

Manning Elementary School

Annual Education Results Report

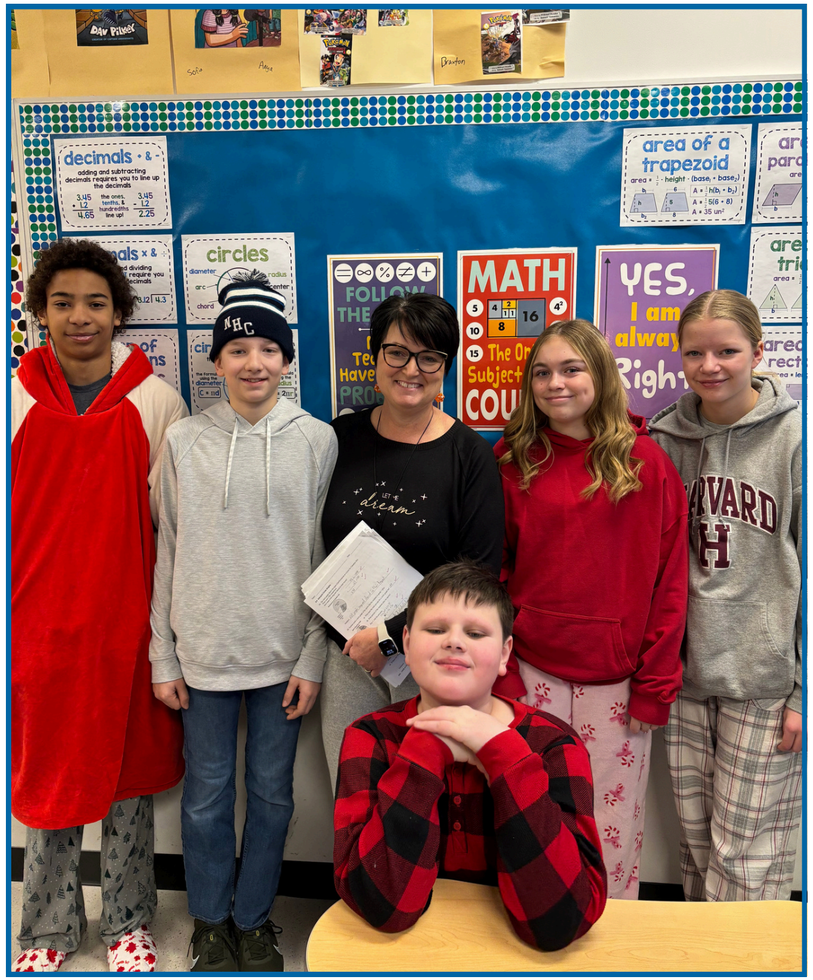
2024-2025

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MESSAGE FROM THE PRINCIPAL



2024-2025 was another successful year of learning for all. Students at Manning Elementary School have achieved great things with the excellent support of their community, their families, and school staff.

I am excited to present results for the first year of the 2024-2029 Education Plan. Manning Elementary's goals, strategies, performance measures, budget, and general information can be found within this well-thought-out plan. Our school is committed to providing exceptional educational experiences and inclusive learning environments to each of our students, and place a high priority on ensuring all students' mental and emotional wellness needs are met.

Through collaboration between home, school and the greater community, students have many opportunities to succeed and feel supported. This is the final report for Manning Elementary School as we merge with Paul Rowe High School ito Manning Aurora Composite School for the 2025-2026 school year. We look for to celebrating our accomplishments and continuing to learn alongside each other.

K. Matheson Lyseng

Ms. Kim Matheson Lyseng

ABOUT MANNING ELEMENTARY

Manning Elementary School offers progressive programming for kindergarten to grade six students. Extended fine arts opportunities are offered in addition to a focus upon literacy and numeracy 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. 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. Connections to the local Seniors' Lodge provide links to local history as well and relationship building opportunities.

OUR MISSION: Learning Together, Succeeding Together Through Academics, Athletics and the Arts

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

136 STUDENTS

21 STAFF



GOAL #1
ALL STUDENTS ARE LITERATE

OUTCOME: **All students are reading and writing at or above grade level or meeting their individualized program goals.**

Alberta Education
OUTCOMES & MEASURES

- Phonological Awareness Screening Test (PAST) for Grades K-1
- Random Automatized Naming (RAN) Screening Test for Grades K-1
- Letter Name-Sounds (LeNS) Test for Grades K-2
- Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3
- Provincial Achievement Tests (PATs)

Peace River School Division
OUTCOMES & MEASURES

- Divisional Writing Assessment Tool (WAT) for Grades 1-6
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-6
- Divisional Report Card Data for Grades 1-6
- Divisional Survey Results Regarding Literacy Achievement

