

Manning Elementary School



Annual Education Results Report/Three Year Education Plan 2017-2020



Accountability Statement

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP).

This report is a summary of Manning Elementary School's achievements for the 2016-2019 school year and a Three-Year Education Plan for 2017-2020, beginning in the 2017 school year. The school has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve students learning and results.

Foundation Statements

Manning Elementary School

Mission

Learning Together, Succeeding Together Through Academics, Athletics and the Arts.

Vision

Manning Elementary School is a positive learning community where students will achieve to the best of their ability academically, emotionally, physically and socially.

Principle Beliefs

- **we value respect for yourself, others and property***
- **we value the importance of being lifelong learners (staff & students)***
- **we value active living and healthy life choices***
- **we appreciate the uniqueness & differences of learners which will guide our instruction and evaluation***
- **we strive for continuous improvement as a Professional Learning Community.***
- **we believe hope is the seed of success, celebrate success***



Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Manning Elementary 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	97.1	96.9	96.2	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.4	89.4	85.9	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	94.1	98.1	95.3	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	96.1	94.7	95.6	73.4	73.6	73.2	Very High	Maintained	Excellent
	PAT: Excellence	28.9	23.7	32.3	19.5	19.4	18.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	83.3	88.9	81.5	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	95.3	96.9	95.2	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	92.9	92.8	87.5	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	96.6	100.0	91.6	81.4	81.2	80.2	Very High	Improved	Excellent

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. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. 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 (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

School Profile

Manning Elementary School offers progressive programming for kindergarten to grade six students. Extended fine arts opportunities are offered in addition to basic programming.

MES takes pride in its strong mission, vision and principal beliefs that guide instruction and school based decision making. Parents, families and community members are encouraged to take part in school activities and contribute to the positive school culture.

Manning Elementary School supports and promotes community partnerships. Housed in the annex building are the Manning Sunshine Preschool, Parent Link, Manning Child Care Association Toy Lending Club and the Manning Child Care Association Day Care. Adjoining Manning Elementary School is the Before and After School Care annex building. The Roots of Empathy program helps link our students to the community in a meaningful way, which helps to promote relationships and social skills. The gymnasium is also well utilized by the public to offer services and opportunities to the community. Manning Mini Gym, Tae-Kwon Do, Manning Minor Hockey and sports rentals keep the facility busy after school hours.

Manning Elementary School is located in the northern community of Manning, Alberta. In town, the population is approximately 1400, with an additional 4000 people residing in the outlying areas. The area's economy is based upon agriculture, oil, gas and forestry industries. The majority of families live in rural areas and most students ride the bus to school.

Manning is relatively remote, with the nearest neighbouring town being 90 km away. As a result, the local business community supports the needs of the citizens. The town contains a grocery store, several hardware stores, a clothing store, an electronics store, a movie theatre, a vehicle dealership, and several other thriving businesses. General health care services are available within the town and a doctor is always on call, but it is necessary to leave the community to access dentists, optometrists, and other medical specialists.

Manning offers many recreational opportunities. In winter months the arena complex is kept busy with hockey, figure skating and curling being offered to all ages. There is also a golf course and ski hill in the area. Youth of the community have numerous activities to choose from including soccer, softball, Junior Forest Wardens, dance classes, 4-H clubs, music lessons, Sparks, Brownies and Girl Guides, and Christian Youth Groups.

Enrolment 2017-2018

(as of September 30, 2017)



Grade Level	Student Population
Kindergarten	32
Grade One	15
Grade Two	21
Grade Three	25
Grade Four	20
Grade Five	12
Grade Six	15



Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	96.4	92.2	100.0	94.7	96.1	100	Very High	Maintained	Excellent	97	98	99
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	33.9	37.5	35.7	23.7	28.9	25	Very High	Maintained	Excellent	29	30	32

Comment on Results

Targets on this goal were met for standard of excellence but not for acceptable standard. However when results were broken down, acceptable standard results in all areas were near or met the target (language arts 100%, math 89.5%, science 100%, social 94.7%). Standard of excellence results exceeded the provincial average in the areas of language arts and social and were slightly below in math and science (language arts +7.4%, math -1.8%, science -3.3%, social +30.2%). Our target for acceptable results will remain at 100% for each subject area as we believe all students have the potential to meet it.

