
CARSELAND SCHOOL

"The Small School with the Big Heart"



3-Year Education Plan & Annual Education Results Report (AERR)
2020 - 2023



Accountability Statement

The Carseland School Education Plan for three years commencing September 1, 2020 was prepared under the direction of the Golden Hills School Division in accordance with responsibilities under the **School Act** and the **Government Accountability Act**. This education plan was developed in the context of the provincial government's business and fiscal plans. The school is committed to achieving the results laid out in this education plan.

Communication

This document will be posted to the Carseland School website, <http://www.carselandschool.com>, which can be accessed through Golden Hills School Division website at www.ghsd.ca.

School council is involved in providing input to our school goals. In May, teachers review the accountability pillar 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 staff and 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 meeting minutes and goals will be highlighted in our school newsletter.

Carseland Educational Plan is a living document and is reviewed monthly at staff meetings. Goals and strategies are posted in the conference room under the Powerful Learning board for reference to strategies and school goals. Carseland Education Plan is created to enhance the learning of our students and to set a clear direction for the school in accordance with the Powerful Learning model of Golden Hills School Division.

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CARSELAND SCHOOL VISION

Carseland School: The pulse of a vibrant community that cultivates pride and ownership as we expand our horizons for powerful learning.

CARSELAND SCHOOL MISSION

To prepare children for a lifetime of learning

CARSELAND SCHOOL core VALUES

<p style="text-align: center;">CURIOSITY</p> <p>An eagerness to explore new things, ask and answer questions, and listen and learn from others.</p> <p>I WILL:</p> <ol style="list-style-type: none"> 1. Wonder 2. Ask questions 3. Seek answers 4. Experiment and explore 	<p style="text-align: center;">PERSEVERANCE</p> <p>Working towards a goal, despite obstacles and difficulties.</p> <p>I WILL:</p> <ol style="list-style-type: none"> 1. Set goals 2. Ignore distractions 3. Face problems head-on 4. Not give up
<p style="text-align: center;">RESPECT</p> <p>Treating others and things with honor and dignity.</p> <p>I WILL:</p> <ol style="list-style-type: none"> 1. Value others 2. Respect differences 3. Use good manners 4. Not bully or harass others 5. Treat people the way I want to be treated 	<p style="text-align: center;">RESPONSIBILITY</p> <p>Taking ownership of thoughts, words, and actions.</p> <p>I WILL:</p> <ol style="list-style-type: none"> 1. Know what’s expected 2. Keep my commitments 3. Do my best 4. Not make excuses 5. Correct my mistakes
<p style="text-align: center;">CREATIVITY</p> <p>Generating and exploring new ideas and perspectives by building on what has already been learned.</p> <p>I WILL:</p> <ol style="list-style-type: none"> 1. Try new things 2. Generate original ideas 3. Think outside the box 4. Demonstrate persistence 5. Find a variety of ways to express myself 	<p style="text-align: center;">SELF-CONFIDENCE</p> <p>Believing in yourself and being able to take on risks and challenges without worrying what others will think.</p> <p>I WILL:</p> <ol style="list-style-type: none"> 1. Set personal goals 2. Think positively 3. Accept mistakes, and learn from them 4. Acknowledge my efforts and hard work

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 view of the Rocky Mountains and two kilometers from the Bow River. It is an elementary school with a population of 83 students from kindergarten to grade 6. Approximately 55% of the students ride one of 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 aged 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 30/20	
ECS	14
Grade 1	13
Grade 2	14
Grade 3	15
Grade 4	10
Grade 5	8
Grade 6	9
Total	83 (15 Siksika students)

*Carseland offers a full time ECS program and split classes consisting of K/1, 1/2, 3/4, 5/6.



Staff	Assignment
LaToya Bartlett	Principal Grade 3/4
Laura Ford	Kindergarten/1
Jennifer Lazaruk	Grade 1/2
Kelli Clark	Grade 3/4
Claire Wade	Grade 5/6
Nadean Brown	Administrative Assistant
Sandra Watt	Educational Assistant
Shelly Stewart	Educational Assistant
Megan Christensen	Educational Assistant
Jenna Scharein	Educational Assistant
Paula Pietrobono	Educational Assistant
Dante Gallegos	Custodian
Jolene Hauswirth	Bus Driver
Shawna Lowe Loftus	Bus Driver
Marcia	Bus Driver



Combined May 2020 Accountability Pillar Overall Summary

Measure Category	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
Safe and Caring Schools	Safe and Caring	86.0	90.7	90.3	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	96.4	74.0	75.3	82.4	82.2	82.0	Very High	Improved	Excellent
	Education Quality	98.3	97.0	97.4	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	83.9	74.7	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	19.6	12.6	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	100.0	100.0	87.2	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	72.5	83.9	87.4	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	100.0	93.3	95.2	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	81.2	87.7	91.6	81.5	81.0	80.9	Very High	Declined	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 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 Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Outcome One: Alberta’s students are successful (2019)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	75.0	*	65.3	75.0	83.9		High	Maintained	Good		85	
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.6	*	5.6	12.5	19.6		High	Maintained	Good		21	

Comment on Results

(an assessment of progress toward achieving the target)

- Achievement results saw Carseland above the provincial average of acceptable in all subject areas.
- 100 % of students reached the acceptable stand in Language Arts for the past two years.
- Significant increase in the 5 year roll up.

Strategies

- Continued promotion of leadership in the grade 6 classroom through leader tasks. Grade 5/6 students demonstrate leadership through the Park Partnership and the Green Thumbs Tea Company where they use authentic application of literacy and numeracy skills.
- A partnership and planning collaboration will continue between the 3/4 and 5/6 teachers to plan and focus on skills that are needed for the PATs. Use of common resources, vocabulary, and strategies will continue to be implemented and developed.
- The math teacher for the 5/6 class will teach the 3/4 math class. This will allow for consistency in strategies and vocabulary and ensure a deeper understanding of the outcomes and skills required for success in grade 6 math.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

2019 Overall

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.3	84.5	87.3	91.1	83.9		Very High	Maintained	Excellent		75	

May 2020

Citizenship	72.5	83.9	87.4	83.3	82.9	83.2	Intermediate	Declined	Issue
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Comment on Results

(an assessment of progress toward achieving the target)

- In partnership with parents, guardians, and the community, Carseland students and staff have created *Carseland Core Values*. These values are embedded into classroom practices and school-wide expectations. The Carseland School Student Recognition model has two pillars of value recognition in students. Mini Heart Awards are given to students on an ongoing basis and display on the tree of the school. The Big Whole Heart Awards are given to one student for each grade level on a quarterly basis and presented in a school-wide assemblies. For the 2020-2021 school year these assemblies will be virtual and open to parents and community members to virtually attend.
- Carseland fosters partnerships with our extended community through collaboration to ensure student success. A number of partnerships include Carseland Curling Society, Pickle ball Association, Speargrass Golf Course, Lions Club, and the Agricultural Society.

