

# Manning Elementary School



## Annual Education Results Report/Three Year Education Plan 2016-2019



### **Accountability Statement**

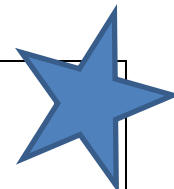
Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and Three Year Education Plan (3YEP).

This report is a summary of Manning Elementary School's achievements for the 2015-2016 school year and a Three-Year Education Plan for 2016-2019, beginning in the 2016 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 2016 Accountability Pillar Overall Summary

| Measure Category  | Measure Category Evaluation | 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                                       | Excellent                   | Safe and Caring                            | 96.9                      | 95.7             | 95.3                | 89.5           | 89.2             | 89.1                | Very High          | Maintained             | Excellent |
| Student Learning Opportunities                                | n/a                         | Program of Studies                         | 89.4                      | 85.6             | 86.1                | 81.9           | 81.3             | 81.4                | Very High          | Maintained             | Excellent |
|   |                             | Education Quality                          | 98.1                      | 93.6             | 94.6                | 90.1           | 89.5             | 89.5                | Very High          | Improved               | Excellent |
|   |                             | Drop Out Rate                              | n/a                       | n/a              | n/a                 | 3.2            | 3.5              | 3.5                 | n/a                | n/a                    | n/a       |
|   |                             | High School Completion Rate (3 yr)         | n/a                       | n/a              | n/a                 | 76.5           | 76.5             | 75.5                | n/a                | n/a                    | n/a       |
| Student Learning Achievement (Grades K-9)                     | Excellent                   | PAT: Acceptable                            | 94.7                      | 100.0            | 96.2                | 73.6           | 72.9             | 73.4                | Very High          | Maintained             | Excellent |
|   |                             | PAT: Excellence                            | 23.7                      | 35.7             | 35.7                | 19.4           | 18.8             | 18.6                | High               | Maintained             | Good      |
| Student Learning Achievement (Grades 10-12)                   | n/a                         | Diploma: Acceptable                        | n/a                       | n/a              | n/a                 | 85.0           | 85.2             | 85.1                | n/a                | n/a                    | n/a       |
|   |                             | Diploma: Excellence                        | n/a                       | n/a              | n/a                 | 21.0           | 21.0             | 20.5                | n/a                | n/a                    | n/a       |
|   |                             | Diploma Exam Participation Rate (4+ Exams) | n/a                       | n/a              | n/a                 | 54.6           | 54.4             | 53.5                | n/a                | n/a                    | n/a       |
|   |                             | Rutherford Scholarship Eligibility Rate    | n/a                       | n/a              | n/a                 | 60.8           | n/a              | n/a                 | n/a                | n/a                    | n/a       |
| Preparation for Lifelong Learning, World of Work, Citizenship | n/a                         | Transition Rate (6 yr)                     | n/a                       | n/a              | n/a                 | 59.4           | 59.7             | 59.3                | n/a                | n/a                    | n/a       |
|   |                             | Work Preparation                           | 88.9                      | 84.2             | 81.0                | 82.6           | 82.0             | 81.1                | Very High          | Maintained             | Excellent |
|   |                             | Citizenship                                | 96.9                      | 94.3             | 94.4                | 83.9           | 83.5             | 83.4                | Very High          | Maintained             | Excellent |
| Parental Involvement  | Excellent                   | Parental Involvement                       | 92.8                      | 89.1             | 87.3                | 80.9           | 80.7             | 80.5                | Very High          | Maintained             | Excellent |
| Continuous Improvement  | Excellent                   | School Improvement                         | 100.0                     | 88.2             | 88.7                | 81.2           | 79.6             | 80.0                | Very High          | Improved Significantly | Excellent |

#### Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- 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.
- 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.
- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



