

Manning Elementary School



Annual Education Results Report/Three Year Education Plan 2014-2017



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 2013-2014 school year and a Three-Year Education Plan for 2014-2017, beginning in the 2014 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!***



Profile

Manning Elementary School offers progressive programming for kindergarten to grade six students. Extended fine arts and French as second language 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 Playschool, 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, Manning Minor Soccer, Manning Minor Hockey and dance and hula-hoop classes keep the facility busy after school hours. The Manning Tri-School Band, based at MES, includes members from all three local schools.

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 in 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 2014-2015
(as of September 30, 2014)

Grade Level	Student Population
<i>Kindergarten</i>	26
<i>Grade One</i>	19
<i>Grade Two</i>	14
<i>Grade Three</i>	19
<i>Grade Four</i>	20
<i>Grade Five</i>	18
<i>Grade Six</i>	21

Combined 2014 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	96.0	94.1	94.3	89.1	89.0	88.6	Very High	Maintained	Excellent
Student Learning Opportunities	n/a	Program of Studies	82.7	90.1	91.9	81.3	81.5	81.1	Very High	Maintained	Excellent
		Education Quality	94.2	96.0	96.2	89.2	89.8	89.5	Very High	Maintained	Excellent
		Drop Out Rate	n/a	n/a	n/a	3.3	3.5	3.6	n/a	n/a	n/a
		High School Completion Rate (3 yr)	n/a	n/a	n/a	74.9	74.8	73.8	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	91.7	95.2	93.7	74.0	75.3	75.5	Very High	Maintained	Excellent
		PAT: Excellence	37.5	35.7	27.2	19.0	19.1	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	n/a	n/a	n/a	85.4	84.2	83.4	n/a	n/a	n/a
		Diploma: Excellence	n/a	n/a	n/a	21.0	19.5	19.1	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	50.5	56.6	55.9	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate (Revised)	n/a	n/a	n/a	60.9	61.3	60.8	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	59.2	59.5	59.1	n/a	n/a	n/a
		Work Preparation	71.4	87.5	87.8	81.2	80.3	80.0	Low	Declined	Issue
		Citizenship	94.3	94.5	95.3	83.4	83.4	82.6	Very High	Maintained	Excellent
Parental Involvement	Acceptable	Parental Involvement	80.7	92.0	94.1	80.6	80.3	80.0	High	Declined	Acceptable
Continuous Improvement	Good	School Improvement	86.5	91.5	92.6	79.8	80.6	80.2	Very High	Declined	Good

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. 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.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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 - 66.22	66.22 - 72.00	72.00 - 81.95	81.95 - 85.72	85.72 - 100.00
PAT: Excellence	0.00 - 10.93	10.93 - 14.38	14.38 - 20.26	20.26 - 26.17	26.17 - 100.00
Diploma: Acceptable	0.00 - 72.08	72.08 - 78.77	78.77 - 85.43	85.43 - 89.96	89.96 - 100.00
Diploma: Excellence	0.00 - 7.77	7.77 - 11.90	11.90 - 18.63	18.63 - 22.99	22.99 - 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
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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:

- 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%.
- 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)

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

EDI results have been analyzed and show that the areas of language and thinking skills and emotional maturity are lower than the provincial average. This brings forward the concern regarding the lack of intervention services available in our community and the need for greater collaboration between Alberta Health Services and Alberta Education. Along with PRSD, Manning Elementary School will continue to attempt to bridge the gap.

Strategies

Manning Elementary School believes that wrap-around supports in the community are essential to the preparation of children for success in school. Early identification is critical. MES maintains close communication with providers of early childhood services to endeavour to offer opportunities for intervention. Maintaining these partnerships continues to be a high priority.

- EDI Mapping results analyzed for trends and needs
- Collaboration with and membership on the Manning Regional Childcare Association
- Early identification and interventions in partnership with Day Care, Play School, Before and After School Care, Parent Link and FMNI programs and facilitators
- Shared facilities with play school, allowing interactions between young children and MES students, including use of the gym, library, and other MES resources.
- Shared programming and placement for early intervention for students, including those who qualify for PUF
- Roots of Empathy program
- Screening and programming in areas of visual processing, auditory processing and speech language development
- Opportunities for day care and play school staff to share professional development with MES staff



Goal Two: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	84.2	100.0	85.7	95.2	91.7	90	Very High	Maintained	Excellent	95	95	95
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	28.1	33.3	12.7	35.7	37.5	25	Very High	Maintained	Excellent	35	35	35

Comment on Results

Strong results exceeded targets. Very high ratings were earned in the acceptable standard for all subject areas and in the standard of excellence for grade six math, science and social studies. High ratings were awarded in other subject areas. The standard of excellence levels for grade three language arts declined but remained on par with provincial averages.