Strategies

- Carseland School will continue to work in partnerships with the community. A partnership that will become stronger is that of the Busy Bee Preschool Association with the partnership in the Before and After Care Program.
- Many of the partnerships will continue through the 2020-2021 school year virtually. Presenters have presented through FaceTime and students will take part in virtual performances throughout the year.
- With a plan to start a new greenhouse at Carseland School for the 2021-2022 school year, partnerships have been made with both the Agricultural Society and Nutrien to have both organizations directly involved in the process strengthening the relationship with the community. This initiative will be a joint project.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	52.3	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	2.3	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

- Results were suppressed due to being less than 6 respondents.

Strategies

- Although results were suppressed, Carseland continues to strive to support and create strong relationships with our FNMI families. With support from our FNMI liaison we continue to make connections with our partners from Siksika. A priority is placed on attendance to events when school staff and/or students are invited.
- Carseland staff continue to prioritize learning foundational knowledge, FNMI knowledge, and ways to incorporate this knowledge into teaching practices. Staff work closely with the FNMI liaison to gain available resources and incorporate teaching within the classroom. All classrooms have the posters of the Grandfather teachers, which are referred to in relationship with the Carseland School Core Values.
- A goal for the future will be to update/redesign the Core Value model to incorporate indigenous ways of knowing. A two-eyed approach to the values of our school.
- *Nature Connections*, a program based on the seven Grandfather teachings, resiliency, and student wellness, has been implemented this year for grades K to 5. Through Nature Connections students gain knowledge of the FNMI teachings through interaction with the land and guidance from both the teacher and FNMI liaison. Indigenous stories have also been introduced during story time in the primary grades. The focus on inclusive and resiliency helps foster strategies to support our Siksika students at Carseland.

- *Ik Ka Nutsi (Park Partnerships)*, a program where the grade 5/6 class learn Indigenous ways of knowing and Blackfoot language through working with the land. Through the teaching of an Elder and interaction with the nature of the park students are emerged in an authentic environment of cultural learning.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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 Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

2019

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	n/a	90.4	70.7	81.2	74.0		Intermediate	Maintained	Acceptable		95	

May 2020

Program of Studies	96.4	74.0	75.3	82.4	82.2	82.0	Very High	Improved	Excellent
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Comment on Results

(an assessment of progress toward achieving the target)

- Carseland school has improved its results from the previous year. Carseland offered a diverse and varied range of programming to students. Strategies that were implemented to increase the performance measure were to make more community connections, increase involvement divisional professional development, and increase extra-curricular offerings.
- Extracurricular offerings at Carseland School included Run Club, Track Club, Basketball, Track, and Drama club.
- Carseland School also participated in a number of curricular field trips, programming with outside agencies such as Alien In-Line Skating and Evergreen Theatre, and had a number of staff take leadership roles in professional development in the areas of literacy, kindergarten mentorship, and collaboration days.
- Student exposure to programming increased with an introduction to pickleball and also a new Lifeskills Program.

Strategies

- To expose students to a wider range of programs initiatives have been put into place. These included having students from grades 3 to 6 attend a high school theatre production (which will be virtually for the 2020-2021 school year) and students participating in curling and pickleball lessons once sport opens back up for schools.
- The school has opened its doors to a piano instructor who offers piano lessons for students in Carseland. These lessons will continue when visitors can return to the building.
- Carseland students will continue to participate in outdoor programs including Nature Connections for grades K-4 and the Ik Ku Nutsi Program for grades 5 to 6.

Notes:

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Outcome Four: Alberta's education system is well governed and managed

2019

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	73.6	91.4	88.6	91.6	90.7		Very High	Maintained	Excellent		92	
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	90.4	100.0	95.9	99.3	97.0		Very High	Maintained	Excellent		98	
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	n/a	100.0	68.8	92.9	100.0		Very High	Maintained	Excellent		100	
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	n/a	83.3	62.3	68.6	57.1		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	100.0	92.2	100.0	93.3		Very High	Maintained	Excellent		100	
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	70.8	97.9	96.8	90.3	87.7		Very High	Declined	Good		85	

May 2020

Safe and Caring	86.0	90.7	90.3	89.4	89.0	89.2	High	Maintained	Good
Education Quality	98.3	97.0	97.4	90.3	90.2	90.1	Very High	Maintained	Excellent
Work Preparation	100.0	100.0	87.2	84.1	83.0	82.7	Very High	Maintained	Excellent
Parental Involvement	100.0	93.3	95.2	81.8	81.3	81.2	Very High	Maintained	Excellent
School Improvement	81.2	87.7	91.6	81.5	81.0	80.9	Very High	Declined	Good

Comment on Results

(an assessment of progress toward achieving the target)

- A very high percentage of parents/guardians believed that Carseland School offers quality education.
- In regards to safe and caring Carseland's results have maintained at high. Carsland School prides itself on being the small school with the big heart and exemplifies this through placing importance on the holistic health of our students and placing an emphasis on strong relationships with parents, guardians and the community.