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

OUR STRATEGIES

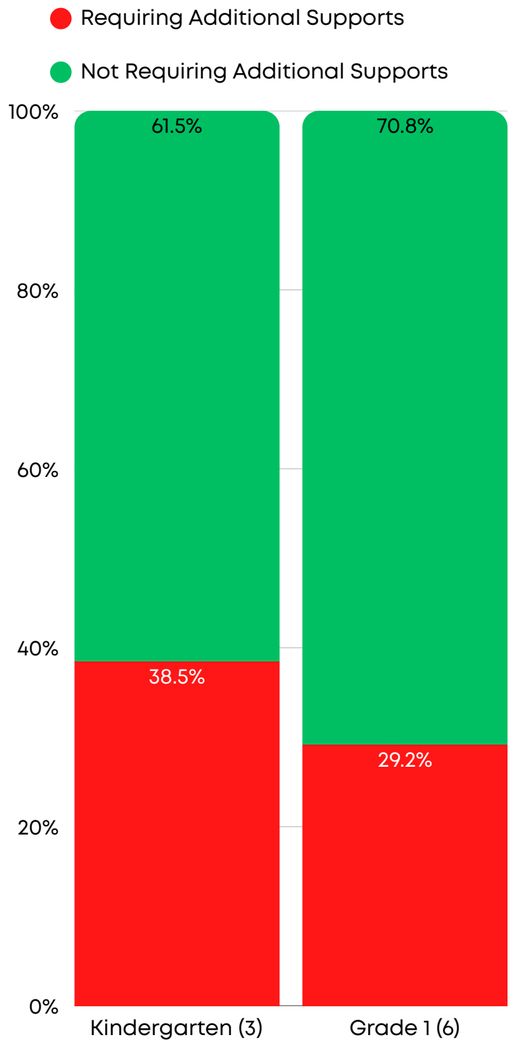
- Manning Elementary School will continue to collaborate with central operations staff to foster high quality teaching/provide professional development to improve literacy knowledge and skills. This will include Collaborative Response, Differentiated Instruction and Assessment Literacy.
- Site-based professional development plans will align with the division's literacy goals.
- As part of the division's Literacy Assessment Framework (LAF), MES will provide support to school staff to administer the RCAT to Grades 4-6 students by the beginning of October, by the end of January/beginning of February, and by the beginning of June, and to analyze the results to inform teaching practices that best support literacy learning.
- As part of the division's LAF, MES staff will provide support to school-based staff to administer the Fountas and Pinnell BAS I and II assessments to Grades 4-9 students who are achieving less than 50% on the RCAT at least twice per year, and to analyze the results to inform teaching practices that best support literacy learning. The assessments will be completed by the second week of October (Fall Assessment) and the second week of February (Winter Assessment).
- As part of the division's LAF, MES staff will provide support to school-based staff to administer the division's WAT for Grades 2-9 students by the end of September (Fall Assessment) and for Grades 1-9 by the end of January (Winter Assessment), and to analyze the results to inform teaching practices that best support literacy learning. MES will continue to foster a collaborative response model that supports staff cooperation in literacy planning and assessment. This will include targeted intervention time.
- MES staff will work to respond to feedback provided by students and parents about improving students' literacy and numeracy skills (ie. Assurance Surveys).
- MES will continue to seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
- MES will continue programming for multi-grade guided reading, writing and oral storytelling.
- The site based Literacy Continuum of Supports is reviewed and updated regularly.

LITERACY ACHIEVEMENT RESULTS

Phonological Awareness Screening Test (PAST) Results, Random Automatized Naming (RAN) Screening Test Results & Letter Name Sounds (LeNS) Results

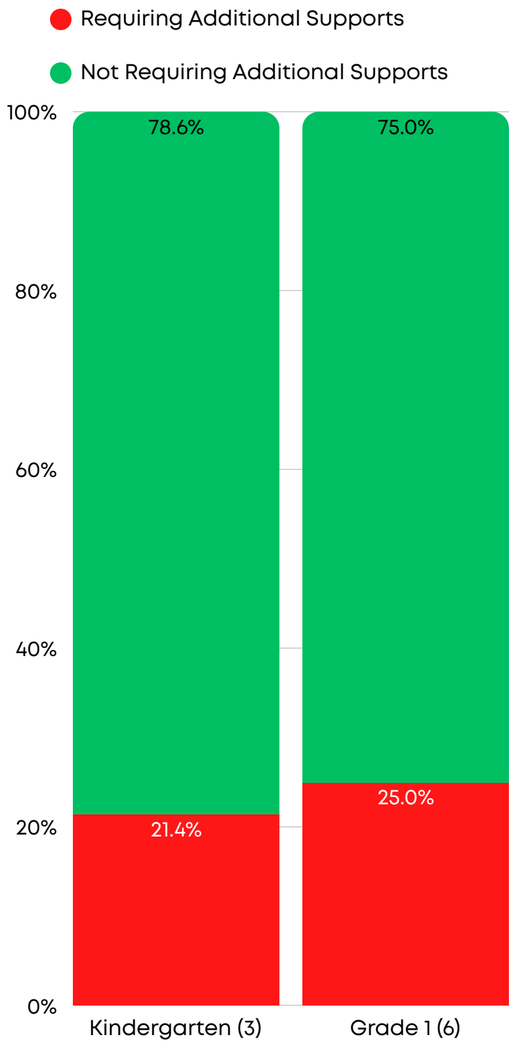
PAST Results

Kindergarten & Grade 1



RAN Results

Kindergarten & Grade 1



Summary

The Phonological Awareness Screening Test (PAST) is a measure of a child's phonemic awareness. Phonemic awareness is the ability to identify and manipulate the sounds in oral language. This foundational skill is a strong predictor of future reading success.

