

# Manning Elementary School



## Annual Education Results Report/Three Year Education Plan 2019-2022



### **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 2018-2019 school year and a Three-Year Education Plan for 2019-2022, beginning in the 2019 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***





## 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 is the Before and After School Care. 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, 4-H, Manning Minor Hockey and sports rentals keep the facility busy after school hours. Connections to the local Seniors Lodge provide links to local history as well and relationship building opportunities.

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 2019-2020

(as of September 30, 2019)



Grade Level	Student Population
Kindergarten	15
Grade One	17
Grade Two	24
Grade Three	17
Grade Four	23
Grade Five	25
Grade Six	15
Home Schoolers	2



### Combined 2018 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	96.3	97.1	96.6	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	85.6	88.4	87.8	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	94.7	94.1	95.2	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	100.0	96.1	96.9	73.6	73.4	73.3	Very High	Maintained	Excellent
	PAT: Excellence	37.5	28.9	29.4	19.9	19.5	19.2	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	85.5	83.3	85.5	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	94.9	95.3	95.5	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.5	92.9	91.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.6	96.6	94.9	80.3	81.4	80.7	Very High	Declined	Good

#### Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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)

## Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	92.2	100.0	94.7	96.1	100.0	97	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).	37.5	35.7	23.7	28.9	37.5	29	Very High	Maintained	Excellent	30	31	32

### Comment on Results

Targets were met for this goal in the acceptable standard and two of the four standard of excellence categories. We were pleased to report that 100% of students wrote all exams and that 100% of students achieved acceptable standards. MES exceeded the province in standard of excellence results in the areas of social studies and science. Our target for acceptable standard achievement is set at 100% for each subject area as we believe 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)
  - Embedded PLCs for division one and two 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 PD for all staff (provided by school and personal PD)
  - 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
  - PD with staff on Math Workshop and solid tier one instruction
  - MIPI data collection and analysis
- Review grade level writing standards
  - Focused PD on Blended Sound Sight and Empowering Writers strategies
  - Grades 4-6 formal writing assessments
- Response to Intervention model; targeted intervention time embedded
- 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	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	87.5	18.8	100.0	33.3	100.0	21.1	100.0	26.3	100.0	37.5	100	25
	Authority	80.6	11.0	88.1	14.6	85.2	11.3	79.0	11.2	88.7	10.1		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	School	93.8	37.5	100.0	23.8	94.7	10.5	89.5	10.5	100.0	25.0	100	15
	Authority	72.9	13.8	75.7	6.9	69.3	8.4	68.1	4.7	62.6	9.2		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	93.8	50.0	100.0	47.6	94.7	36.8	100.0	26.3	100.0	50.0	100	30
	Authority	72.9	16.4	77.5	19.7	74.3	18.3	75.6	18.8	71.8	17.6		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	93.8	43.8	100.0	38.1	89.5	26.3	94.7	52.6	100.0	37.5	100	30
	Authority	67.1	11.1	66.5	6.4	66.3	10.9	68.1	17.4	64.7	8.8		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		



### Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.3	94.3	96.9	95.3	94.9	96	Very High	Maintained	Excellent	95	96	97
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.	71.4	84.2	88.9	83.3	85.5	84	High	Maintained	Good	85	86	86

#### Comment on Results

This year we saw a slight decrease in our results for active citizenship and an increase in work place behaviors responses. 85.1% of parent responses indicated satisfaction with students modelling active citizenship. This is in comparison with 99.5% of students and 100% of teachers. In regards to work preparation, 71% of parents believed that students are taught behaviours in school that will make them successful at work. This is in comparison to 100% of teachers. We continue to work towards common understanding of posed survey questions.

MES had 35 surveys returned this year in comparison to 30 the previous year. Based on this response rate, it is commendable that results continue to show "Very High" and "High".

#### Strategies

- Regular programming and classroom integration by Kendall Carlson, Youth Education Support Worker and Divisional Social Worker support
- 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 ie. 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, Lodge Buddies)
- 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.3	94.3	96.9	95.3	94.9	80.0	83.0	84.3	82.0	86.2	83.4	83.5	83.9	83.7	83.0
Teacher	*	100.0	100.0	100.0	100.0	94.2	96.1	96.0	95.1	95.5	93.8	94.2	94.5	94.0	93.4
Parent	89.1	82.8	90.8	88.6	85.1	77.4	80.3	82.8	78.3	80.4	81.9	82.1	82.9	82.7	81.7
Student	99.5	100.0	100.0	97.2	99.5	68.4	72.6	74.2	72.6	82.7	74.5	74.2	74.5	74.4	73.9

### 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.4	84.2	88.9	83.3	85.5	84.2	85.3	85.6	82.7	84.7	81.2	82.0	82.6	82.7	82.4
Teacher	*	88.9	100.0	100.0	100.0	95.0	93.5	96.0	94.3	95.0	89.3	89.7	90.5	90.4	90.3
Parent	71.4	79.4	77.8	66.7	71.0	73.4	77.1	75.2	71.1	74.5	73.1	74.2	74.8	75.1	74.6



## Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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	*	*	25	*	*	*	25	25	25

### 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. 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 respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	96.0	95.7	96.9	97.1	96.3	97	Very High	Maintained	Excellent	97	97	97

#### Comment on Results

Although we have not quite met our target in this outcome, we have maintained very high results in this area. A safe and healthy learning community for students and our school community continues to be a priority.