Strategies

- Increase the number of students reading at or above grade level
 - Multi-aged, leveled guided reading (Grades 1-4 and Grades 5-6)
 - Remediation Plus Program used with students in grades 1-6
 - 'Moving Up with Literacy Place' implementation in grades 4-6
 - Embedded PLCs for Grades 1-4 and iCoach to monitor and collaborate for the improvement of "Tier 1" (whole class) instruction
 - 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)
 - Focus on phonemic awareness at all grade levels
 - Regularly scheduled time for Inclusion Coach to team-teach in classrooms
 - Data-driven instruction targeting students at their currently assessed reading levels
- Critical challenges approach to instruction delivery
- Flexible student groupings
- Assessment for learning (formative assessment) to guide instruction
- Guaranteed curriculum
- Pyramid of interventions – multi-level
- Early literacy
- Precision reading
- PAT data analysis
- Educational assistant support in classrooms
- PRSD Learning Coach supports
- Continued staff professional development with new curriculum
- Teacher best practices (eg. Best Writing lessons, Write Traits, Paragraph Editing)
- Employ technology as a best practice and student learning tool

Notes:

1. 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 9 KAE, Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE). Grade 3 results were not included due to the introduction of the Student Learning Assessment Pilot.
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2010		2011		2012		2013		2014		2014	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3*	School	100.0	23.5	100.0	23.8	100.0	55.0	100.0	17.6	95.0	15.0	95	15
	Authority	81.3	12.4	83.8	11.5	83.1	15.6	85.7	10.1	79.8	8.1		
	Province	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8	78.0	15.3		
Mathematics 3*	School	n/a	n/a	100.0	42.9	95.0	45.0	94.1	29.4	80.0	25.0	80	20
	Authority	n/a	n/a	76.6	21.7	77.5	17.7	75.9	19.4	71.9	17.2		
	Province	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5	74.0	25.1		
English Language Arts 6	School	94.7	26.3	100.0	18.8	100.0	23.8	100.0	21.4	87.5	18.8	85	15
	Authority	76.4	9.9	84.2	8.6	79.6	10.2	73.7	5.6	80.6	11.0		
	Province	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6		
Mathematics 6	School	n/a	n/a	93.8	43.8	95.2	38.1	100.0	28.6	93.8	37.5	95	25
	Authority	n/a	n/a	63.6	9.1	71.3	11.1	61.6	8.0	72.9	13.8		
	Province	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4		
Science 6	School	89.5	42.1	100.0	56.3	85.7	9.5	100.0	50.0	93.8	50.0	95	30
	Authority	66.1	15.9	68.9	15.3	72.1	17.2	66.0	14.0	72.9	16.4		
	Province	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9		
Social Studies 6	School	68.4	15.8	100.0	25.0	71.4	4.8	85.7	35.7	93.8	43.8	95	30
	Authority	51.5	6.9	64.1	11.5	60.6	6.9	59.2	12.4	67.1	11.1		
	Province	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

*School authorities that do not have students participating in the Grade 3 Provincial Achievement Tests due to their participation in the Student Learning Assessment Pilot in Fall 2014 are not required to include Grade 3 Provincial Achievement Test results in their plans and reports.



Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	94.1	96.7	94.7	94.5	94.3	90	Very High	Maintained	Excellent	95	95	95
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.	83.3	91.7	84.4	87.5	71.4	85	Low	Declined	Issue	85	85	85

Comment on Results

It should be noted that results for accountability survey questions are based upon student and parental responses. As the number of teachers responding to the questions was less than six, the data acquired from that population has been suppressed. Interventions are in place to ensure that teacher responses will be included on the 2014-2015 survey.

The 2014 target on active citizenship was exceeded. Results from both stakeholders indicated that the promotion of positive citizenship was evident at Manning Elementary. We are still working to clarify understanding of the second measure noted above. 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. For this reason, we are maintaining current targets.

