RELATIONSHIPS AND SKILL BUILDING

To foster a school environment where every student feels valued, supported, and empowered. By focusing on building positive relationships and essential life skills, we aim to nurture students' emotional, social, and academic well-being.

STRATEGIES

Fostering Student Well-Being

- Implementation of school-wide programs focused on well-being such as Wellness and Nature Connections.
- Use of school-wide wellness vocabulary and discipline techniques based on restorative practice.
- Provide resources and training for staff to recognize and respond to student needs, ensuring a supportive and caring school environment.
- Use of Collaborative Response Model (CRM) with focus on student wellness.

Create a Positive School Climate

- Highlight positive student behavior and achievements through recognition programs, assemblies, and classroom celebrations that promote a sense of accomplishment and community. For example, our Mini Whole Heart Awards.
- Integration of the Grandfather Teachings to deepen students' understanding of diverse perspectives and their role as global citizens.

Cultivate Positive Relationships

- Promote kindness, empathy, and teamwork through classroom activities and playground initiatives that focus on inclusion and respect, such as L6 Playground Buddies Program, Random Acts of Kindness Wall, and Friday student reflection on well-being.
- Family engagement opportunities to encourage parents/guardians to be involved in the school community through events, workshops, and open communication channels, reinforcing the home-school connection. For example, a book study group with parents regarding the effects of technology on brain development.

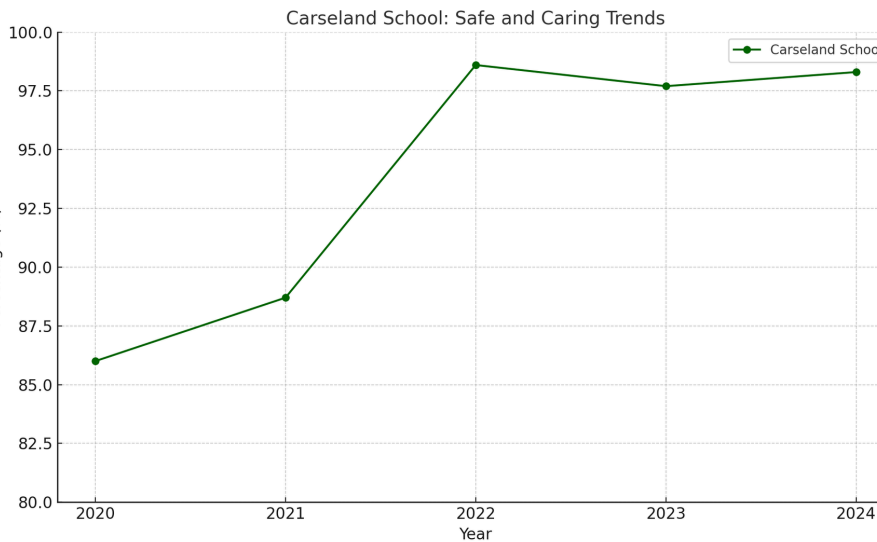
Staff Training and Professional Learning

- Staff book study on Third Path by Dr. David Tranter.
- Working with Dr. Tranter as a staff to create sustainability of practice and culture and climate in the school.



GOAL 4

PROMOTE WELL-BEING THROUGH POSITIVE RELATIONSHIPS AND SKILL BUILDING



100%

of students believe teachers are available to help them

97%

of students believe they can get help with problems that are not about school

100%

of parents believe students are respectful and care about others

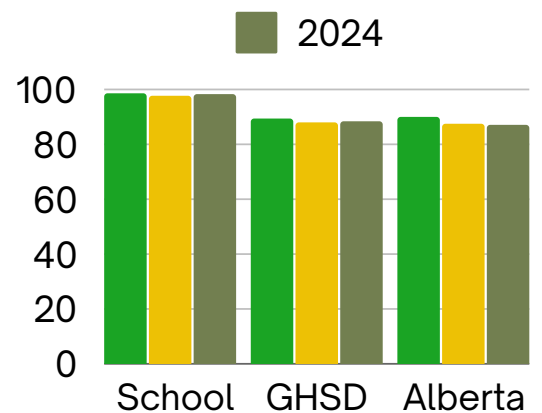
of parents believe their child cares about others

of parents believe their child is safe at school

of parents believe their child is treated fairly

Safe and Caring School

2022 2023



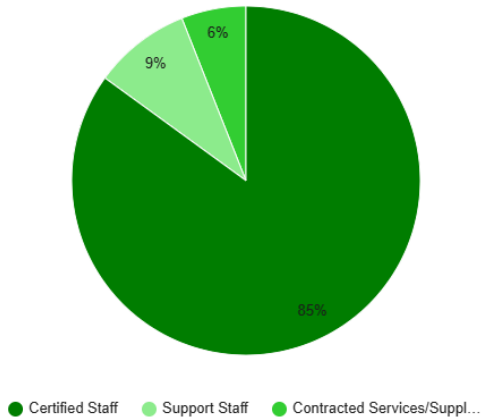
OUR RESULTS

Carseland School's results for *Safe and Caring* have been consistently high over the past three years with parents, students and teachers scoring Safe and Caring above 90%. This close alignment between all groups implies that the holistic strategies for creating a safe and caring culture and climate within Carseland School have been effective. For the 2024/2025 school year, we have introduced a new goal that will focus specifically on well-being as a result of fostering relationships and skill building. We will use appropriate assurance model data, our school wide wellness student reflection data, and our Collaborative Response data to gauge the success of our goals.

RESOURCE ALLOCATION AND MANAGEMENT

Operating Budget

Budget Operating Expenses 2024/2025



Facilities & Capital Plan

2023/2024 Completed Project

- Replaced Fluorescent Lights with LED
- Replaced 3 Boilers
- Replaced Hallway Flooring
- Replaced Emergency Light Pack

2024/2025 Project Plans

- New updated PA System
- 2 New Strobe Lights in Gym



SCHOOL HIGHLIGHTS



Carseland School's Princess and Warrior Contestants for the 2024 Pageant.



Carseland students recognize that "All Children Matter."



Our annual Christmas Concert gets our school community out every year. Last year we had more than 300 guests!



As part of our literacy initiatives, all students read and studied *The Wild Robot*. To celebrate and conclude the project, the entire school enjoyed a special outing to watch the new *The Wild Robot* movie!



Working with Busy Bee Preschool we were able to purchase new equipment for our playground!

...area of compacted soil already, we will have four cul de sac petals of a flower) full of tinier green homes with a community park and garden in the centre of it.



Our 14 Carseland School Staff has a combined 181 years of experience in 32 different schools and a forever commitment to our students