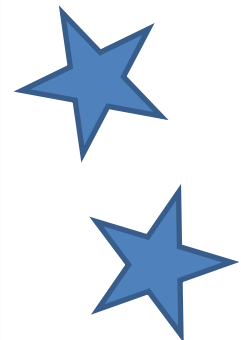
Strategies

- Increase the number of students reading at or above grade level
 - Multi-aged, leveled guided reading (Grades 1-6)
 - Targeted Remediation Plus Program used with students in grades 1-6
 - 'Moving Up with Literacy Place' programming in grades 4-6
 - Embedded PLCs for division one and two and iCoach to monitor and collaborate for the improvement of "Tier 1" (whole class) instruction and examination of "Tier 2" and "3" needs
 - Focus upon engaging strong Tier 1 instruction practices
 - Common literacy PD for all staff (provided by school and personal PD)
 - Home Reading programs
 - Data-driven instruction targeting students at their currently assessed reading levels (RAF)
- Increase the achievement levels in math at all grade levels
 - Professional development and results analysis on Numeracy
 - Research assessment practices (math running records)
 - PD with staff on guided math programming and strategies
- Review grade level writing standards
 - Focused PD on Blended Sound Sight and Empowering Writers strategies
- Response to Intervention model
- Critical challenges approach to instruction delivery
- Guaranteed curriculum
- PAT data analysis
- Employ technology as a best practice and student learning tool
 - Including keyboarding and digital citizenship strategies and supports



Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	100.0	21.4	87.5	18.8	100.0	33.3	100.0	21.1	100.0	26.3	100	25
	Authority	73.7	5.6	80.6	11.0	88.1	14.6	85.2	11.3	79.0	11.2		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	School	100.0	28.6	93.8	37.5	100.0	23.8	94.7	10.5	89.5	10.5	100	15
	Authority	61.6	8.0	72.9	13.8	75.7	6.9	69.3	8.4	68.1	4.7		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	100.0	50.0	93.8	50.0	100.0	47.6	94.7	36.8	100.0	26.3	100	28
	Authority	66.0	14.0	72.9	16.4	77.5	19.7	74.3	18.3	75.6	18.8		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	85.7	35.7	93.8	43.8	100.0	38.1	89.5	26.3	94.7	52.6	100	30
	Authority	59.2	12.4	67.1	11.1	66.5	6.4	66.3	10.9	68.1	17.4		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		



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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.5	94.3	94.3	96.9	95.3	97	Very High	Maintained	Excellent	96	97	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.	87.5	71.4	84.2	88.9	83.3	89	High	Maintained	Good	84	85	86

Comment on Results

The 2017 target on active citizenship was exceeded. Results from both stakeholders indicated that the promotion of positive citizenship was evident at Manning Elementary. We showed a decline in the second measure noted above. We are still working to clarify understanding and increase informed responses. As we are an elementary school, respondents sometimes feel that the question does not apply to them, and therefore select "Don't Know" or "Dissatisfied," as they don't agree that their young child is yet ready to succeed in the workforce.

MES had 30 surveys returned this year in comparison to 31 the previous year. Based on this response, it is commendable that the results continue to show "Very High" and "High".

Strategies

- Regular programming and classroom integration by Kendall Carlson, Youth Education Support Worker
- Communication to parents about the importance of school-based skills in the future workplace. Examples include independence, homework completion, and accountability.
- Student involvement in a variety of activities in and outside of classroom
- SHOTS Team
- Leadership roles eg. School Assemblies, student ambassadors
- Public speaking opportunities (concerts, assemblies, daily announcements, music festival)
- "Buddies" programs from K to 6
- Recycling Program
- Family Rooms and Character Education
- Community involvement – exposure to role models and highlight importance of volunteering and taking part in community activities (Christmas Hamper Program, Terry Fox, Jump Rope for Heart, Junior ATB)
- Opportunities in academics, athletics and the arts
- Exposure to current technology and applications
- Digital citizenship direct instruction
- Roots of Empathy and Fun Friends programs
- Enhance publicity regarding the success at Manning Elementary School to ensure the public is aware of student success (newspaper, student-created newsletters, entrance TV, website, Facebook page)