MES had a fewer number of surveys returned in 2014 than in 2013. The number of surveys returned from parents decreased to 20 from 26. Based on this response, it is commendable that the results continue to show "Very High."

Strategies

- Regular programming and classroom integration by Melissa Ryan, Youth Support Worker
- Communication to parents about the importance of school-based skills in the future workplace such as independence, homework completion, and accountability
- Student involvement in a variety of activities in and outside of the classroom
- SHOTS and SWAT Team
- Community connections
- Leadership roles including student ambassadors and assembly performers
- Public speaking opportunities (concerts, assemblies, daily announcements)
- Reading buddies
- Emphasis on work ethic
- Recycling Program
- Bully B'Ware Program
- Family Rooms and Character Education
- Community involvement – exposure to role models and highlighting the importance of volunteering
- Opportunities in academics, athletics and the arts
- Exposure to current technology and applications
- Roots of Empathy
- Enhance publicity regarding the success at Manning Elementary School to ensure the public is aware of student success (newspaper, student-created newsletters, TV bulletin board, website, Facebook page, etc.)

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	94.1	96.7	94.7	94.5	94.3	76.9	79.5	79.3	81.7	80.0	81.4	81.9	82.5	83.4	83.4
Teacher	100.0	100.0	100.0	100.0	*	92.4	93.0	93.5	95.3	94.2	93.0	92.7	93.1	93.6	93.8
Parent	86.1	90.0	85.3	87.4	89.1	69.9	74.2	73.4	73.8	77.4	78.5	78.6	79.4	80.3	81.9
Student	96.4	100.0	98.9	96.2	99.5	68.4	71.4	71.2	76.1	68.4	72.7	74.5	75.0	76.2	74.5

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
 Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	83.3	91.7	84.4	87.5	71.4	74.3	77.8	74.5	77.2	84.2	79.9	80.1	79.7	80.3	81.2
Teacher	100.0	100.0	100.0	100.0	*	90.3	92.3	92.2	93.1	95.0	90.0	89.6	89.5	89.4	89.3
Parent	66.7	83.3	68.8	75.0	71.4	58.2	63.2	56.8	61.3	73.4	69.8	70.6	69.9	71.1	73.1

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.*

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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	89.9	100	*	90	*	*	*	95	95	95
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).	*	36.4	22.2	11.1	*	10	*	*	*	10	10	10

Comment on Results

Due to a small number of self-declared FMNI families (less than 6) in grade six, results have been suppressed for this reporting period.

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
- Home visits
- Additional hours outside of 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



Goal Three: Quality teaching and school leadership

Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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.	94.5	94.7	90.8	90.1	82.7	90	Very High	Maintained	Excellent	85	87	89

Comment on Results

It should be noted that results for accountability survey questions are based upon student and parental responses. As the number of teachers responding to the questions was less than six, the data acquired from that population has been suppressed. Interventions are in place to ensure that teacher responses will be included on the 2014-2015 survey.

We did not meet our target in this area. According to the accountability surveys, families showed most dissatisfaction with opportunities for their children to learn another language (4/20) and drama (5/20 dissatisfied and 5/20 responded did not know). All other subject areas received high percentages. MES will continue to focus on better communicating the happenings of our school, community involvement and targeted professional development for all staff.

Strategies

- Grades 1-4 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
- Weekly Art Club
- Assemblies, concerts, public speaking
- Health presentations by Janine Grey
- Morning exercise program and scheduled movement breaks
- Tri-school band
- Introduction of violin program in collaboration with the Manning Fiddlers ensemble
- Weekly computer class for all students
- Use of new technology, including computers, SMARTboards, document cameras, kobos, and iPads
- Intramurals, track meet, morning exercises, QDPA, outside education programs
- Community involvement through music program, sports mentorship program arena, pool, curling
- Enriched art programs (yearly Fine Arts performance, Trickster Theatre residency every 2years)
- Option program/Science Olympics
- Emphasize intentional language usage in context of subject areas