Strategies

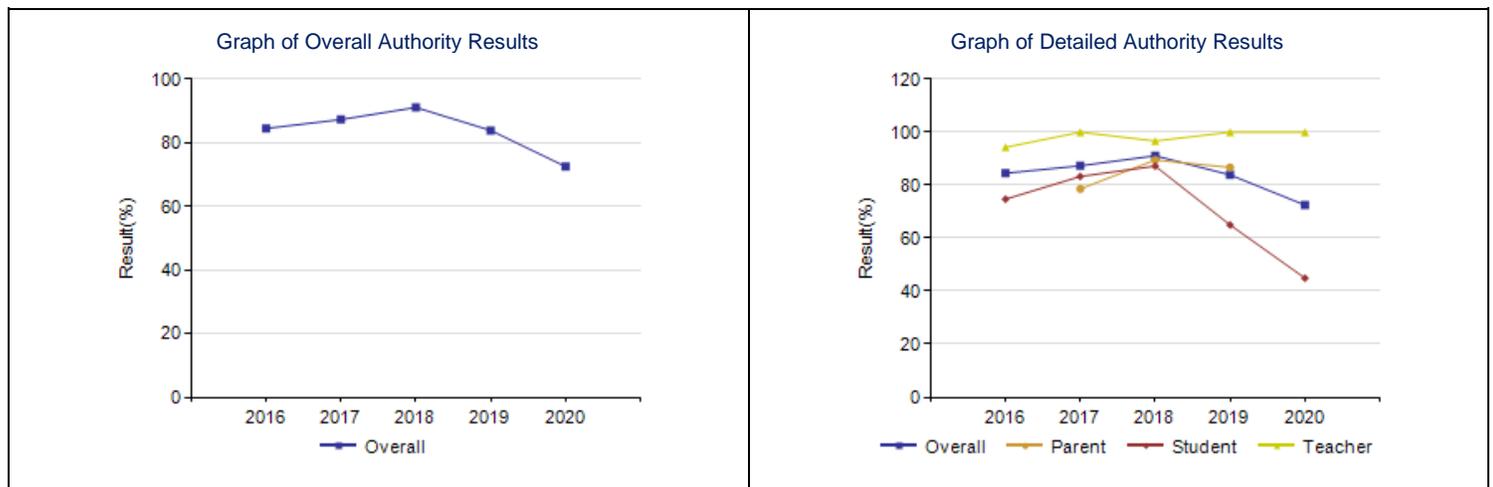
- Carseland School will continue to work on and develop relevant means of teaching and demonstrating our Core Values.
- Focus on student leadership skills through student focus groups for all students. Students and parents will be actively involved in goal setting for the school.
- Continued professional development in current and new best practices.

APPENDIX – Measure Details (OPTIONAL)

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	84.5	87.3	91.1	83.9	72.5	84.0	86.0	85.6	84.8	83.3	83.9	83.7	83.0	82.9	83.3
Teacher	94.3	100.0	96.7	100.0	100.0	94.5	96.3	96.7	95.6	94.9	94.5	94.0	93.4	93.2	93.6
Parent	*	78.6	89.5	86.7	n/a	80.1	82.8	82.1	82.9	79.0	82.9	82.7	81.7	81.9	82.4
Student	74.7	83.3	87.2	65.0	44.9	77.4	78.9	77.9	75.9	76.1	74.5	74.4	73.9	73.5	73.8

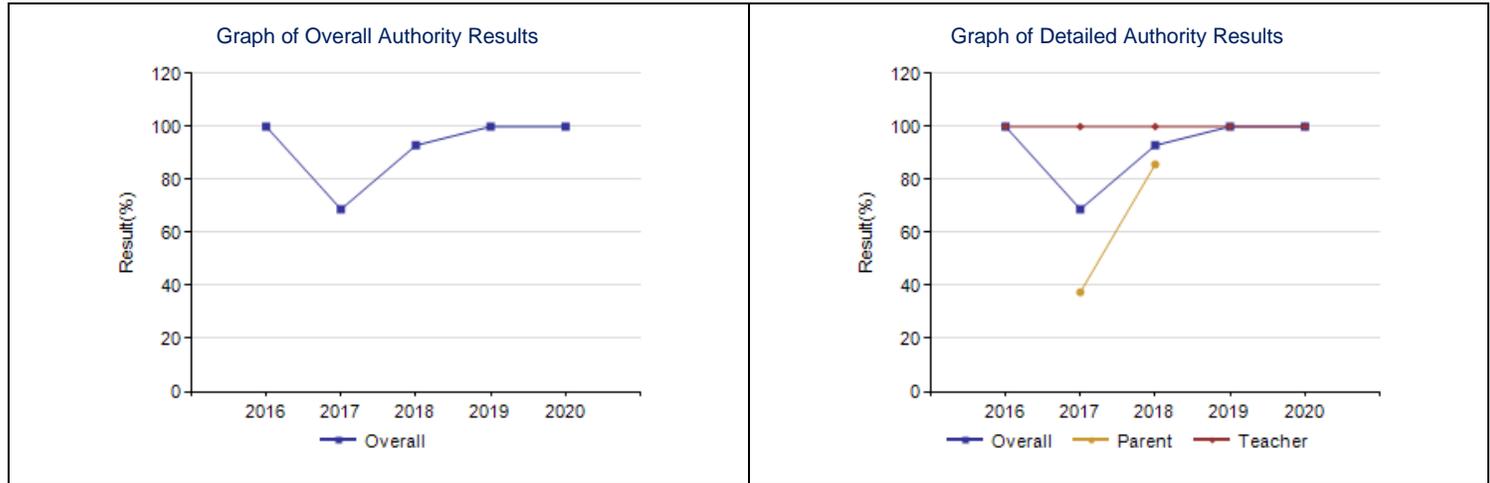


- Notes:
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Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	68.8	92.9	100.0	100.0	85.5	82.3	85.1	86.0	86.0	82.6	82.7	82.4	83.0	84.1
Teacher	100.0	100.0	100.0	100.0	100.0	94.4	92.2	94.0	95.7	99.3	90.5	90.4	90.3	90.8	92.2
Parent	*	37.5	85.7	*	n/a	76.6	72.5	76.3	76.4	72.6	74.8	75.1	74.6	75.2	76.0