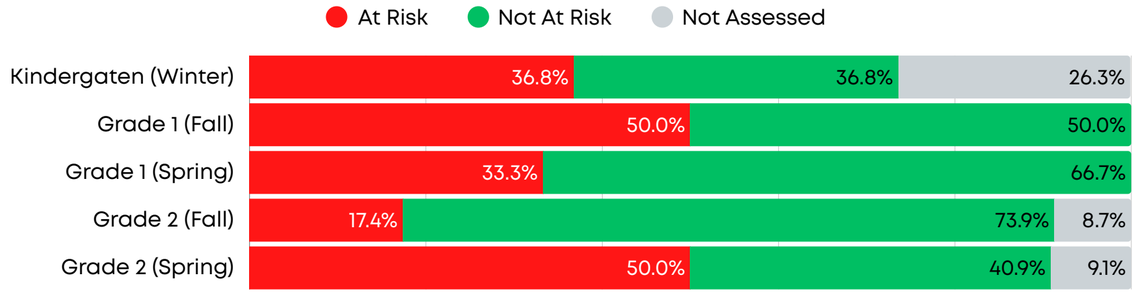
Rapid Automatized Naming (RAN) is the ability to quickly name highly familiar visual stimuli, such as letters, digits, colors or objects. This assessment is a predictor of reading fluency.

We know that children become accurate and fluent readers when they are successful with these skills. These assessments, along with the Letter Name Sounds (LeNS) assessment, allow NPS teachers to predict which children are at high risk for reading difficulties and to provide targeted interventions to prevent reading difficulties from happening or becoming more severe.

Approximately 21% - 39% of our students in Kindergarten, and 21% to 25% in Grade 1, were in need of additional literacy support based on the criteria in both the PAST and RAN assessments.

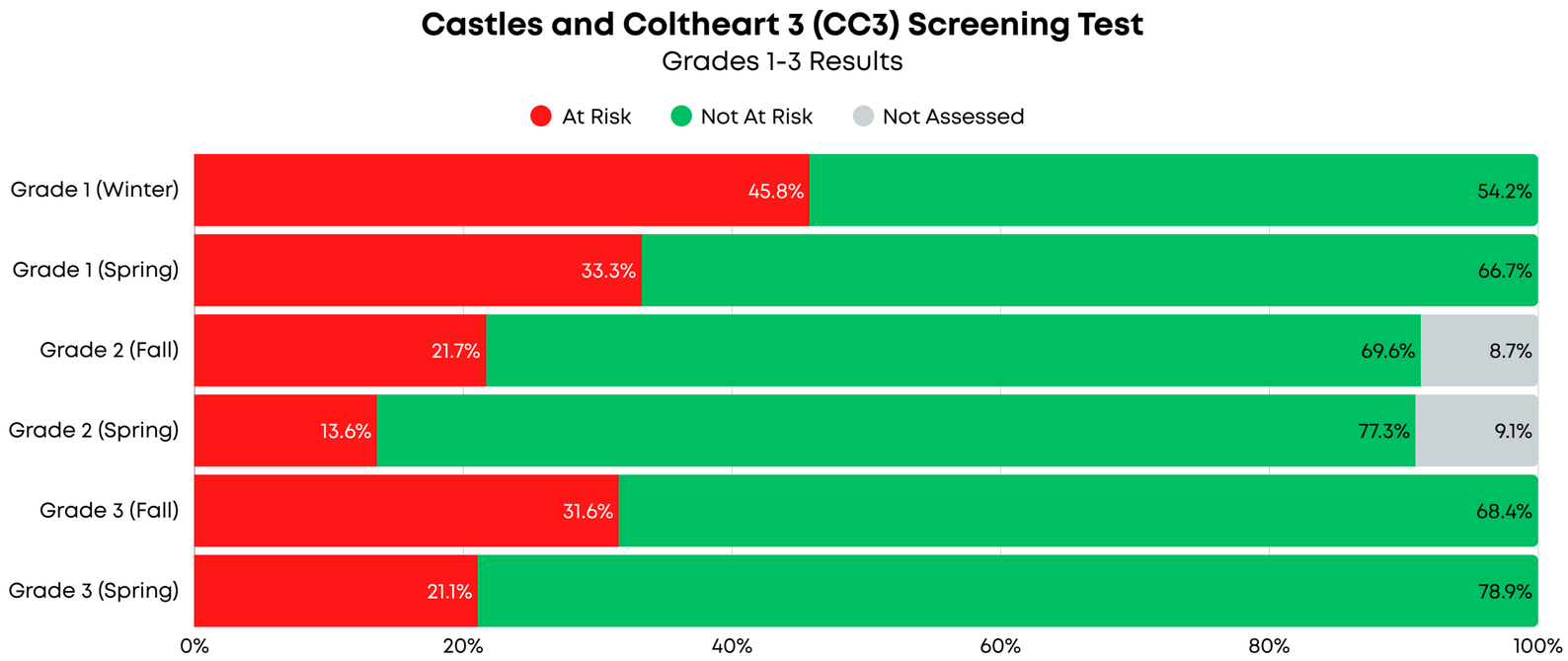
LeNS Results

Kindergarten, Grade 1 & Grade 2



LITERACY ACHIEVEMENT RESULTS

Castles & Coltheart 3 (CC3) Screening Test Results



Summary

This screener assists in identifying at risk students. Based on CC3 results we know that improvement in student results occurred over the year as targeted interventions could be focused upon student need.