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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	94.5	94.7	90.8	90.1	82.7	71.5	75.5	74.2	75.2	76.7	80.5	80.9	80.7	81.5	81.3
Teacher	96.8	98.4	96.4	92.9	*	82.9	82.4	83.1	83.1	85.2	87.7	87.6	87.3	87.9	87.5
Parent	92.1	91.0	85.3	87.3	82.7	67.2	70.3	72.2	72.6	76.8	78.0	78.3	78.1	78.9	79.9
Student	n/a	n/a	n/a	n/a	n/a	64.5	73.8	67.2	69.9	68.0	75.9	76.9	76.9	77.8	76.6



Goal Four: Engaged and effective governance

Outcome: *The education system demonstrates collaboration and engagement.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	92.5	98.3	92.0	92.0	80.7	90	High	Declined	Acceptable	90		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	94.5	97.5	95.0	96.0	94.2	90	Very High	Maintained	Excellent	90		

Comment on Results

It should be noted that results for accountability survey questions are based upon student and parental responses. As the number of teachers responding to the questions was less than six, the data acquired from that population has been suppressed. Interventions are in place to ensure that teacher responses will be included on the 2014-2015 survey.

Manning Elementary School met one of its goals. We are maintaining our 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 collaboration with Paul Rowe High School
- 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
- Option program/Science Olympics
- Assessment for Learning and common assessments
- MES Assessment Team/PRSD Learning Coach
- Pyramid of Interventions
- Youth Worker , EA Support, FNMI Support
- Computer programs such as Accelerated Reader, XtraMath
- Common language/expectations for learning
- Ensure that discipline policy/expectations are shared with subs to maintain consistency within the classroom
- Explore other sources of service delivery (ie. VC, webcams, collaboration) for specialized services (ie. speech, OT, consults) to ensure student needs are met



Parental Involvement – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	92.5	98.3	92.0	92.0	80.7	77.4	79.6	79.5	81.6	83.6	80.0	79.9	79.7	80.3	80.6
Teacher	97.5	100.0	97.1	97.1	*	87.9	87.9	84.5	89.1	91.4	88.6	88.1	88.0	88.5	88.0
Parent	87.5	96.7	87.0	86.9	80.7	66.8	71.2	74.6	74.1	75.9	71.3	71.7	71.4	72.2	73.1

Education Quality – Measure Details

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

	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	94.5	97.5	95.0	96.0	94.2	85.8	86.7	87.4	88.1	88.1	89.2	89.4	89.4	89.8	89.2
Teacher	100.0	100.0	100.0	100.0	*	96.3	96.7	95.6	96.8	96.6	95.6	95.5	95.4	95.7	95.5
Parent	84.4	92.6	85.0	90.1	89.4	75.2	77.3	79.3	79.5	82.5	83.9	84.2	84.2	84.9	84.7
Student	99.1	100.0	100.0	97.8	98.9	86.0	86.1	87.3	88.0	85.1	88.2	88.5	88.6	88.7	87.3



Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2014	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2015	2016	2017
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.	95.4	96.0	92.9	94.1	96.0	90	Very High	Maintained	Excellent	90		
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.	80.0	97.5	88.7	91.5	86.5	90	Very High	Declined	Good	90		

Comment on Results

It should be noted that results for accountability survey questions are based upon student and parental responses. As the number of teachers responding to the questions was less than six, the data acquired from that population has been suppressed. Interventions are in place to ensure that teacher responses will be included on the 2014-2015 survey.

Gain has been noted in the safe and caring measure. A safe 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
- 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
- SWAT 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



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.