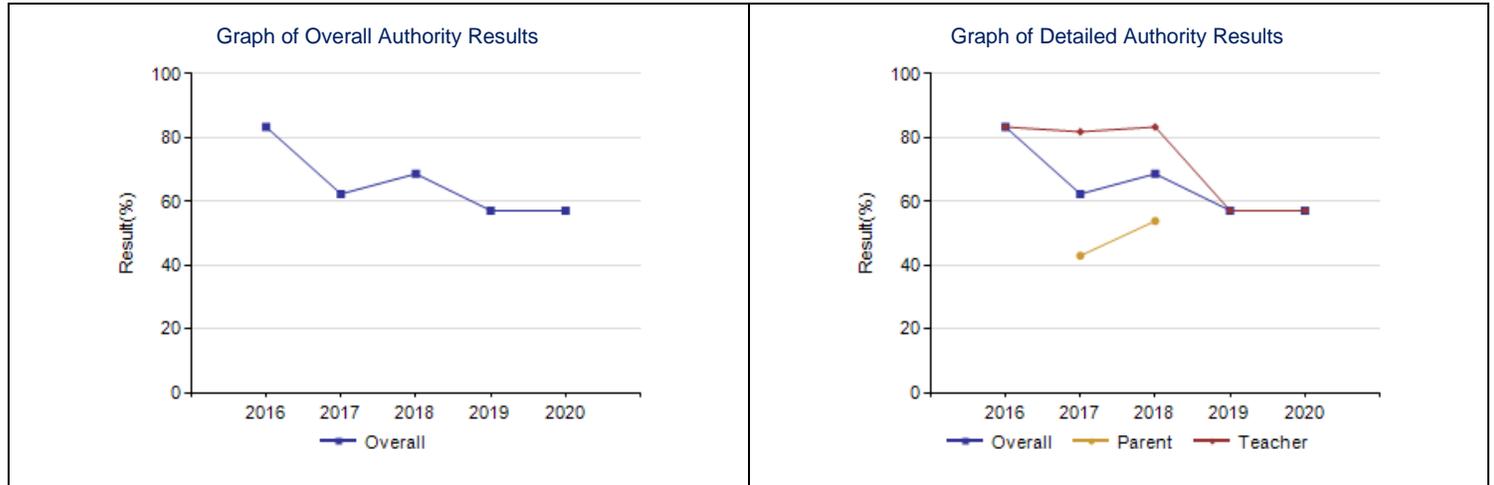


Notes:

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Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.3	62.3	68.6	57.1	57.1	74.6	75.1	73.6	74.2	74.0	70.7	71.0	70.9	71.4	72.6
Teacher	83.3	81.8	83.3	57.1	57.1	82.2	81.6	83.2	84.1	84.5	77.3	77.3	77.8	78.8	80.6
Parent	*	42.9	53.8	*	n/a	67.1	68.5	64.1	64.3	63.5	64.2	64.8	64.0	64.0	64.6



Notes:

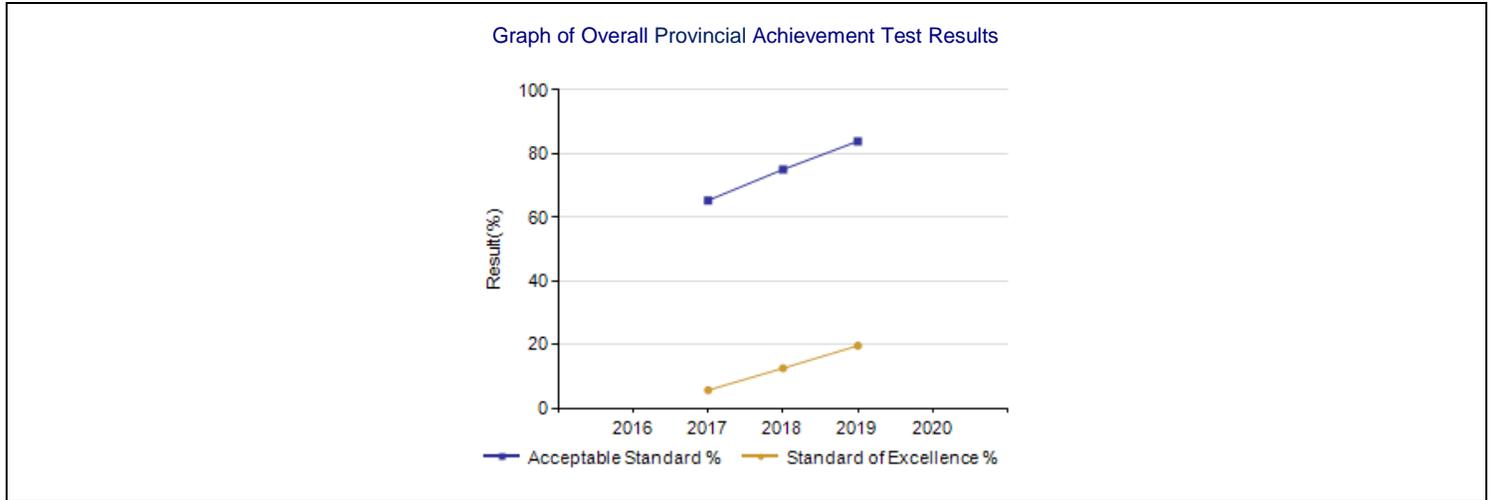
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	83.3	5.6	90.0	10.0	92.9	14.3	n/a	n/a		
	Authority	84.8	14.0	83.9	14.8	82.0	10.6	83.3	13.6	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	*	*	50.0	0.0	60.0	10.0	78.6	7.1	n/a	n/a		
	Authority	73.9	11.7	64.6	8.4	73.3	11.2	72.2	12.1	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	*	*	88.9	16.7	80.0	20.0	85.7	35.7	n/a	n/a		
	Authority	76.6	22.6	77.6	24.6	76.2	21.8	77.8	27.0	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	*	*	38.9	0.0	70.0	10.0	78.6	21.4	n/a	n/a		
	Authority	70.6	15.0	67.4	17.9	68.1	13.4	70.4	16.3	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	76.1	15.8	74.9	12.9	75.7	10.3	73.1	9.2	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.3	10.0	65.9	9.8	69.0	5.2	66.7	3.0	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.1	12.6	65.8	16.1	56.7	10.9	54.0	13.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.3	25.9	71.4	38.1	70.2	29.8	68.4	34.2	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.9	15.4	68.5	16.0	73.3	20.7	69.5	20.0	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	70.7	10.3	74.4	20.5	82.8	8.6	75.9	6.9	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.6	13.8	66.4	18.2	64.8	15.9	61.0	14.2	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.6	8.6	58.5	12.2	70.9	12.7	62.1	13.8	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Notes:

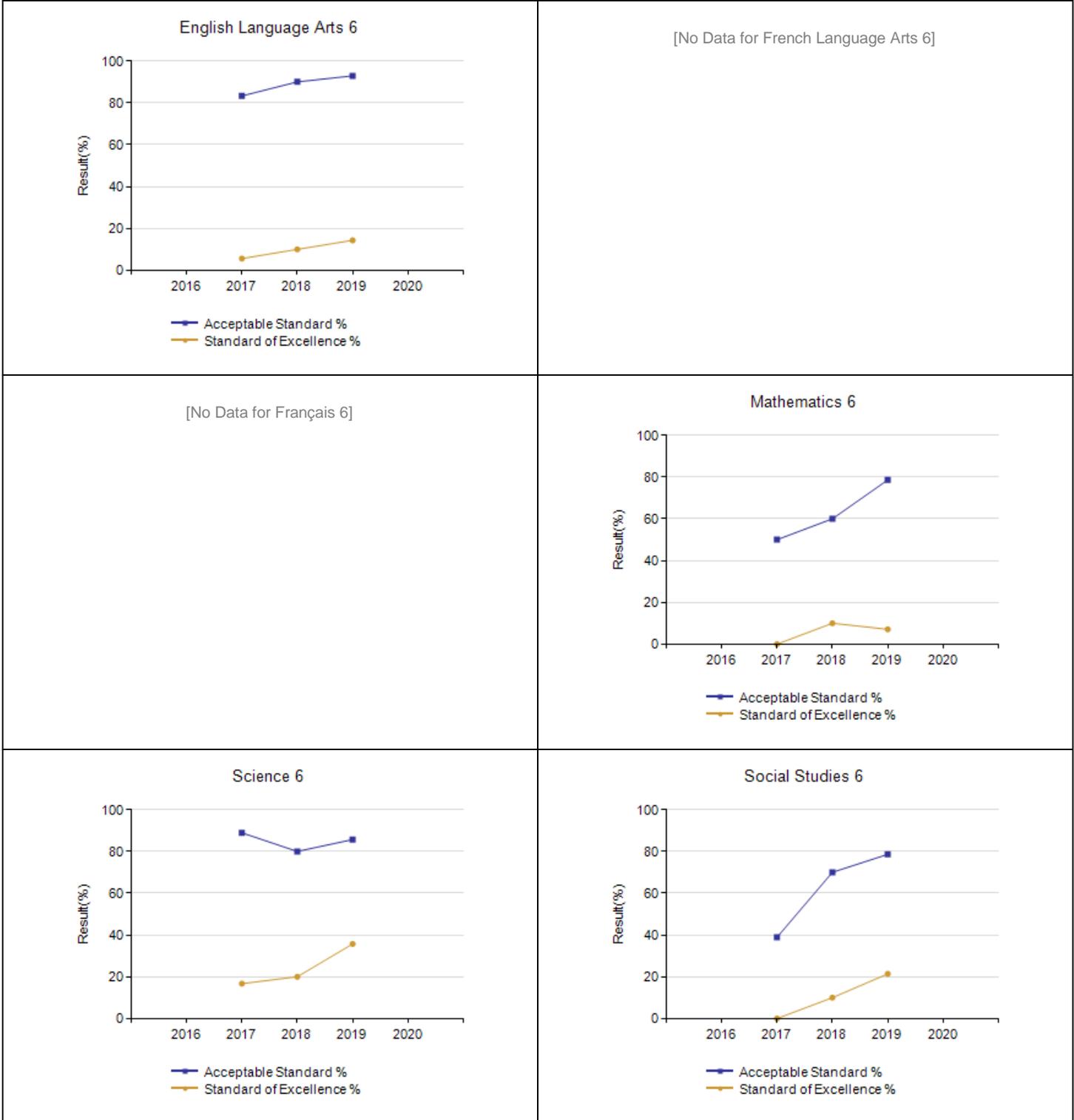
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



Notes:

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Graph of Provincial Achievement Test Results by Course



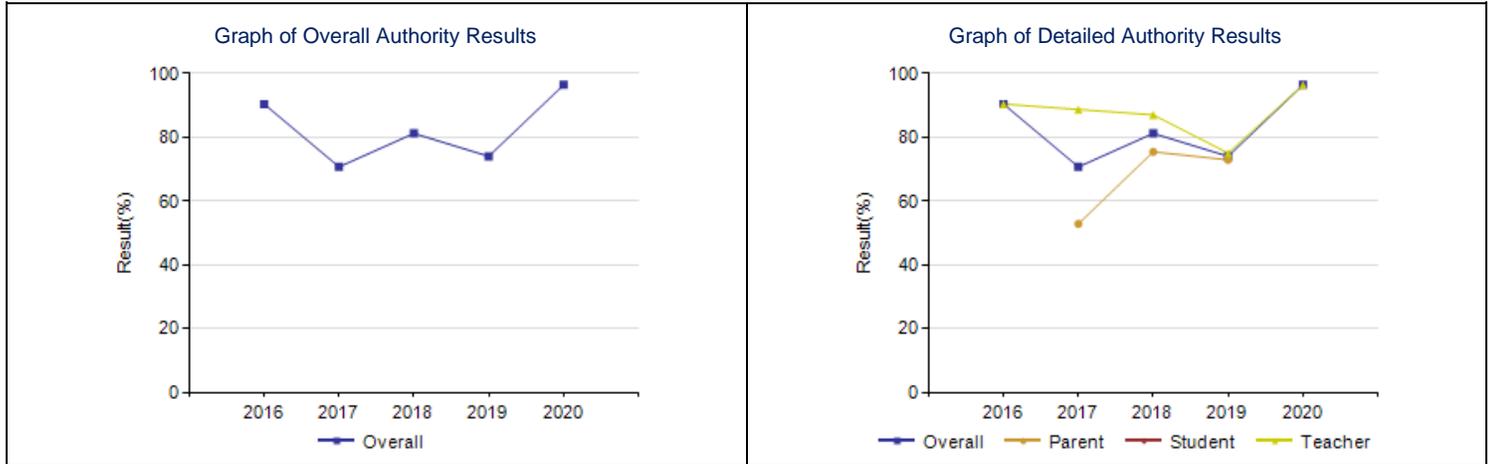
Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