#### Strategies

- Parent contact is made 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
- 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 and scavenger hunt
- 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.0	95.7	96.9	97.1	96.3	88.2	89.5	89.5	86.9	90.4	89.1	89.2	89.5	89.5	89.0
Teacher	*	100.0	100.0	100.0	100.0	96.1	97.0	95.7	95.6	95.6	95.3	95.4	95.4	95.3	95.0
Parent	92.7	87.2	92.9	94.0	92.0	87.5	89.1	89.8	84.9	87.6	88.9	89.3	89.8	89.9	89.4
Student	99.2	100.0	97.8	97.3	96.8	81.0	82.3	83.1	80.2	88.2	83.1	83.0	83.4	83.3	82.5



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	82.7	85.6	89.4	88.4	85.6	89	Very High	Maintained	Excellent	86	87	88

### 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 music (100%) computers (91%), and the variety of subjects available (91%). Challenges include dissatisfaction with learning another language (23%; 32% of respondents indicated "Don't Know") and drama (38%; 31% of respondents indicated "Don't Know"). 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, Intramurals, track meet, morning exercises, QDPA, outside education programs
- Violin and orchestra program
- Targeted keyboarding and technology instruction at all grade levels
- Innovative use of technology
- 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, 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.7	85.6	89.4	88.4	85.6	76.7	77.9	80.4	78.6	82.5	81.3	81.3	81.9	81.9	81.8
Teacher	*	93.1	91.5	93.0	90.3	85.2	86.2	88.2	89.5	92.4	87.5	87.2	88.1	88.0	88.4
Parent	82.7	78.1	87.3	83.9	81.0	76.8	79.8	82.8	76.5	76.3	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	68.0	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2

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

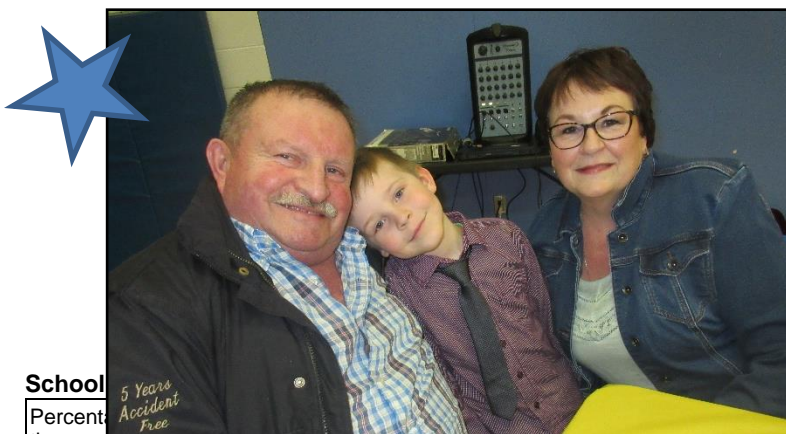
Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.5	88.2	100.0	96.6	90.6	97	Very High	Declined	Good	91	92	93
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	80.7	89.1	92.8	92.9	89.5	93	Very High	Maintained	Excellent	90	91	92
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.2	93.6	98.1	94.1	94.7	95	Very High	Maintained	Excellent	95	96	97

### Comment on Results

Manning Elementary School showed an increase in all three areas but did not meet all set targets. We are maintaining high targets for 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 and parental involvement in the council
- 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
- 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
- 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

Percent  
the same the last three years.



ools in their jurisdiction have improved or stayed



	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	86.5	88.2	100.0	96.6	90.6	78.0	82.3	84.7	82.5	87.5	79.8	79.6	81.2	81.4	80.3
Teacher	*	87.5	100.0	100.0	88.9	82.1	85.8	90.3	86.5	93.8	81.3	79.8	82.3	82.2	81.5
Parent	75.0	77.1	100.0	89.7	84.8	74.9	80.7	82.5	80.9	81.4	77.0	78.5	79.7	80.8	79.3
Student	98.0	100.0	100.0	100.0	98.0	77.1	80.4	81.5	80.2	87.5	81.2	80.7	81.5	81.1	80.2

### Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	80.7	89.1	92.8	92.9	89.5	83.6	84.7	86.0	83.6	84.2	80.6	80.7	80.9	81.2	81.2
Teacher	*	95.3	100.0	100.0	100.0	91.4	88.4	91.7	92.4	93.0	88.0	88.1	88.4	88.5	88.9
Parent	80.7	82.9	85.5	85.8	79.0	75.9	80.9	80.2	74.9	75.4	73.1	73.4	73.5	73.9	73.4

### Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	94.2	93.6	98.1	94.1	94.7	88.1	89.0	90.0	87.9	91.0	89.2	89.5	90.1	90.1	90.0
Teacher	*	100.0	98.1	94.4	98.1	96.6	97.5	97.2	96.5	97.3	95.5	95.9	96.0	95.9	95.8
Parent	89.4	80.7	96.2	87.8	87.0	82.5	82.5	86.9	82.2	84.7	84.7	85.4	86.1	86.4	86.0
Student	98.9	100.0	100.0	100.0	99.0	85.1	86.9	86.0	85.1	90.9	87.3	87.4	88.0	88.1	88.2



## Local Outcome Six: Positive safety attitudes

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

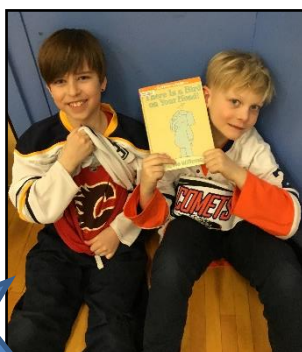
Performance Measures	Result		Targets			
	2017	2018	2018	2019	2020	2021
Manning Elementary School will successfully provide safety education/activities monthly between the months of August through June.	100	100	100	100	100	100
Manning Elementary School will successfully incorporate key safety messages into communication plan.	100	100	100	100	100	100
Manning Elementary School will show an increase in reported incidents and near misses on PSW	n/a	n/a	100	100	100	100

### Comment on Results

Throughout the 2018-2019 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.



## Budget Report

Peace River School Division No. 10

2018-2019 Fall Update Budget

### SCHOOL: Manning Elementary

#### Revenue And Allocations To Budget Center

AB ED: Base Funding	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total AB ED: Base Funding	\$56,230	\$55,105
% of Revenue And Allocations To Budget Center	101%	102%

AB ED: Differential Cost Funding	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total AB ED: Differential Cost Funding	\$2,490	\$1,720
% of Revenue And Allocations To Budget Center	4%	3%

Transfers	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Total Transfers	(\$2,952)	(\$2,952)
% of Revenue And Allocations To Budget Center	-5%	-5%

<b>Total Revenue And Allocations To Budget Center</b>	<b>\$55,768</b>	<b>\$53,873</b>
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#### Expenditures

Other Staffing Costs	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
School Based Certificated Sub Cost	\$3,330	\$2,220
Certified: Substitute Teacher: Daily Rate	\$222.00	\$222.00
Days of School Certified Subs	15.00 Days	10.00 Days
School Based Certificated Sub Benefits	\$333	\$222
School Based Certificated Sub Cost	\$3,330	\$2,220
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$500	\$500
<b>Total Other Staffing Costs</b>	<b>\$4,163</b>	<b>\$2,942</b>
<b>% of Expenditures</b>	<b>8%</b>	<b>5%</b>

Contracted Services	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Certificated Inservice/Reg Fees	\$2,250	\$2,000
Uncertificated Inservice/Reg Fees	\$1,000	\$1,000
Postage & Phone	\$2,000	\$2,000
Advertising	\$1,500	\$1,000
Expense Reimbursement	\$2,500	\$2,500
Field Trips	\$2,000	\$2,900
Contracted Building Grounds Maintenance	\$1,000	\$1,000
Contracted Equipment & Vehicle Maintenance	\$500	\$1,000
Association Fees	\$0	\$250
<b>Total Contracted Services</b>	<b>\$12,750</b>	<b>\$13,650</b>
<b>% of Expenditures</b>	<b>23%</b>	<b>25%</b>

Supplies	2018-2019 Fall Update Budget	2018-2019 May Preliminary Budget
Supplies	\$29,731	\$26,526



<b>Supplies</b>	<b>2018-2019 Fall Update Budget</b>	<b>2018-2019 May Preliminary Budget</b>
Library Supplies (Minimum Standard)	\$1,794	\$1,755
ECS Enrolment	20 Students	16 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	118.00 Students	119.00 Students
Library Supplies	\$2,500	\$2,500
Furniture & Equipment	\$4,000	\$6,500
<b>Total Supplies</b>	<b>\$38,025</b>	<b>\$37,281</b>
<b>% of Expenditures</b>	<b>69%</b>	<b>69%</b>

<b>Total Expenditures</b>	<b>\$54,938</b>	<b>\$53,873</b>
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#### Summary

	<b>2018-2019 Fall Update Budget</b>	<b>2018-2019 May Preliminary Budget</b>
Total Revenues and Allocations To Budget	\$55,768	\$53,873
Total Expenditures	\$54,938	\$53,873
<b>Variance</b>	<b>\$830</b>	<b>\$0</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. 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, 2019.

**Deadlines and Communication**

*This report will be made available for public viewing by November 30, 2019 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."*