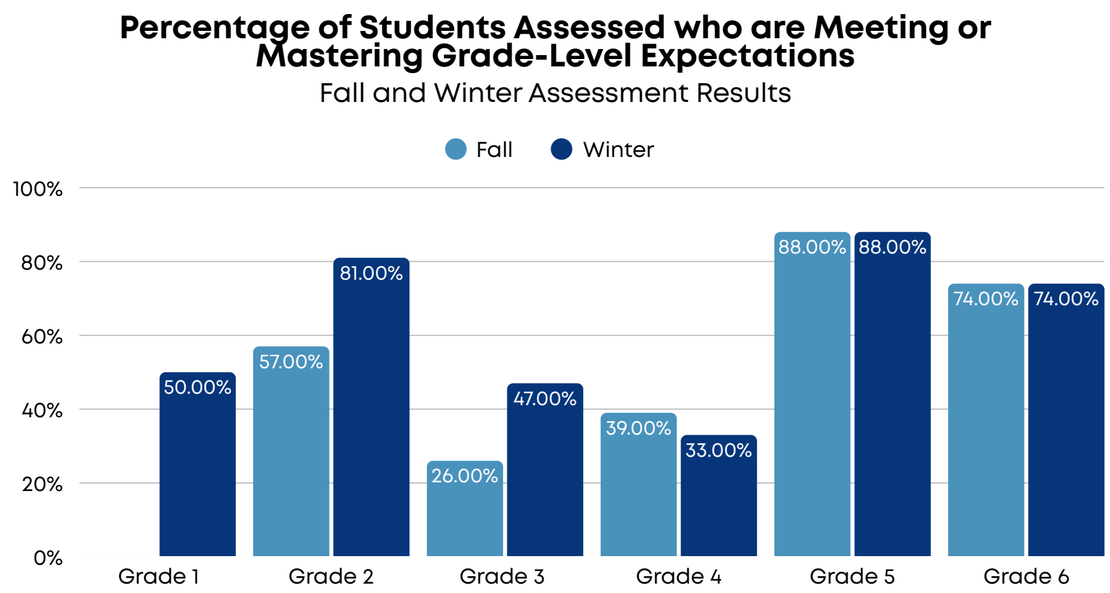




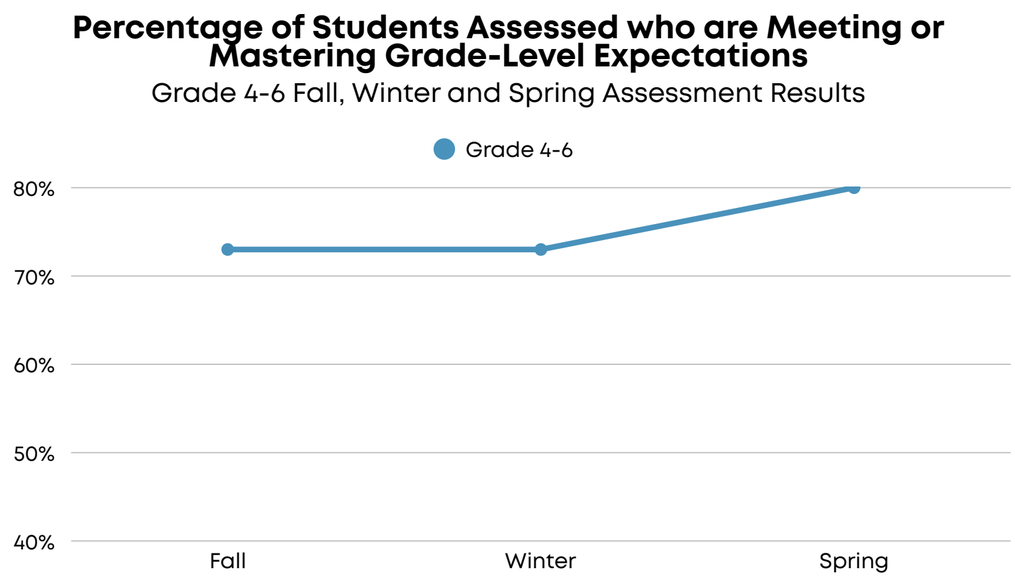
LITERACY ACHIEVEMENT RESULTS

Divisional Writing Assessment Tool (WAT): Grade 1-6
& Reading Comprehension Assessment Tool (RCAT): Grade 4-6