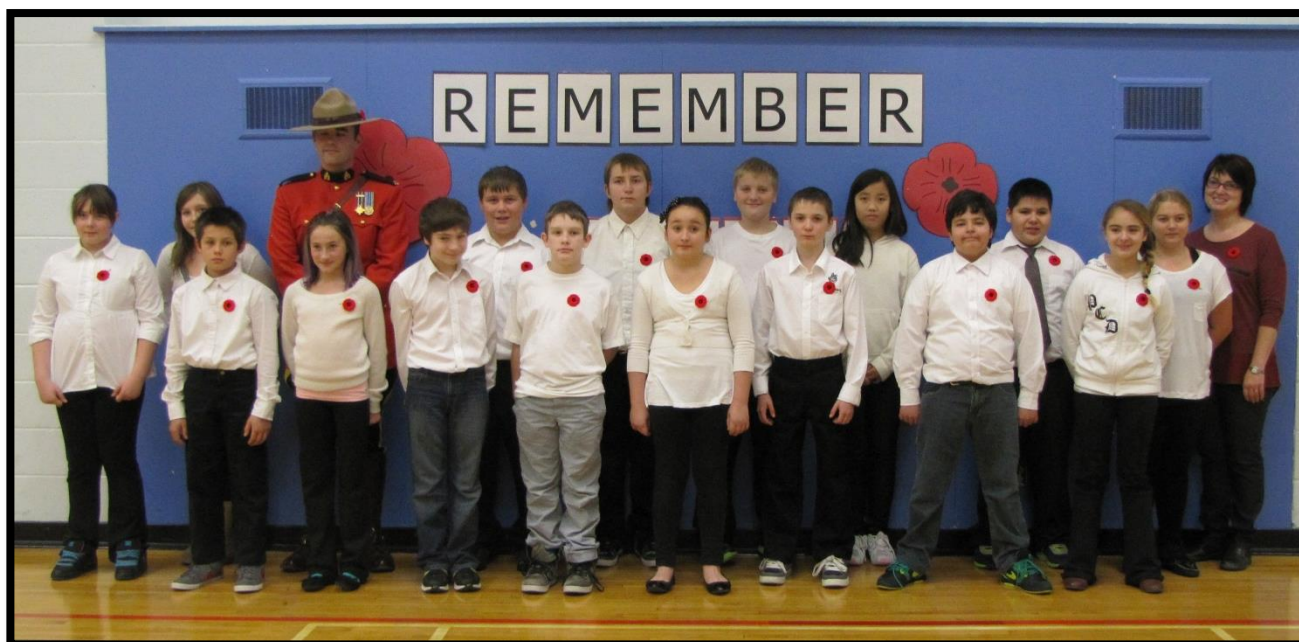
	School					Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	95.4	96.0	92.9	94.1	96.0	85.3	87.2	87.2	88.0	88.2	87.6	88.1	88.6	89.0	89.1
Teacher	100.0	100.0	97.1	100.0	*	94.8	95.6	95.5	97.0	96.1	94.4	94.5	94.8	95.0	95.3
Parent	92.3	92.2	90.4	87.4	92.7	80.5	84.3	84.3	83.2	87.5	86.1	86.6	87.4	87.8	88.9
Student	93.8	95.7	91.4	94.8	99.2	80.5	81.7	81.9	83.8	81.0	82.2	83.3	83.7	84.2	83.1

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				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Overall	80.0	97.5	88.7	91.5	86.5	77.1	78.3	79.8	81.0	78.0	79.9	80.1	80.0	80.6	79.8
Teacher	62.5	100.0	71.4	85.7	*	83.8	87.9	85.8	85.0	82.1	80.8	80.1	81.1	80.9	81.3
Parent	81.3	94.4	94.7	88.9	75.0	68.8	67.9	76.0	75.1	74.9	77.0	77.3	76.2	77.9	77.0
Student	96.4	97.9	100.0	100.0	98.0	78.8	79.2	77.7	82.8	77.1	81.8	82.9	82.7	82.9	81.2

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Goal Five: Positive Safety Attitudes

Outcome 1: Communicate and celebrate the importance of safety to all stakeholders

Comment on Results

As this is a new goal, results from the past year are unavailable. It should be noted that student and staff safety is a priority at Manning Elementary School.

Strategies

- The importance of safety will be highlighted in the Mission, Vision and Principle beliefs of MES
- "The Wall of Fame" will be used to recognize staff and students who have made contributions to site safety
- Opportunities to highlight and share safety practices for staff and students will be embraced (ie. Halloween safety focus, bus safety week, Farm Safety Day, etc.)
- Celebrations and reminders of safe practices will be enhanced in the school newsletters, website and social media
- Promote and highlight the value of student AMA safety patrollers

Outcome 2: Develop an effective health and safety plan

SOME expectations on this outcome are work place expectations.

Comment on Results

MES has maintained a very effective safety program over the past years. The entire staff is involved and assumes responsibility for students, fellow staff members, and their own personal well-being.