Citizenship – Measure Details

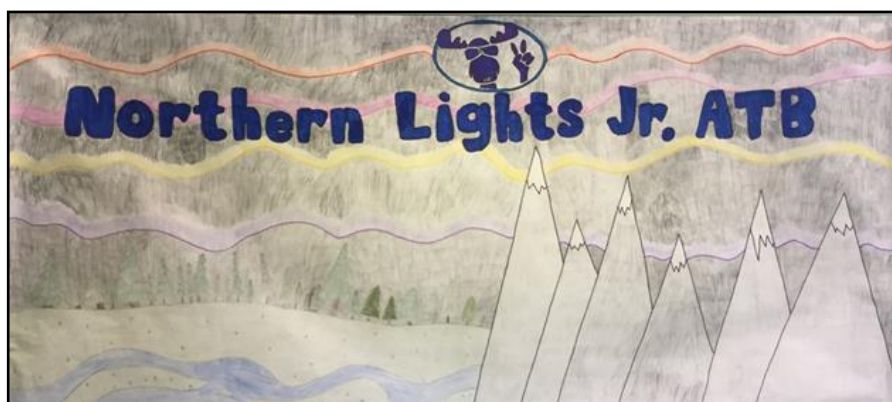
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.5	94.3	94.3	96.9	95.3	81.7	80.0	83.0	84.3	82.0	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	*	100.0	100.0	100.0	95.3	94.2	96.1	96.0	95.1	93.6	93.8	94.2	94.5	94.0
Parent	87.4	89.1	82.8	90.8	88.6	73.8	77.4	80.3	82.8	78.3	80.3	81.9	82.1	82.9	82.7
Student	96.2	99.5	100.0	100.0	97.2	76.1	68.4	72.6	74.2	72.6	76.2	74.5	74.2	74.5	74.4

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.5	71.4	84.2	88.9	83.3	77.2	84.2	85.3	85.6	82.7	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	*	88.9	100.0	100.0	93.1	95.0	93.5	96.0	94.3	89.4	89.3	89.7	90.5	90.4
Parent	75.0	71.4	79.4	77.8	66.7	61.3	73.4	77.1	75.2	71.1	71.1	73.1	74.2	74.8	75.1



Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(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		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	100.0	*	100	*	*	*	100	100	100
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).	*	*	*	21.9	*	20	*	*	*	20	20	20

Comment on Results

Due to suppression of results, we are unable to report on specifics for this goal. It should be noted that FMNI self-declaration has been a focus area at MES and our numbers are increasing. This will hopefully allow for more examinable results in the future. Regular attendance continues to be a primary concern when instructing students.

Strategies

Strategies are in place to support students when they are at school. Targeted communication plans are in place with families to promote student attendance. These plans include:

- Daily phone calls when a student is absent
- Homework support
- Individualized support in addition to school time
- Incentives to attend, such as classroom jobs, student of the week, and personalized goals
- Focus upon sharing the relevance of subject matter
- Making community connections with FMNI leaders
- Collaboration with local support groups to assist in early learning
- Incorporation of FMNI specific content into programming (ie. Music Alive focus)



Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	94.1	96.0	95.7	96.9	97.1	97	Very High	Maintained	Excellent	98	99	100

Comment on Results

We have maintained very high results in this outcome. A safe and healthy learning community for students and staff continues to be a priority.

Strategies

- Parent contact is made very quickly when student safety is in question, and learning team meetings, with parents, address concerns about student safety
- Dare to Care program and Bully B'Ware program
- Safety Patrol
- DARE Program
- Community Connections Class: -our students in the school....SHOTS helpers, Grade Six Legacy Project - our students in the community....Roots of Empathy, Town Clean Up, Lodge Buddy Program, and Extended Care visits
- Community Walk
- Family Rooms and Character Education Program
- Discipline Policy is clear and consistent, review with staff and school council annually
- Behaviour documentation through supervision clipboards
- EBS (Effective Behavioural Supports) part of discipline plan; expectations matrices displayed throughout the school; reviewed at staff meetings
- Actions always relate to mission, vision, and principle beliefs
- Safety procedures are in place and followed
- Cross-grade buddy programs

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	94.1	96.0	95.7	96.9	97.1	88.0	88.2	89.5	89.5	86.9	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	*	100.0	100.0	100.0	97.0	96.1	97.0	95.7	95.6	95.0	95.3	95.4	95.4	95.3
Parent	87.4	92.7	87.2	92.9	94.0	83.2	87.5	89.1	89.8	84.9	87.8	88.9	89.3	89.8	89.9
Student	94.8	99.2	100.0	97.8	97.3	83.8	81.0	82.3	83.1	80.2	84.2	83.1	83.0	83.4	83.3



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	90.1	82.7	85.6	89.4	88.4	89	Very High	Maintained	Excellent	89	90	91

Comment on Results

We did not quite meet our target in this area. According to the accountability surveys, families showed most satisfaction with opportunities for their children to learn about computers (90%), art (93%), music (93%), physical education (93%), and health (93%). Challenges include dissatisfaction with learning another language (50%) and drama (35%). MES will continue to focus on better communicating the happenings of our school, community involvement and targeted professional development for all staff.