WAT Results



RCAT Results

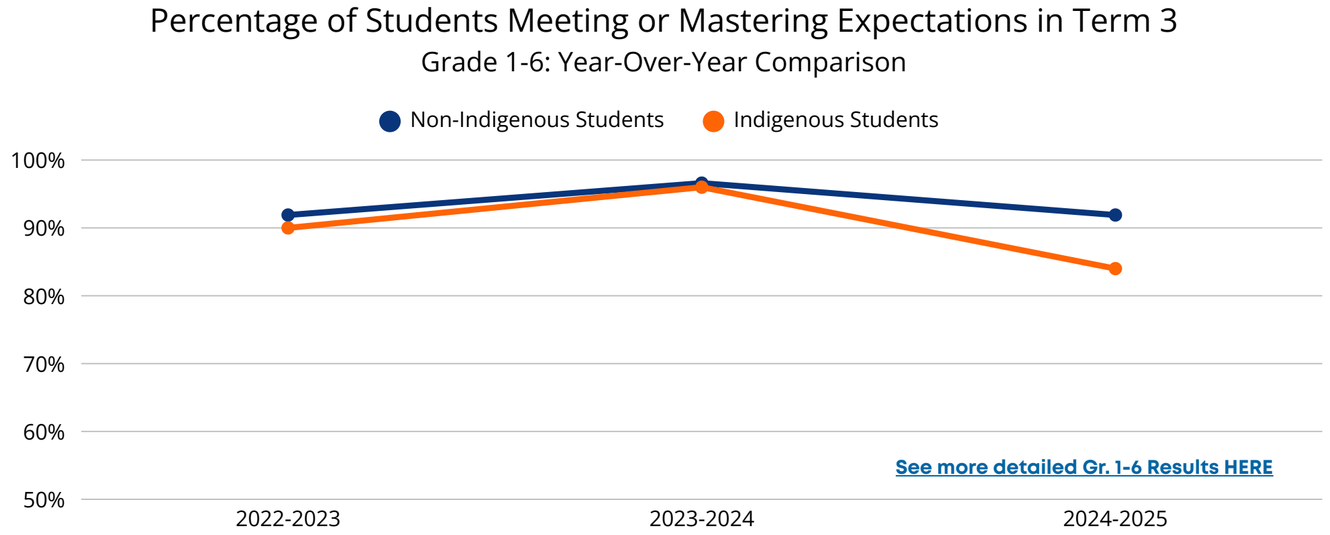


Summary

Through analysis of results, we can conclude that students at Manning Elementary School are building proficiency in both reading and writing. In past years, there has been a strong focus upon reading skills. This year we made a concerted effort on ensuring that more detailed data analysis and team planning occured in writing components as well.

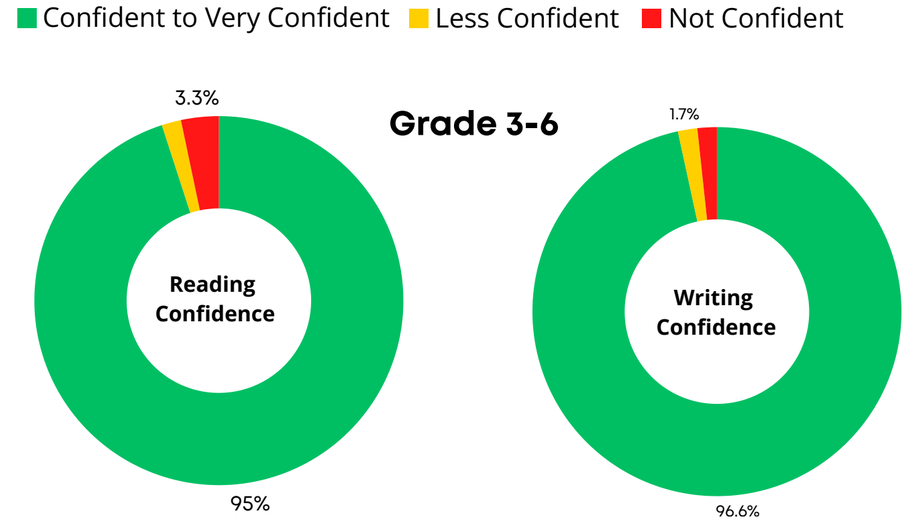
LITERACY ACHIEVEMENT RESULTS

Division Report Card Data as Reported by Teachers & PRSD Student Assurance Survey Results: Literacy

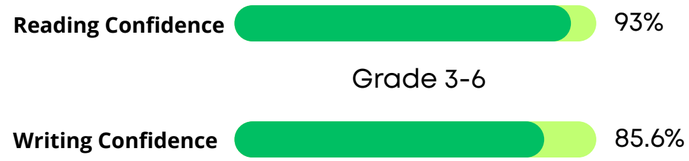


Summary

From the report card summary data, we can conclude that the majority of students are meeting or mastering outcomes in term 3. There is minimal difference between indigenous and non-indigenous students.
Results may be attributed in part to a strong focus upon literacy, dedicated time for team planning and data analysis and targeted intervention time and supports.