## 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 - 73.77  | 73.77 - 80.97 | 80.97 - 86.66 | 86.66 - 90.29 | 90.29 - 100.00 |
| Diploma: Excellence                        | 0.00 - 7.14   | 7.14 - 13.15  | 13.15 - 19.74 | 19.74 - 24.05 | 24.05 - 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 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 2016-2017**

(as of September 30, 2016)



| Grade Level  | Student Population |
|--------------|--------------------|
| Kindergarten | 15                 |
| Grade One    | 19                 |
| Grade Two    | 24                 |
| Grade Three  | 20                 |
| Grade Four   | 12                 |
| Grade Five   | 16                 |
| Grade Six    | 20                 |



## Outcome One: Alberta's students are successful

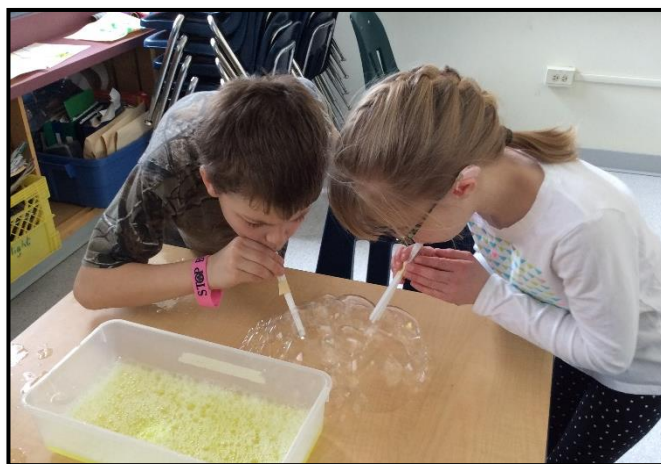
| Performance Measure  | Results (in percentages) |      |      |       |      | Target<br>2016 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|-------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2012                     | 2013 | 2014 | 2015  | 2016 |                | Achievement | Improvement | Overall   | 2017    | 2018 | 2019 |
| Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).    | 88.1                     | 96.4 | 92.2 | 100.0 | 94.7 | 100            | Very High   | Maintained  | Excellent | 100     | 100  | 100  |
| Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). | 19.0                     | 33.9 | 37.5 | 35.7  | 23.7 | 35             | High        | Maintained  | Good      | 25      | 27   | 30   |

### Comment on Results

Targets on this goal were not met, however when results were broken down, acceptable standard results in all areas were above the provincial average (language arts +17.1%, math +22.5%, science +16.7%, social +18.1%). Standard of excellence results also exceeded the provincial average in all areas with the exception of math (language arts +0.7%, math - 3.5%, science +9.7%, social +4.3%). 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

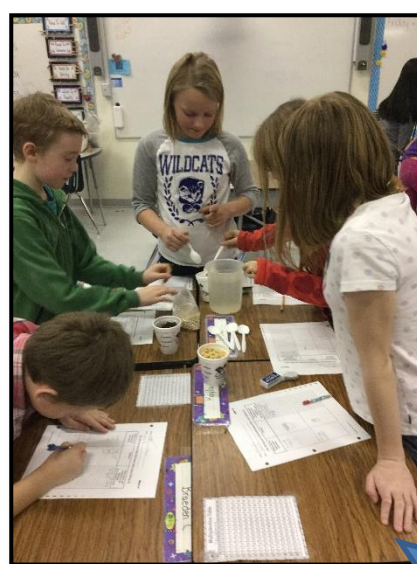
- Increase the number of students reading at or above grade level
  - Multi-aged, leveled guided reading (Grades 1-6)
  - Targeted Remediation Plus Program used with students in grades 1-6
  - 'Moving Up with Literacy Place' implementation in grades 4-6
  - Embedded PLCs for division one and two and iCoach to monitor and collaborate for the improvement of "Tier 1" (whole class) instruction and examination of "Tier 2" needs
  - Focus upon engaging strong Tier 1 instruction practices
  - Implementation of activities to increase visual processing skills
  - Common literacy PD for all staff (provided by Division and school)
  - Accelerated Reader, Words Their Way and Home Reading programs implemented
  - Data-driven instruction targeting students at their currently assessed reading levels
- Response to Intervention model adhered to
- Critical challenges approach to instruction delivery
- Guaranteed curriculum
- Precision reading, Repeated Reading
- PAT data analysis
- PRSD Learning Coach supports
- Teacher best practices (eg. Best Writing lessons, Write Traits, Paragraph Editing)
- Employ technology as a best practice and student learning tool