Strategies

- Division one and two Professional Learning Communities meet for 60 minutes every second week.
- School professional development plan is based on staff-identified needs and links with school and divisional plans
- Use of subject specialist teachers when possible
- Travelling art gallery displays
- Assemblies, concerts, public speaking
- Health presentations by Community Health Services
- Morning exercise program and scheduled movement breaks
- Violin program
- Targeted keyboarding and technology instruction at all grade levels
- Innovative use of technology, including computers, SMARTboards, document cameras, iPods, iPads and Chrome Books to enrich development of students and staff
- Intramurals, track meet, morning exercises, QDPA, outside education programs
- Community involvement through music program, sports mentorship programs, arena, pool, curling
- Enriched art programs (Music Alive, yearly Fine Arts performance, Trickster Theatre residency every two years)
- Option program, Science Olympics, Track and Field Day, Jump Rope for Heart
- Emphasize intentional language usage in context of subject areas
- Orchestra program

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.1	82.7	85.6	89.4	88.4	75.2	76.7	77.9	80.4	78.6	81.5	81.3	81.3	81.9	81.9
Teacher	92.9	*	93.1	91.5	93.0	83.1	85.2	86.2	88.2	89.5	87.9	87.5	87.2	88.1	88.0
Parent	87.3	82.7	78.1	87.3	83.9	72.6	76.8	79.8	82.8	76.5	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	69.9	68.0	67.7	70.1	69.7	77.8	76.6	76.9	77.5	77.7

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
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.	91.5	86.5	88.2	100.0	96.6	100	Very High	Improved	Excellent	97	98	99
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.0	80.7	89.1	92.8	92.9	93	Very High	Maintained	Excellent	93	94	95
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.0	94.2	93.6	98.1	94.1	99	Very High	Maintained	Excellent	95	96	97

Comment on Results

Manning Elementary School came close to meeting its goals in all three areas. We are maintaining high targets for both performance measures as we continue our efforts to involve parents more directly in the implementation of our school goals, and to enable parents to more fully support their children towards success in school.

Strategies

- School Council Meetings in representative format; primary focus on student achievement and programs
- Promotion of stronger involvement by parents on school council (ex. Parents contact teachers for information to give reports at meetings; issues are brought to council which invite immediate action and advice)
- Multiple opportunities for parents to be involved in our school, as initiated through MES's survey and invitation to volunteer which was sent to all families
- Differentiated instruction, multiple intelligences, critical challenges delivery of instruction
- Guaranteed curriculum and vertical curricular alignment based on the RTI framework
- Option program/Science Olympics
- Assessment for Learning and common assessments
- Online programs such as Accelerated Reader and XtraMath
- Explore blended learning opportunities (ie. VC, webcams, collaboration) for specialized services (ie. speech, PT, OT, mental health consults) when needed
- Explore the use of online tools (Google Classroom, Class Dojo) for parental input and access
- Parent contact is made quickly when student safety is in question, and learning team meetings with parents address concerns about student safety
- Actions always relate to mission, vision, and principle beliefs



School In
Percentage
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	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.5	86.5	88.2	100.0	96.6	81.0	78.0	82.3	84.7	82.5	80.6	79.8	79.6	81.2	81.4
Teacher	85.7	*	87.5	100.0	100.0	85.0	82.1	85.8	90.3	86.5	80.9	81.3	79.8	82.3	82.2
Parent	88.9	75.0	77.1	100.0	89.7	75.1	74.9	80.7	82.5	80.9	77.9	77.0	78.5	79.7	80.8
Student	100.0	98.0	100.0	100.0	100.0	82.8	77.1	80.4	81.5	80.2	82.9	81.2	80.7	81.5	81.1

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	92.0	80.7	89.1	92.8	92.9	81.6	83.6	84.7	86.0	83.6	80.3	80.6	80.7	80.9	81.2
Teacher	97.1	*	95.3	100.0	100.0	89.1	91.4	88.4	91.7	92.4	88.5	88.0	88.1	88.4	88.5
Parent	86.9	80.7	82.9	85.5	85.8	74.1	75.9	80.9	80.2	74.9	72.2	73.1	73.4	73.5	73.9

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	96.0	94.2	93.6	98.1	94.1	88.1	88.1	89.0	90.0	87.9	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	*	100.0	98.1	94.4	96.8	96.6	97.5	97.2	96.5	95.7	95.5	95.9	96.0	95.9
Parent	90.1	89.4	80.7	96.2	87.8	79.5	82.5	82.5	86.9	82.2	84.9	84.7	85.4	86.1	86.4
Student	97.8	98.9	100.0	100.0	100.0	88.0	85.1	86.9	86.0	85.1	88.7	87.3	87.4	88.0	88.1