Strategies

- Monthly safety meetings are integrated into staff meeting agendas
- Monthly facility inspections are completed, shared and followed up on
- A yearly plan of safety professional development is created and followed each year (based upon required and self-identified needs)
- All staff receive school supported training when required
- Accidents and near misses are reported using Public School Works and acted upon as deemed necessary



Budget Report

Peace River School Division No. 10
2014-15 November 30 Fall Update

SCHOOL: Manning Elementary

Revenue And Allocations To Budget Center

AB ED: Base Funding	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: Base Funding	\$744,256	\$725,404
% of Revenue And Allocations To Budget Center	55%	57%

AB ED: Differential Cost Funding	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: Differential Cost Funding	\$155,082	\$142,646
% of Revenue And Allocations To Budget Center	12%	11%

AB ED: Other Support Funding	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total AB ED: Other Support Funding	\$83,105	\$75,322
% of Revenue And Allocations To Budget Center	6%	6%

Federal Government	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Federal Government	\$49	\$66
% of Revenue And Allocations To Budget Center	0%	0%

Instruction Resource Fees	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Textbook Rentals	\$6,700	\$6,700
Total Instruction Resource Fees	\$6,700	\$6,700
% of Revenue And Allocations To Budget Center	0%	1%

Investment Income	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Investment Income	\$2,976	\$2,988
% of Revenue And Allocations To Budget Center	0%	0%

Transfers	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Transfers	\$349,981	\$310,207
% of Revenue And Allocations To Budget Center	26%	25%

Total Revenue And Allocations To Budget Center	\$1,342,149	\$1,263,333
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Expenditures

Certificated	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Certificated	\$777,728	\$702,464
% of Expenditures	63%	56%

Uncertificated	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Uncertificated	\$169,521	\$197,306
% of Expenditures	14%	16%

Other Staffing Costs	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
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Other Staffing Costs	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
School Based Certificated Sub Cost	\$6,540	\$5,698
Certified: Substitute Teacher: Daily Rate	\$218.00	\$219.17
Days of School Certified Subs	30.00 Days	26.00 Days
School Based Certificated Sub Benefits	\$654	\$570
School Based Certificated Sub Cost	\$6,540	\$5,698
Sub Teacher Benefit Rates	0.1000 Factor	0.1000 Factor
Uncertified Subs and Additional Hours	\$5,000	\$5,000
Total Other Staffing Costs	\$12,194	\$11,268
% of Expenditures	1%	1%

Contracted Services	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Certificated Inservice/Reg Fees	\$7,750	\$10,000
Uncertificated Inservice/Reg Fees	\$4,000	\$7,000
Postage & Phone	\$8,500	\$7,500
Advertising	\$1,000	\$1,000
Expense Reimbursement	\$10,000	\$10,500
Field Trips	\$5,000	\$5,000
Contracted Building Grounds Maintenance	\$32,750	\$25,200
Contracted Equipment & Vehicle Maintenance	\$6,000	\$10,000
Association Fees	\$500	\$500
Ending Reserve Balance	\$0	\$103,753
Total Contracted Services	\$75,500	\$180,453
% of Expenditures	6%	14%

Supplies	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Supplies	\$78,500	\$79,500
Library Supplies (Minimum Standard)	\$1,781	\$1,742
ECS Enrolment	26 Students	19 Students
Library Enhancement Rate	\$13.00	\$13.00
Total Head Count w/o ECS	111.00 Students	115.00 Students
Library Supplies	\$7,000	\$7,000
Furniture & Equipment	\$108,500	\$83,600
Total Supplies	\$195,781	\$171,842
% of Expenditures	16%	14%

Total Expenditures	\$1,230,724	\$1,263,333
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Summary		
	2014-15 November 30 Fall Update	2013-14 November 30 Fall Update
Total Revenues and Allocations To Budget	\$1,342,149	\$1,263,333
Total Expenditures	\$1,230,724	\$1,263,333
Variance	\$111,424	\$0

Parental Involvement

Manning Elementary School Council was presented with the draft version of the Manning Elementary School's combined Three Year Education and Annual Results Report at the November meeting. Results from provincial achievement tests and the accountability survey had been disseminated at earlier meetings. 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, 2014.

Deadlines and Communication

This report will be made available for public viewing by November 30, 2014 on Manning Elementary School's website.

For additional information regarding Peace River School Division please visit

https://docushare.prsd.ab.ca/docushare/dsweb/Get/Document-75477/2014-2017%203YP%20DRAFT_Board%20Approved%20Nov%2025.pdf

Manning Elementary School

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