# Provincial Achievement Test Results – Measure Details

| PAT Course by Course Results by Number Enrolled. |           |                          |      |       |      |      |      |       |      |       |      |        |    |
|--|-----------|--------------------------|------|-------|------|------|------|-------|------|-------|------|--------|----|
|  |           | Results (in percentages) |      |       |      |      |      |       |      |       |      | Target |    |
|  |           | 2012                     |      | 2013  |      | 2014 |      | 2015  |      | 2016  |      | 2016   |    |
|  |           | A                        | E    | A     | E    | A    | E    | A     | E    | A     | E    | A      | E  |
| English Language Arts 6                          | School    | 100.0                    | 23.8 | 100.0 | 21.4 | 87.5 | 18.8 | 100.0 | 33.3 | 100.0 | 21.1 | 100    | 25 |
|  | Authority | 79.6                     | 10.2 | 73.7  | 5.6  | 80.6 | 11.0 | 88.1  | 14.6 | 85.2  | 11.3 |        |    |
|  | Province  | 82.7                     | 17.8 | 82.5  | 16.3 | 81.9 | 17.6 | 82.8  | 19.5 | 82.9  | 20.4 |        |    |
| Mathematics 6                                    | School    | 95.2                     | 38.1 | 100.0 | 28.6 | 93.8 | 37.5 | 100.0 | 23.8 | 94.7  | 10.5 | 100    | 25 |
|  | Authority | 71.3                     | 11.1 | 61.6  | 8.0  | 72.9 | 13.8 | 75.7  | 6.9  | 69.3  | 8.4  |        |    |
|  | Province  | 74.7                     | 16.6 | 73.0  | 16.4 | 73.5 | 15.4 | 73.2  | 14.1 | 72.2  | 14.0 |        |    |
| Science 6  | School    | 85.7                     | 9.5  | 100.0 | 50.0 | 93.8 | 50.0 | 100.0 | 47.6 | 94.7  | 36.8 | 100    | 30 |
|  | Authority | 72.1                     | 17.2 | 66.0  | 14.0 | 72.9 | 16.4 | 77.5  | 19.7 | 74.3  | 18.3 |        |    |
|  | Province  | 77.8                     | 28.2 | 77.5  | 25.9 | 75.9 | 24.9 | 76.3  | 25.3 | 78.0  | 27.1 |        |    |
| Social Studies 6                                 | School    | 71.4                     | 4.8  | 85.7  | 35.7 | 93.8 | 43.8 | 100.0 | 38.1 | 89.5  | 26.3 | 100    | 25 |
|  | Authority | 60.6                     | 6.9  | 59.2  | 12.4 | 67.1 | 11.1 | 66.5  | 6.4  | 66.3  | 10.9 |        |    |
|  | Province  | 73.2                     | 19.5 | 72.7  | 19.0 | 70.4 | 16.6 | 69.8  | 18.1 | 71.4  | 22.0 |        |    |



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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2016 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2012                     | 2013 | 2014 | 2015 | 2016 |                | Achievement | Improvement | Overall   | 2017    | 2018 | 2019 |
| Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.                                  | 94.7                     | 94.5 | 94.3 | 94.3 | 96.9 | 92             | Very High   | Maintained  | Excellent | 97      | 98   | 99   |
| 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. | 84.4                     | 87.5 | 71.4 | 84.2 | 88.9 | 85             | Very High   | Maintained  | Excellent | 89      | 90   | 91   |