Local Outcome Six: Positive safety attitudes

Outcome: Communicate and Celebrate the Importance of Safety to all Stakeholders

Performance Measures	Result		Targets			
	2016	2017	2017	2018	2019	2020
Manning Elementary School will successfully provide safety education/activities monthly between the months of August through June.		100	100	100	100	100
Manning Elementary School will successfully incorporate key safety messages into communication plan.		100	100	100	100	100
Manning Elementary School will provided safety education/activities on the monthly Google tracking form for safety activities between the months August through June.		100	100	100	100	100

Comment on Results

Throughout the 2016-2017 school year, Manning Elementary School met the goals set out. MES shared monthly key safety messages 10/10 months, education/safety activities were provided and reported for 10/10 months and meaningful on going safety activities were provided 10/10 as per the yearly safety plan. Activities included a range of topics and delivery modes. Health and safety of staff and students continues to be a priority of Manning Elementary School and is firmly embedded in the school culture.

Strategies

- A site-based Health and Safety Plan is developed annually, with the primary focus on safety education and activities for all stakeholders
- Public School Works will be utilized as a safety tool as per the Health and Safety Plan
- All safety education and activities will be reported monthly to the Division Health and Wellness Coordinator via Google forms
- Health and safety will be incorporated into the site based communication plan. The may take many forms and target both specific and general audiences.
- Site based safety meetings (including site inspections) will occur on a monthly basis.
- Centrally developed safety messages will be incorporated into monthly newsletters and the school website.
- Participate in community safety training events and partnerships.
- Utilize the MES Occupational Health and Safety Resource Manual for organizational, shared ownership and central storage purposes.



Peace River School Division

Learning Together - Success for All

Budget Report

Peace River School Division No. 10

2017-2018 November 30 Fall Update

SCHOOL: Manning Elementary

Revenue And Allocations To Budget Center

AB ED: Base Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total AB ED: Base Funding	\$56,980	\$49,855
% of Revenue And Allocations To Budget Center	102%	103%
AB ED: Differential Cost Funding	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$1,720	\$1,360
% of Revenue And Allocations To Budget Center	3%	3%
Transfers	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue And Allocations To Budget Center	-5%	-6%

Total Revenue And Allocations To Budget Center	\$55,748	\$48,263
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Expenditures

Other Staffing Costs	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
School Based Certificated Sub Cost	\$2,220	\$2,220
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	10.00 Days	10.00 Days
School Based Certificated Sub Benefits	\$222	\$222
School Based Certificated Sub Cost	\$2,220	\$2,220
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
Total Other Staffing Costs	\$2,942	\$2,942
% of Expenditures	5%	6%

Contracted Services	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Certificated Inservice/Reg Fees	\$2,250	\$2,124
Uncertificated Inservice/Reg Fees	\$1,000	\$1,000
Postage & Phone	\$2,000	\$2,000
Advertising	\$1,000	\$1,000
Expense Reimbursement	\$2,500	\$2,500
Field Trips	\$2,900	\$2,900
Contracted Building Grounds Maintenance	\$1,000	\$1,000
Contracted Equipment & Vehicle Maintenance	\$1,000	\$500
Association Fees	\$250	\$250
Total Contracted Services	\$13,900	\$13,274
% of Expenditures	25%	28%

Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Supplies	\$27,986	\$22,000

SCHOOL: Manning Elementary - Budget Report

2017-2018 November 30 Fall Update

Supplies	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Library Supplies (Minimum Standard)	\$1,820	\$1,547
ECS Enrolment	32 Students	13 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	108.00 Students	106.00 Students
Library Supplies	\$2,500	\$2,500
Furniture & Equipment	\$6,600	\$6,000
Total Supplies	\$38,906	\$32,047
% of Expenditures	70%	66%

Total Expenditures	\$55,748	\$48,263
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Summary

	2017-2018 November 30 Fall Update	2017-2018 May Preliminary Budget
Total Revenues and Allocations To Budget	\$55,748	\$48,263
Total Expenditures	\$55,748	\$48,263
Variance	\$0	\$0

Parental Involvement

Manning Elementary School Council was presented with the draft version of the Manning Elementary School's combined Three Year Education and Annual Results Report at the November meeting. It was shared that the initial goals, targets and strategies were a result of MES staff analysis and collaboration over the previous months. The report was reviewed and members were asked to provide feedback and comments for further improvements. Feedback was taken back to MES staff and adjustments were made. At this time the principal indicated that this document would be posted on the school's website by November 30, 2017.

Deadlines and Communication

This report will be made available for public viewing by November 30, 2017 on Manning Elementary School's website.

For additional information regarding Peace River School Division please visit www.prsd.ab.ca

Manning Elementary School

*“Learning together, succeeding together
through academics, athletics and the arts.”*