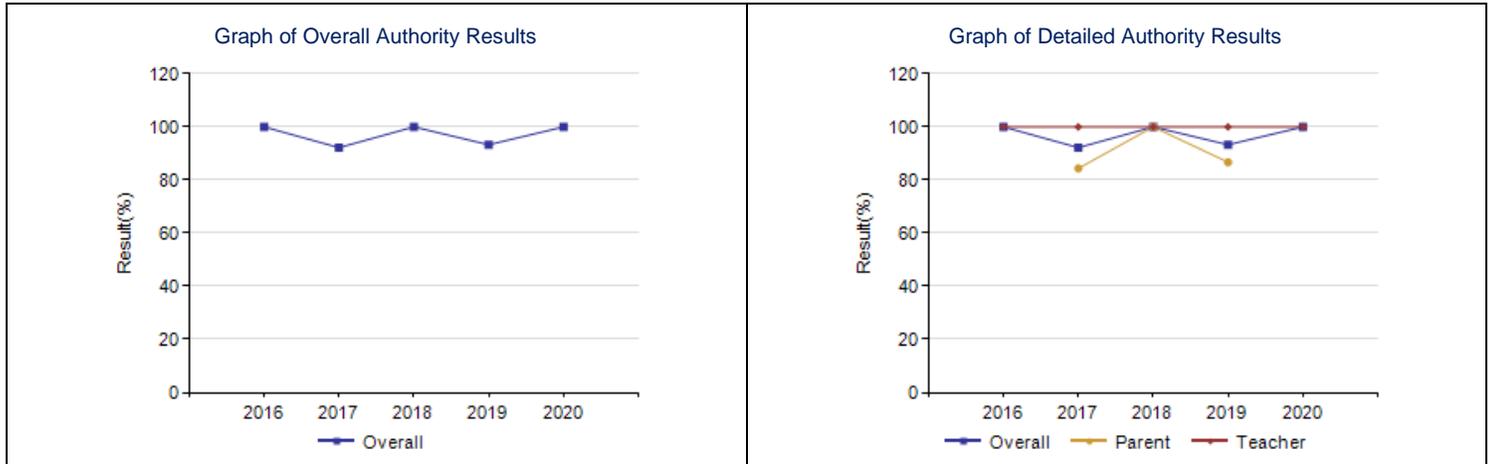
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	90.4	70.7	81.2	74.0	96.4	79.6	81.1	79.0	81.0	81.2	81.9	81.9	81.8	82.2	82.4
Teacher	90.4	88.7	87.0	75.0	96.4	84.5	87.8	88.0	85.7	89.7	88.1	88.0	88.4	89.1	89.3
Parent	*	52.8	75.4	72.9	n/a	77.3	77.7	76.0	79.2	75.4	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	77.1	77.7	73.1	78.2	78.4	77.5	77.7	77.2	77.4	77.8



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	92.2	100.0	93.3	100.0	80.3	84.4	81.6	82.5	80.5	80.9	81.2	81.2	81.3	81.8
Teacher	100.0	100.0	100.0	100.0	100.0	87.8	91.5	90.0	92.1	90.2	88.4	88.5	88.9	89.0	89.6
Parent	*	84.4	100.0	86.7	n/a	72.8	77.3	73.1	72.8	70.7	73.5	73.9	73.4	73.6	73.9

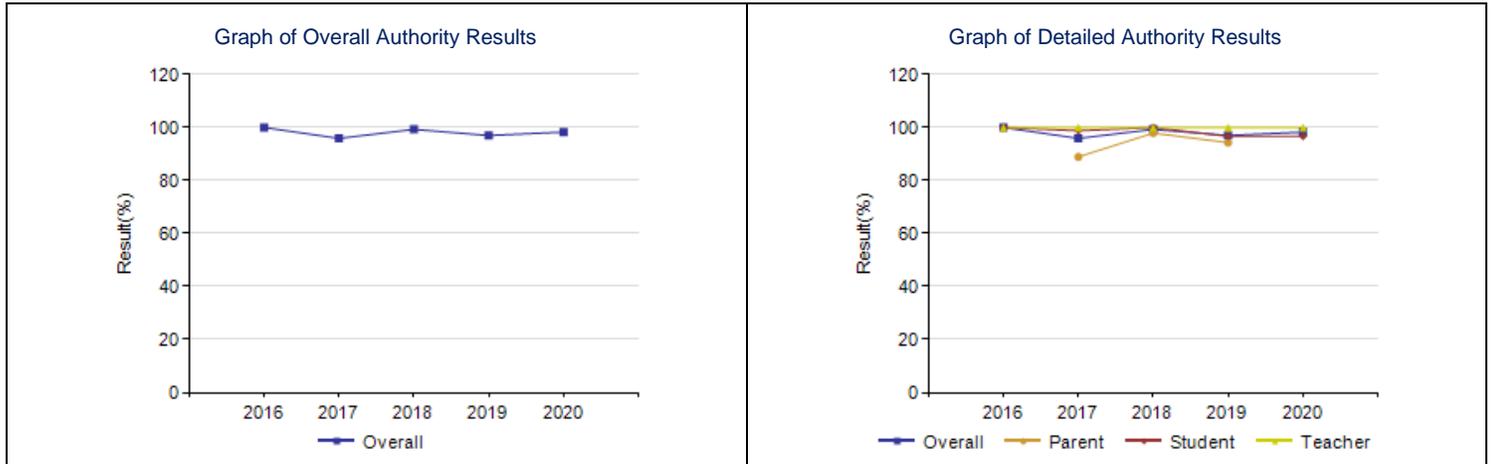


Notes:

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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	100.0	95.9	99.3	97.0	98.3	92.1	92.4	92.0	92.1	91.4	90.1	90.1	90.0	90.2	90.3
Teacher	100.0	100.0	100.0	100.0	100.0	98.0	98.3	97.8	98.1	97.8	96.0	95.9	95.8	96.1	96.4
Parent	*	88.9	97.9	94.3	n/a	87.9	88.4	87.8	88.7	86.6	86.1	86.4	86.0	86.4	86.7
Student	100.0	98.8	100.0	96.7	96.7	90.5	90.5	90.3	89.6	89.8	88.0	88.1	88.2	88.1	87.8