**Comment on Results**

The 2016 target on active citizenship was exceeded. Results from both stakeholders indicated that the promotion of positive citizenship was evident at Manning Elementary. Although we have shown growth 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 31 surveys returned this year in comparison to 35 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 Brooke Senack, 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 and TWIST Team
- Leadership roles eg. School Assemblies, student ambassadors
- Public speaking opportunities (concerts, assemblies, daily announcements)
- Reading buddies 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
- 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 |      |      |      |      |
|   | 2012   | 2013  | 2014 | 2015  | 2016  | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall   | 94.7   | 94.5  | 94.3 | 94.3  | 96.9  | 79.3      | 81.7 | 80.0 | 83.0 | 84.3 | 82.5     | 83.4 | 83.4 | 83.5 | 83.9 |
| Teacher   | 100.0  | 100.0 | *    | 100.0 | 100.0 | 93.5      | 95.3 | 94.2 | 96.1 | 96.0 | 93.1     | 93.6 | 93.8 | 94.2 | 94.5 |
| Parent  | 85.3   | 87.4  | 89.1 | 82.8  | 90.8  | 73.4      | 73.8 | 77.4 | 80.3 | 82.8 | 79.4     | 80.3 | 81.9 | 82.1 | 82.9 |
| Student   | 98.9   | 96.2  | 99.5 | 100.0 | 100.0 | 71.2      | 76.1 | 68.4 | 72.6 | 74.2 | 75.0     | 76.2 | 74.5 | 74.2 | 74.5 |

### 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 |      |      |      |      |
|  | 2012   | 2013  | 2014 | 2015 | 2016  | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall  | 84.4   | 87.5  | 71.4 | 84.2 | 88.9  | 74.5      | 77.2 | 84.2 | 85.3 | 85.6 | 79.7     | 80.3 | 81.2 | 82.0 | 82.6 |
| Teacher  | 100.0  | 100.0 | *    | 88.9 | 100.0 | 92.2      | 93.1 | 95.0 | 93.5 | 96.0 | 89.5     | 89.4 | 89.3 | 89.7 | 90.5 |
| Parent   | 68.8   | 75.0  | 71.4 | 79.4 | 77.8  | 56.8      | 61.3 | 73.4 | 77.1 | 75.2 | 69.9     | 71.1 | 73.1 | 74.2 | 74.8 |



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

| Performance Measure   | Results (in percentages) |      |      |      |       | Target<br>2016 | Evaluation  |             |         | Targets |      |      |
|---|--------------------------|------|------|------|-------|----------------|-------------|-------------|---------|---------|------|------|
|   | 2012                     | 2013 | 2014 | 2015 | 2016  |                | Achievement | Improvement | Overall | 2017    | 2018 | 2019 |
| 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 | n/a            | Very High   | n/a         | n/a     | 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  | n/a            | High        | n/a         | n/a     | 25      | 25   | 25   |

### Comment on Results

We are thrilled to be able to report on this outcome this year, especially as 100% of self-declared students achieved the acceptable standard of achievement on provincial achievement tests. 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<br>2016 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2012                     | 2013 | 2014 | 2015 | 2016 |                | Achievement | Improvement | Overall   | 2017    | 2018 | 2019 |
| 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. | 92.9                     | 94.1 | 96.0 | 95.7 | 96.9 | 95             | Very High   | Maintained  | Excellent | 97      | 98   | 99   |

#### Comment on Results

We have maintained 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 and Extended Care visits
- Community Walk
- Lion's Quest Program
- TWIST Team
- 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