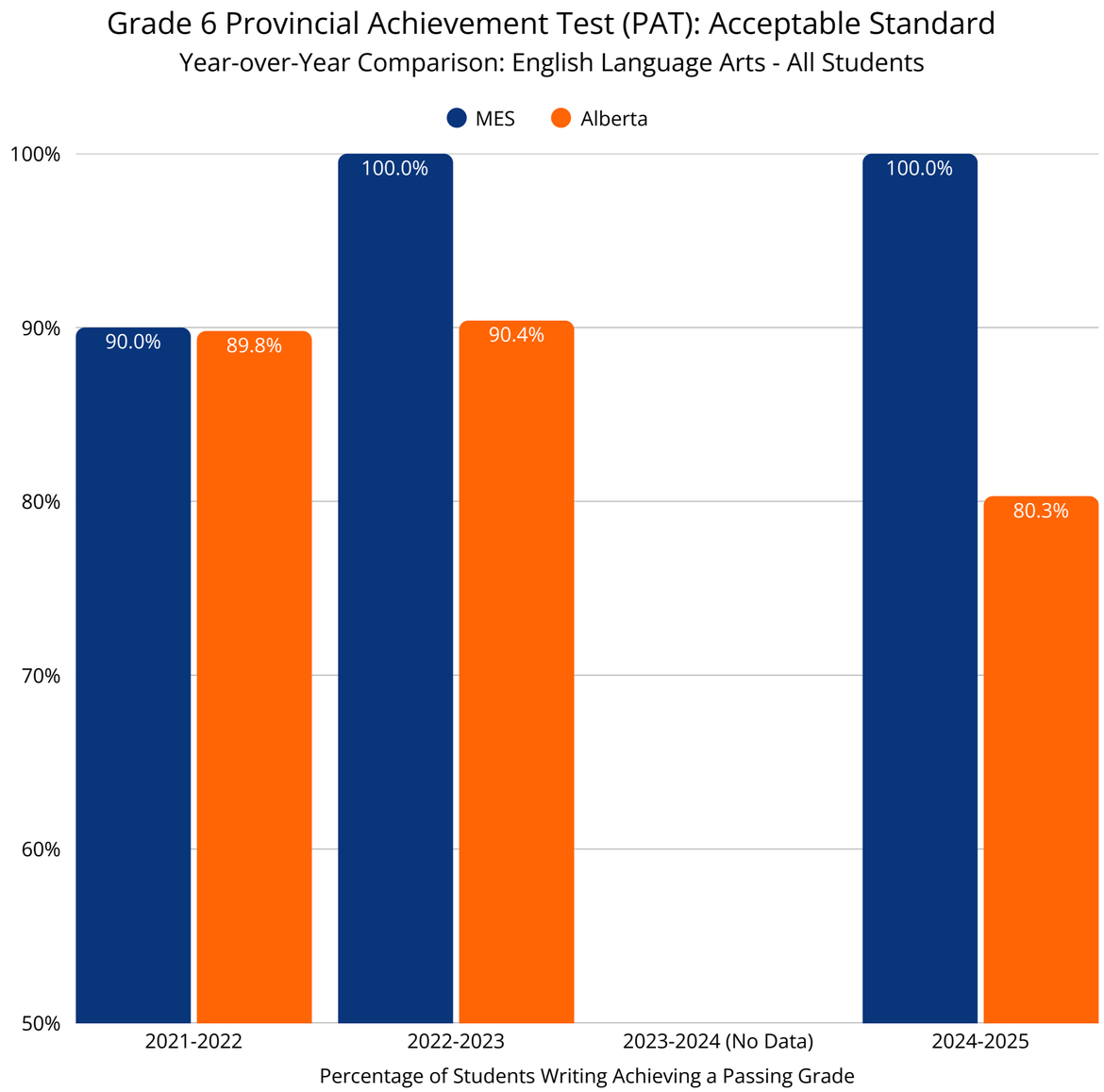
Percentage of Students who were Confident or Very Confident in Reading and Writing in 2023-2024 Survey



Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

LITERACY ACHIEVEMENT RESULTS



Summary

Manning Elementary School scored higher than the provincial average the past years of provincial achievement tests in language arts. The majority of the class completed the exam in all years it was written.



LITERACY ACHIEVEMENT RESULTS

General Statement

Students at Manning Elementary School are literate in both the areas of reading and writing. Results are consistently analyzed to ensure that individual supports are provided to students who need them.

Factors that Affected Results

- Quality core instruction; including multi-grade groupings
- Common and results driven assessment
- Focused intervention
- Team planning and results analysis
- Strong family support

Next Steps

- Further data-analysis
- Continued common planning for core instruction
- Focused professional development
- Continue to source resources and best practices
- Continuum of Supports reviews on a regular basis









GOAL #2
ALL STUDENTS ARE NUMERATE

OUTCOME: **All students are performing at or above grade level or meeting their individualized program goals.**

Alberta Education
OUTCOMES & MEASURES

- Provincial Numeracy Screening Assessment (PNSA) for Grades 5-6
- Provincial Achievement Tests (PATs) Results

Peace River School Division
OUTCOMES & MEASURES

- Numeracy Common Assessment Tool (NCAT) Data for Grades 5-6
- Aggregate Academic Performance Report (Report Card Summary Data) for Grades 1-6

Educators will also use disaggregated numeracy achievement results including:

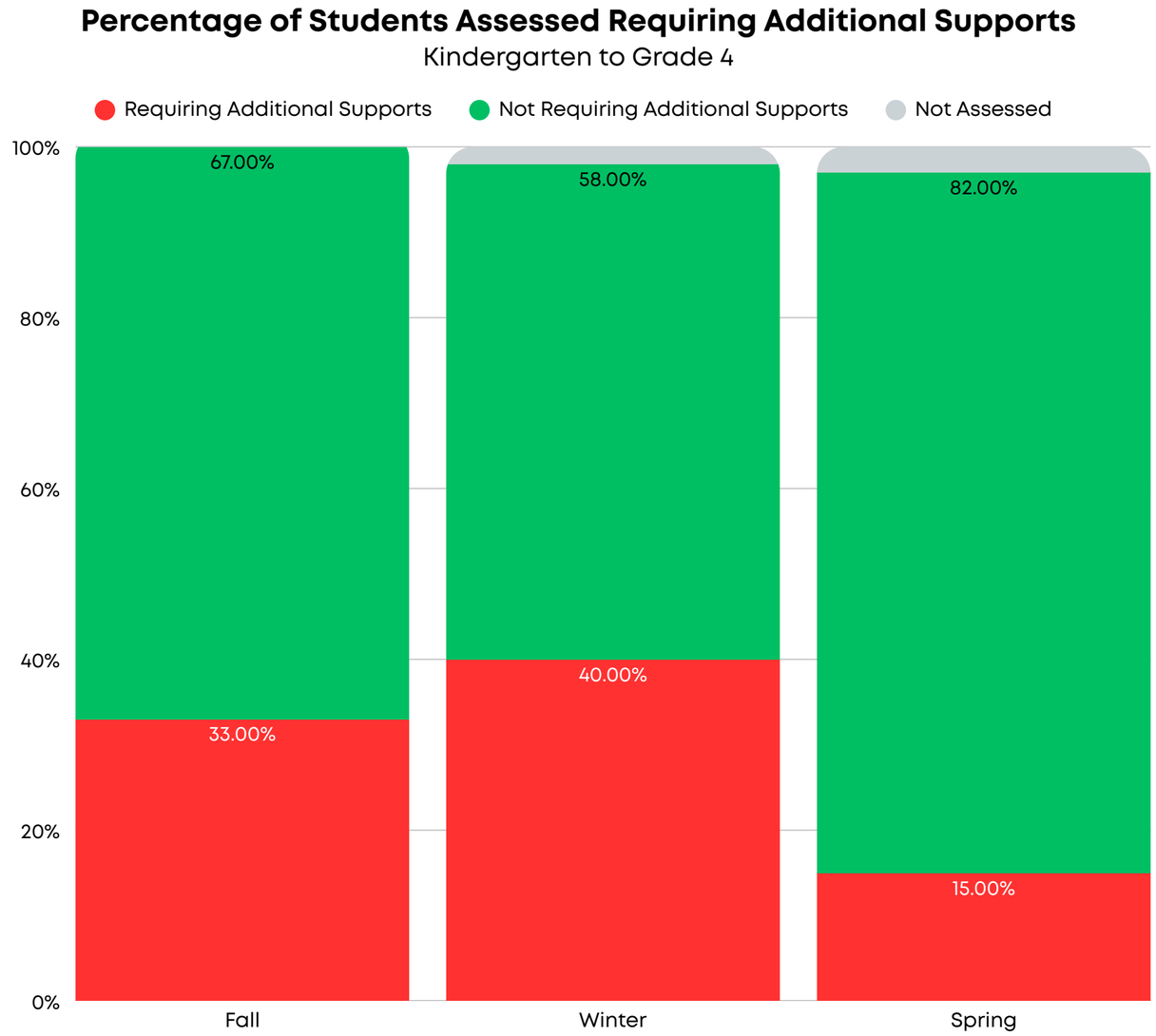
- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

OUR STRATEGIES

- Manning Elementary School will continue to collaborate with central operations staff to foster high quality teaching/provide professional development to improve numeracy knowledge and skills. This will include Collaborative Response, Differentiated Instruction and Assessment Literacy.
- Site-based professional development plans will align with the division's numeracy goals.
- As part of the division's Numeracy Assessment Framework (NAF), MES will provide support to school-based staff to administer the EICS MA to Grades 1-6 students in the first three weeks of the school year, the Grades 1-6 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
- As part of the division's NAF, MES will provide support to school-based staff to administer the NCAT in Grades 1-6 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
- As part of the division's NAF, MES will provide support to school-based staff for the implementation of the instruction and assessment schedule for Grades 1-6 mathematics.
- MES will continue to foster a collaborative response model that supports staff cooperation in numeracy planning and assessment. This will include targeted intervention time. MES staff will work to respond to feedback provided by students and parents about improving students' literacy and numeracy skills (ie. Assurance Surveys).
- MES will continue to seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
- MES will continue programming for multi-grade math interventions.
- The site based Numeracy Continuum of Supports is reviewed and updated regularly.

NUMERACY ACHIEVEMENT RESULTS

Provincial Numeracy Screening Assessment(PNSA): Grade K-4



Summary

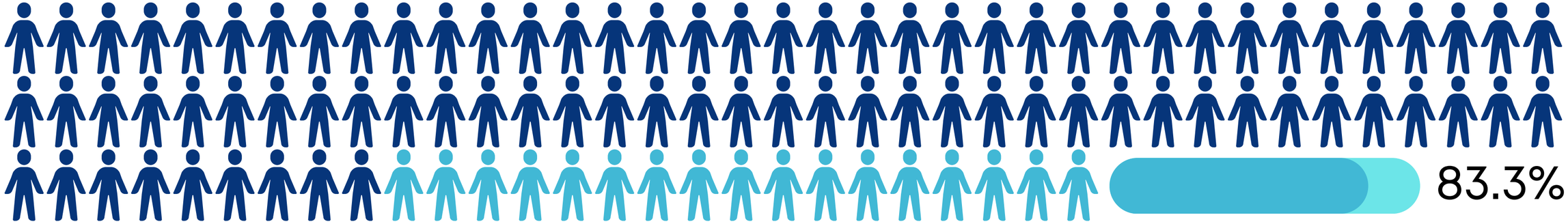
Based on the PNSA data, we can conclude that students in kindergarten through fourth grade increased their math proficiency over the school year.