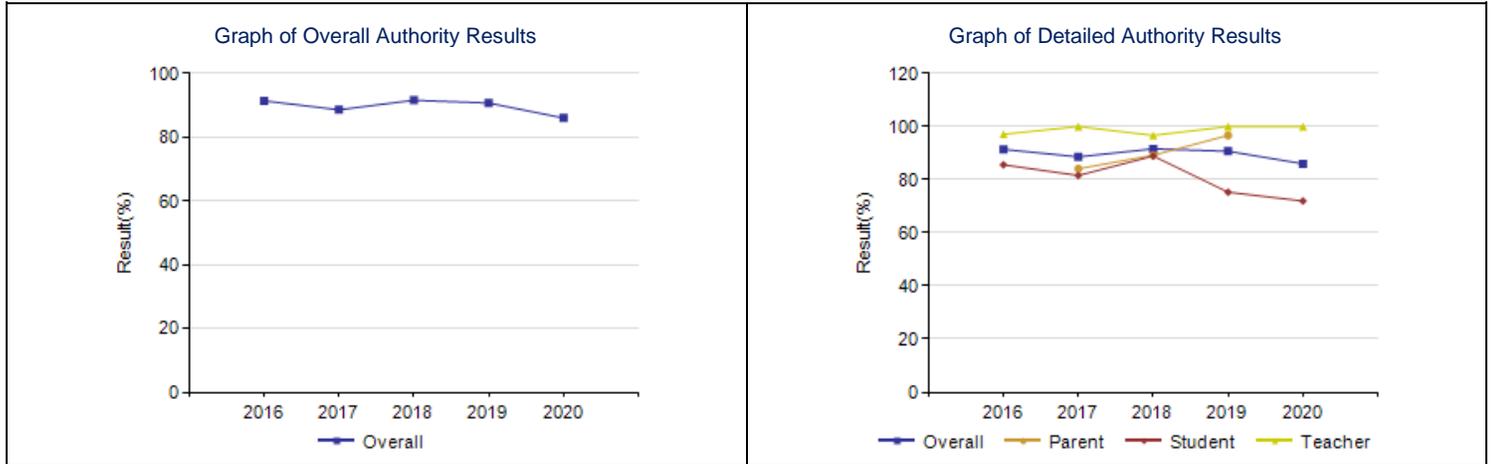
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	91.4	88.6	91.6	90.7	86.0	90.9	91.2	90.6	90.6	90.0	89.5	89.5	89.0	89.0	89.4
Teacher	97.1	100.0	96.7	100.0	100.0	96.7	96.9	97.5	96.8	96.9	95.4	95.3	95.0	95.1	95.3
Parent	*	84.1	89.2	96.7	n/a	89.2	90.3	89.8	91.5	87.7	89.8	89.9	89.4	89.7	90.2
Student	85.6	81.6	88.9	75.3	72.0	86.8	86.5	84.6	83.6	85.5	83.4	83.3	82.5	82.3	82.6

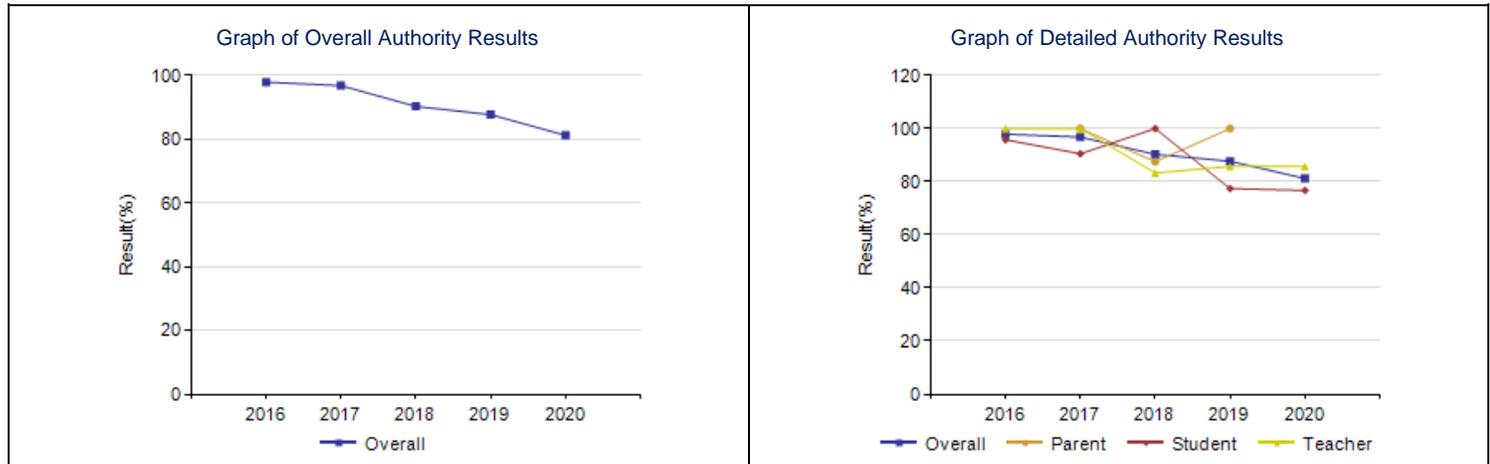


- Notes:
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 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	97.9	96.8	90.3	87.7	81.2	86.3	88.0	83.0	84.7	84.3	81.2	81.4	80.3	81.0	81.5
Teacher	100.0	100.0	83.3	85.7	85.7	90.3	88.5	86.2	85.5	90.1	82.3	82.2	81.5	83.4	85.0
Parent	*	100.0	87.5	100.0	n/a	81.7	88.5	79.3	84.0	77.5	79.7	80.8	79.3	80.3	80.0
Student	95.8	90.5	100.0	77.4	76.7	86.8	86.9	83.4	84.4	85.4	81.5	81.1	80.2	79.4	79.6



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Operating Budget 2020-2021

Budgeted Operating Expense 2020-2021			
			%
Allocation (includes prior year carry-over)		\$701,498.00	
Staffing	Certificated (Substitutes & Certificated Staffing)	\$556,300.00	79%
	Non-Certificated (Support & Other Staffing)	\$83,478.00	12%
Supplies & Services		\$61,720.00	9%

Summary of Facility and Capital Plans

2019-2020 Completed Plans:

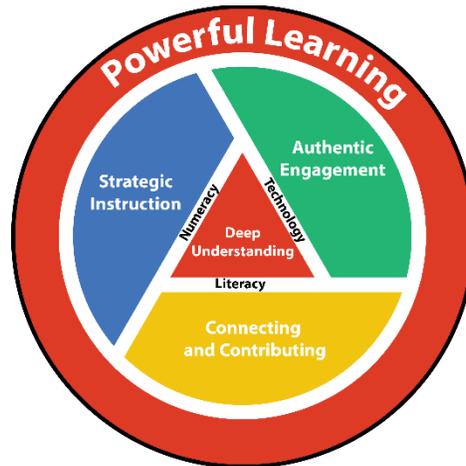
- Updated school kitchen to code for the 2020/2021 school year Hot Lunch Program
- Installed new gym floor
- Upgraded gym lights to dimmable LED
- Replaced toilet and urinal flush valves to reduce excessive water flow
- Added blinds to classroom doors for lockdowns
- Replaced flooring throughout office and staff room

2020-2021 Capital Plans

- Fresh paint in all classrooms
- New garbage disposals for outside
- Improvements to playground equipment

Carseland Elementary School

Education Plan 2020-2021 Goals



Goal #1: Improve the learning experience and the success of students through inclusive and engaging programming and instruction that promote the development of entrepreneurial skills, critical thinking, well-being, and citizenship.

Alberta Outcome Connections: Outcome One, Three, Four

Strategies:

- Full-time kindergarten programming based on learning within an exploratory classroom.
- Grade 5/6 entrepreneurial opportunities such as *Little Green Thumbs*.
- Student voice and leadership through, SWIM Team (Students with Important Messages), recycling helpers, and classroom citizenship initiatives.
- *Nature Connections Program* – foundation FNMI knowledge, resiliency, student wellness, hands-on learning, land-based learning.
- Virtual in-school mentoring opportunities through grade 5/6 alphabet learning with kindergartens, lunch helpers in primary classrooms, and buddy reading.
- Virtual Grade 5/6 Girls Program and Roots of Empathy Program for grades 5/6.
- Student led “Experts Fair.”

2019-2020 Results:

The strategies for Goal 1 for the 2019-2020 school year were a success. Student’s lead a number of initiatives such as the “Expert’s Fair,” the Little Green Thumbs tea business, participated in three student focus groups offering their voice to school goals, continued their recycling program, and hosted a student-led Christmas Concert. Some new programming in the 2020-2019 school year included the Lifeskills Program and the Ik Ku Nutsi Program. The Lifeskills Program seen students learning hands-on entrepreneurial skills and using their new skills throughout the school through preparing breakfast items, organizing the library, and helping shop for the hot lunch program. Ik Ku Nutsi seen students learning the Blackfoot language and culture while connecting to the land.

Goal #2: Create a school culture and climate that fosters ongoing communication, collaboration, and partnerships between students, staff, parents/guardians, and surrounding communities.

Alberta Outcome Connections: Outcome One, Two, Four, Five

Strategies:

- Collaboration and partnership with the “Busy Bees” preschool to create familiarity and school consecutiveness for future kindergarten students. Events and fundraising will be done together.
- Consistent communication to parents through portals such as, Seesaw, Facebook, Fresh Grade, Weekly Emails, Google Classroom, and School Website.
- Two parent/guardian focus groups and two parent/guardian nights.
- In May the principal will take part in “coffee and communication” meetings with potential kindergarten families and families eligible to attend Carseland, but who have not registered.
- Partnership with Alberta Parks for outdoor education program.
- Branding and Promotion of Carseland School – school logo, school clothing, promotion through social media.
- Partnerships with local businesses and organizations such as Jetsetters, Nutrien, and Cam’s Carrots to help connect the community to the school.
- Continued development, implementation, and promotion of a licensed Carseland Before and After School program.

2019-2020 Results:

Carseland School continues to have strong relationships with its partners. Last year this connection was made stronger by introducing parents/community to on-line communication and being diligent on making personal connections to new families or families not yet registered at Carseland School. These strategies to strengthen relationships will continue to be at the core of Carseland School.

The Carseland Before and After School Program seen its first year running in the 2019-2020 school year. The program was met with excitement, but we continue to promote and try and grow the clientele. Pricing has been made affordable to families and engaging programming has been developed and implemented in the program.

Goal #3: Apply school-wide best practices in the areas of literacy, numeracy, and technology.

Alberta Outcome Connections: Outcome One, Two, Three, Four

Strategies:

Literacy

- Promote the development of strong reading and writing skills and strategies using the following resources and programming:
- Barbara Mariconda writing resources
- Google Read Write
- Fountas & Pinnell Benchmark reading assessments
- Jolly Phonics
- Blanche Lamont – Mentoring Young Writers
- Rooted in Reading
- Words Their Way
- Sue Kempton writing strategies
- Levelled Libraries
- Reading & Writing Power
- PWIM – Picture Word Inductive Model Program for students for students grade 4-6 needing to build basic literacy skills.
- Utilizing school-wide writing and vocabulary skills inventory that would be implemented across grade levels.
- Build school-wide *Academic Vocabulary List*.
- Move toward Structure Literacy Approach in K-2.

Numeracy

- Provide real life and hands-on learning opportunities for students to work with mathematical concepts such as Santa’s Workshop, Green Thumb Tea, and Construction projects.
- Explore and develop a school-wide approach to problem-solving skills.
- Numeracy skills worked into House Team challenges.

Technology

- Utilizing the **SAMR model** to reflect on use of technology for learning.
- Technology Risk – classrooms take one risk in moving up the SAMR model.
- Utilizing technology for communication – Seesaw, Facebook, Google Classroom, School Website.
- Each classroom has and utilizes an online learning platform.

2019-2020 Results:

Carseland was successful in the implementation of best-practices in areas of literacy, numeracy, and technology. All grades now offer an online platform of communication with students and families and students are able to access work online if needed. Moving towards being comfortable with technology in the classroom will continue. For the 2019-2020 school year teachers continued to implement Balanced Literacy Practices. These practices have become embedded into our literacy teaching. Teachers also began to research the Structured Literacy practices and its benefits for struggling readers. Two teachers participated in professional development and studies of the practices and in the 2020-2021 some Structured Literacy practices will be introduced. The 2019-2020 school year seen improvement in Numeracy results. The strategy of having a consistent Math teacher in grades 3 to 6 has seen benefits and improvement in results. Implementing numeracy in everyday activities such as House Team Challenges and hands-on activities was also a successful way to engage students in numeracy and will continue in the 2020-2021 school year.

“The small School with the BIG heart”