#### 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 |      |      |      |      |
|  | 2012   | 2013  | 2014 | 2015  | 2016  | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall  | 92.9   | 94.1  | 96.0 | 95.7  | 96.9  | 87.2      | 88.0 | 88.2 | 89.5 | 89.5 | 88.6     | 89.0 | 89.1 | 89.2 | 89.5 |
| Teacher  | 97.1   | 100.0 | *    | 100.0 | 100.0 | 95.5      | 97.0 | 96.1 | 97.0 | 95.7 | 94.8     | 95.0 | 95.3 | 95.4 | 95.4 |
| Parent   | 90.4   | 87.4  | 92.7 | 87.2  | 92.9  | 84.3      | 83.2 | 87.5 | 89.1 | 89.8 | 87.4     | 87.8 | 88.9 | 89.3 | 89.8 |
| Student  | 91.4   | 94.8  | 99.2 | 100.0 | 97.8  | 81.9      | 83.8 | 81.0 | 82.3 | 83.1 | 83.7     | 84.2 | 83.1 | 83.0 | 83.4 |





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

| Performance Measure  | Results (in percentages) |      |      |      |      | Target<br>2016 | Evaluation  |             |           | Targets |      |      |
|--|--------------------------|------|------|------|------|----------------|-------------|-------------|-----------|---------|------|------|
|  | 2012                     | 2013 | 2014 | 2015 | 2016 |                | Achievement | Improvement | Overall   | 2017    | 2018 | 2019 |
| 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. | 90.8                     | 90.1 | 82.7 | 85.6 | 89.4 | 86             | Very High   | Maintained  | Excellent | 89      | 90   | 90   |

### Comment on Results

We met our target in this area. According to the accountability surveys, families showed most satisfaction with opportunities for their children to learn about computers (100%), art (94%), music (97%) and health (97%). Challenges include dissatisfaction with learning another language (34%) and drama (16%). It should be noted that drama showed an increase of 31% over last year. All other subject areas received favorable responses. 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 Janine Gray
- Morning exercise program and scheduled movement breaks
- Violin program in collaboration with the Manning Fiddlers ensemble
- Weekly computer class for all students
- Use of new technology, including computers, SMARTboards, document cameras, iPods, iPads and Chrome Books
- Intramurals, track meet, morning exercises, QDPA, outside education programs
- Community involvement through music program, sports mentorship program 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
- Grade six drama class

### 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 |      |      |      |      |
|  | 2012   | 2013 | 2014 | 2015 | 2016 | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall  | 90.8   | 90.1 | 82.7 | 85.6 | 89.4 | 74.2      | 75.2 | 76.7 | 77.9 | 80.4 | 80.7     | 81.5 | 81.3 | 81.3 | 81.9 |
| Teacher  | 96.4   | 92.9 | *    | 93.1 | 91.5 | 83.1      | 83.1 | 85.2 | 86.2 | 88.2 | 87.3     | 87.9 | 87.5 | 87.2 | 88.1 |
| Parent   | 85.3   | 87.3 | 82.7 | 78.1 | 87.3 | 72.2      | 72.6 | 76.8 | 79.8 | 82.8 | 78.1     | 78.9 | 79.9 | 79.9 | 80.1 |
| Student  | n/a    | n/a  | n/a  | n/a  | n/a  | 67.2      | 69.9 | 68.0 | 67.7 | 70.1 | 76.9     | 77.8 | 76.6 | 76.9 | 77.5 |

## Outcome Five: The education system is well governed and managed

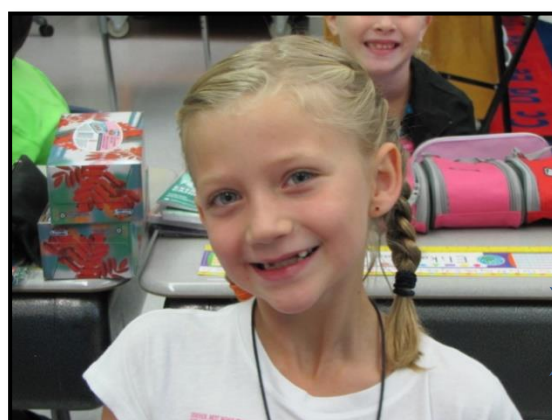
| Performance Measure  | Results (in percentages) |      |      |      |       | Target<br>2016 | Evaluation  |                        |           | Targets |      |      |
|--|--------------------------|------|------|------|-------|----------------|-------------|------------------------|-----------|---------|------|------|
|  | 2012                     | 2013 | 2014 | 2015 | 2016  |                | Achievement | Improvement            | Overall   | 2017    | 2018 | 2019 |
| 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. | 88.7                     | 91.5 | 86.5 | 88.2 | 100.0 | 88             | Very High   | Improved Significantly | Excellent | 100     | 100  | 100  |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.   | 92.0                     | 92.0 | 80.7 | 89.1 | 92.8  | 90             | Very High   | Maintained             | Excellent | 93      | 94   | 95   |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education.  | 95.0                     | 96.0 | 94.2 | 93.6 | 98.1  | 93             | Very High   | Improved               | Excellent | 99      | 100  | 100  |

### Comment on Results

Manning Elementary School exceeded 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 School Council's survey and invitation to volunteer which was sent to all families
- Differentiated instruction, brain-based learning, learning style assessment, 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
- Pyramid of Interventions
- Computer programs such as Accelerated Reader, XtraMath
- Explore other sources of service delivery (ie. VC, webcams, collaboration) for specialized services (ie. speech, PT, OT, mental health consults) when needed
- Explore the use of Google Classroom 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 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 |      |      |      |      |
|  | 2012   | 2013  | 2014 | 2015  | 2016  | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall  | 88.7   | 91.5  | 86.5 | 88.2  | 100.0 | 79.8      | 81.0 | 78.0 | 82.3 | 84.7 | 80.0     | 80.6 | 79.8 | 79.6 | 81.2 |
| Teacher  | 71.4   | 85.7  | *    | 87.5  | 100.0 | 85.8      | 85.0 | 82.1 | 85.8 | 90.3 | 81.1     | 80.9 | 81.3 | 79.8 | 82.3 |
| Parent   | 94.7   | 88.9  | 75.0 | 77.1  | 100.0 | 76.0      | 75.1 | 74.9 | 80.7 | 82.5 | 76.2     | 77.9 | 77.0 | 78.5 | 79.7 |
| Student  | 100.0  | 100.0 | 98.0 | 100.0 | 100.0 | 77.7      | 82.8 | 77.1 | 80.4 | 81.5 | 82.7     | 82.9 | 81.2 | 80.7 | 81.5 |

### Parental Involvement – Measure Details

| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |        |      |      |      |       |           |      |      |      |      |          |      |      |      |      |
|--|--------|------|------|------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|  | School |      |      |      |       | Authority |      |      |      |      | Province |      |      |      |      |
|  | 2012   | 2013 | 2014 | 2015 | 2016  | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall  | 92.0   | 92.0 | 80.7 | 89.1 | 92.8  | 79.5      | 81.6 | 83.6 | 84.7 | 86.0 | 79.7     | 80.3 | 80.6 | 80.7 | 80.9 |
| Teacher  | 97.1   | 97.1 | *    | 95.3 | 100.0 | 84.5      | 89.1 | 91.4 | 88.4 | 91.7 | 88.0     | 88.5 | 88.0 | 88.1 | 88.4 |
| Parent   | 87.0   | 86.9 | 80.7 | 82.9 | 85.5  | 74.6      | 74.1 | 75.9 | 80.9 | 80.2 | 71.4     | 72.2 | 73.1 | 73.4 | 73.5 |

### Education Quality – Measure Details

| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |        |       |      |       |       |           |      |      |      |      |          |      |      |      |      |
|---|--------|-------|------|-------|-------|-----------|------|------|------|------|----------|------|------|------|------|
|   | School |       |      |       |       | Authority |      |      |      |      | Province |      |      |      |      |
|   | 2012   | 2013  | 2014 | 2015  | 2016  | 2012      | 2013 | 2014 | 2015 | 2016 | 2012     | 2013 | 2014 | 2015 | 2016 |
| Overall   | 95.0   | 96.0  | 94.2 | 93.6  | 98.1  | 87.4      | 88.1 | 88.1 | 89.0 | 90.0 | 89.4     | 89.8 | 89.2 | 89.5 | 90.1 |
| Teacher   | 100.0  | 100.0 | *    | 100.0 | 98.1  | 95.6      | 96.8 | 96.6 | 97.5 | 97.2 | 95.4     | 95.7 | 95.5 | 95.9 | 96.0 |
| Parent  | 85.0   | 90.1  | 89.4 | 80.7  | 96.2  | 79.3      | 79.5 | 82.5 | 82.5 | 86.9 | 84.2     | 84.9 | 84.7 | 85.4 | 86.1 |
| Student   | 100.0  | 97.8  | 98.9 | 100.0 | 100.0 | 87.3      | 88.0 | 85.1 | 86.9 | 86.0 | 88.6     | 88.7 | 87.3 | 87.4 | 88.0 |





## Desired Outcome Five: Positive Safety Attitudes

*Specific Outcome: Communicate and Celebrate the Importance of Safety to All Stakeholders*

### Performance Measures

Manning Elementary School will provide meaningful ongoing safety education/activities.

Manning Elementary School will maintain or increase engagement with Public School Works.

Manning Elementary School will provide safety education/activities on the monthly Google tracking form for safety activities between the months August through June.

Manning Elementary School will incorporate key safety messages into communication plan.

### Comment on Results:

Throughout the 2015-2016 school year, MES met the division 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 ongoing safety activities were provided 10/10 months. This included maintenance of engagement with Public School Works as per the yearly safety plan.

### Strategies:

- A site based Health and Safety Plan is developed annually, with primary focus on safety education and activities for all stakeholders.
- Public School Works will be utilized as a safety learning tool as per the Health and Safety Plan.
- All safety education and activities will be reported monthly to the Divisional Safety Coordinator via Google forms.
- Health and safety will be incorporated into the site based communication plan. This 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 and events



## Budget Report

Peace River School Division No. 10

2016-17 November 30 Fall Update

### SCHOOL: Manning Elementary

#### Revenue And Allocations To Budget Center

| AB ED: Base Funding                           | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|---|---------------------------------|--------------------------------|
| Total AB ED: Base Funding                     | \$708,883                       | \$698,985                      |
| % of Revenue And Allocations To Budget Center | 75%                             | 76%                            |

| AB ED: Differential Cost Funding              | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|---|---------------------------------|--------------------------------|
| Total AB ED: Differential Cost Funding        | \$158,922                       | \$147,924                      |
| % of Revenue And Allocations To Budget Center | 17%                             | 16%                            |

| AB ED: Other Support Funding                  | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|---|---------------------------------|--------------------------------|
| Total AB ED: Other Support Funding            | \$71,407                        | \$74,937                       |
| % of Revenue And Allocations To Budget Center | 8%                              | 8%                             |

| Investment Income                             | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|---|---------------------------------|--------------------------------|
| Total Investment Income                       | \$2,844                         | \$2,808                        |
| % of Revenue And Allocations To Budget Center | 0%                              | 0%                             |

| Transfers                                     | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|---|---------------------------------|--------------------------------|
| Total Transfers                               | (\$2,952)                       | (\$2,952)                      |
| % of Revenue And Allocations To Budget Center | 0%                              | 0%                             |

|  |           |           |
|--|-----------|-----------|
| Total Revenue And Allocations To Budget Center | \$939,104 | \$921,702 |
|--|-----------|-----------|

#### Expenditures

| Certificated       | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|--------------------|---------------------------------|--------------------------------|
| Total Certificated | \$724,237                       | \$727,251                      |
| % of Expenditures  | 69%                             | 74%                            |

| Uncertificated       | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|----------------------|---------------------------------|--------------------------------|
| Total Uncertificated | \$194,902                       | \$195,399                      |
| % of Expenditures    | 19%                             | 20%                            |

| Other Staffing Costs                      | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|---|---------------------------------|--------------------------------|
| School Based Certificated Sub Cost        | \$2,664                         | \$2,220                        |
| Certified: Substitute Teacher: Daily Rate | \$222.00                        | \$222.00                       |
| Days of School Certified Subs             | 12.00 Days                      | 10.00 Days                     |
| School Based Certificated Sub Benefits    | \$266                           | \$222                          |
| School Based Certificated Sub Cost        | \$2,664                         | \$2,220                        |
| Sub Teacher Benefit Rates                 | 0.1000 Factor                   | 0.1000 Factor                  |
| Uncertified Subs and Additional Hours     | \$1,000                         | \$1,000                        |
| Total Other Staffing Costs                | \$3,930                         | \$3,442                        |
| % of Expenditures                         | 0%                              | 0%                             |

| Contracted Services                        | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|--|---------------------------------|--------------------------------|
| Certificated Inservice/Reg Fees            | \$4,250                         | \$2,000                        |
| Uncertificated Inservice/Reg Fees          | \$2,000                         | \$1,000                        |
| Postage & Phone                            | \$8,500                         | \$8,500                        |
| Advertising                                | \$1,000                         | \$650                          |
| Expense Reimbursement                      | \$2,500                         | \$2,500                        |
| Field Trips                                | \$3,500                         | \$3,000                        |
| Contracted Building Grounds Maintenance    | \$2,500                         | \$500                          |
| Contracted Equipment & Vehicle Maintenance | \$2,500                         | \$2,500                        |
| Association Fees                           | \$250                           | \$250                          |
| <b>Total Contracted Services</b>           | <b>\$27,000</b>                 | <b>\$20,900</b>                |
| <b>% of Expenditures</b>                   | <b>3%</b>                       | <b>2%</b>                      |

| Supplies                            | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|-------------------------------------|---------------------------------|--------------------------------|
| Supplies                            | \$57,000                        | \$33,000                       |
| Library Supplies (Minimum Standard) | \$1,638                         | \$1,612                        |
| ECS Enrolment                       | 15 Students                     | 14 Students                    |
| Library Enhancement Rate            | \$13.00                         | \$13.00                        |
| Total Head Count w/o ECS            | 111.00 Students                 | 110.00 Students                |
| Library Supplies                    | \$3,000                         | \$2,500                        |
| Furniture & Equipment               | \$33,500                        | \$4,500                        |
| <b>Total Supplies</b>               | <b>\$95,138</b>                 | <b>\$41,612</b>                |
| <b>% of Expenditures</b>            | <b>9%</b>                       | <b>4%</b>                      |

|                           |                    |                  |
|---------------------------|--------------------|------------------|
| <b>Total Expenditures</b> | <b>\$1,045,208</b> | <b>\$988,604</b> |
|---------------------------|--------------------|------------------|

#### Summary

|  | 2016-17 November 30 Fall Update | 2016-17 May Preliminary Budget |
|--|---------------------------------|--------------------------------|
| Total Revenues and Allocations To Budget | \$939,104                       | \$921,702                      |
| Total Expenditures                       | \$1,045,208                     | \$988,604                      |
| <b>Variance</b>                          | <b>(\$106,104)</b>              | <b>(\$66,902)</b>              |



### ***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. Results from provincial achievement tests and the accountability survey had been disseminated earlier. 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 a copy of the draft was sent to members for closer perusal. 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, 2016.

### ***Deadlines and Communication***

*This report will be made available for public viewing by November 30, 2016 on Manning Elementary School's website.*

*For additional information regarding Peace River School Division please visit [www.prsd.ab.ca](http://www.prsd.ab.ca)*

# **Manning Elementary School**

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