NUMERACY ACHIEVEMENT RESULTS

Numeracy Common Assessment Tool (NCAT): Grade 5-6

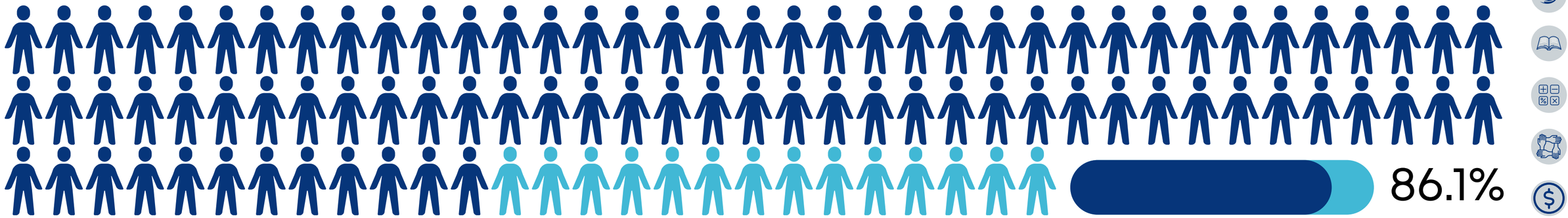
Percentage of Students Meeting or Mastering Grade Level Expectations - Winter Assessment



Summary

The majority of students in grades five and six met or mastered grade level expectation in the winter assessment. An increase in proficiency was noted in the spring assessment.

Percentage of Students Meeting or Mastering Grade Level Expectations - Spring Assessment Assessment

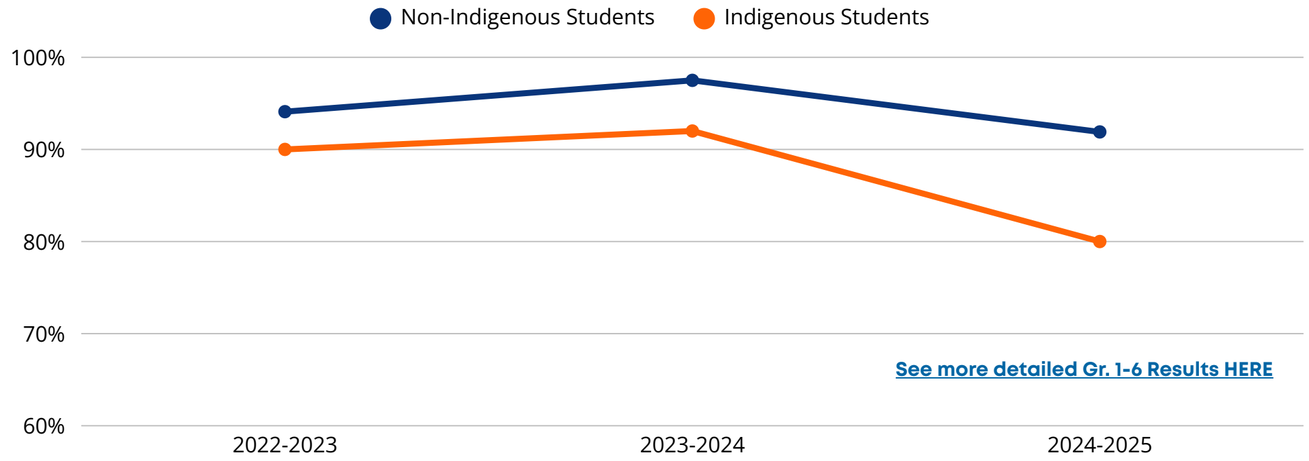


NUMERACY ACHIEVEMENT RESULTS

Division Report Card Data as Reported by Teachers & PRSD Student Assurance Survey Results: Numeracy

Percentage of Students Meeting or Mastering Expectations in Term 3

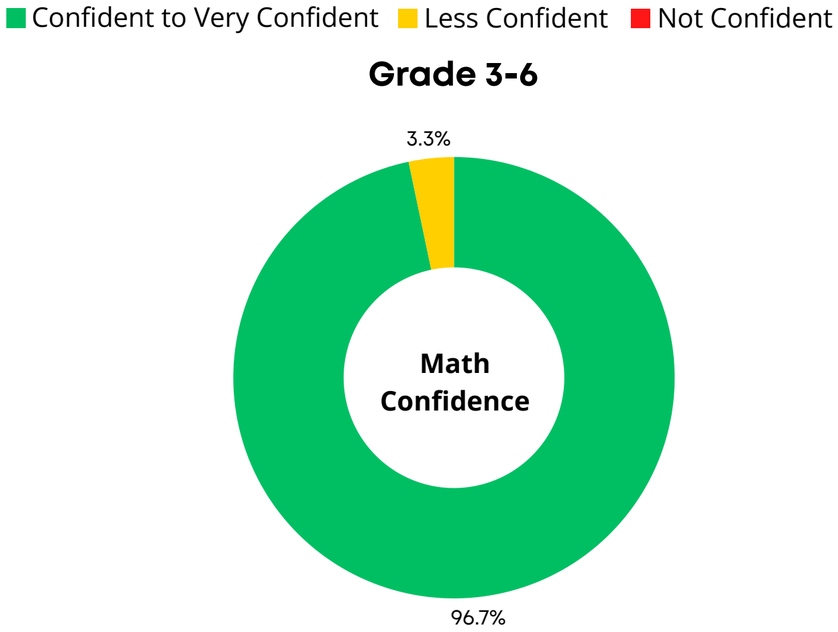
Grade 1-6: Year-Over-Year Comparison



See more detailed Gr. 1-6 Results HERE

Summary

We know that 91.9% of students in grades one to six met or mastered numeracy expectations in term three of the 2024-2025 school year. This is in comparison to 80% of indigenous students who were meeting or mastering numeracy concepts.



Percentage of Students who were Confident or Very Confident in Math in 2023-2024 Survey

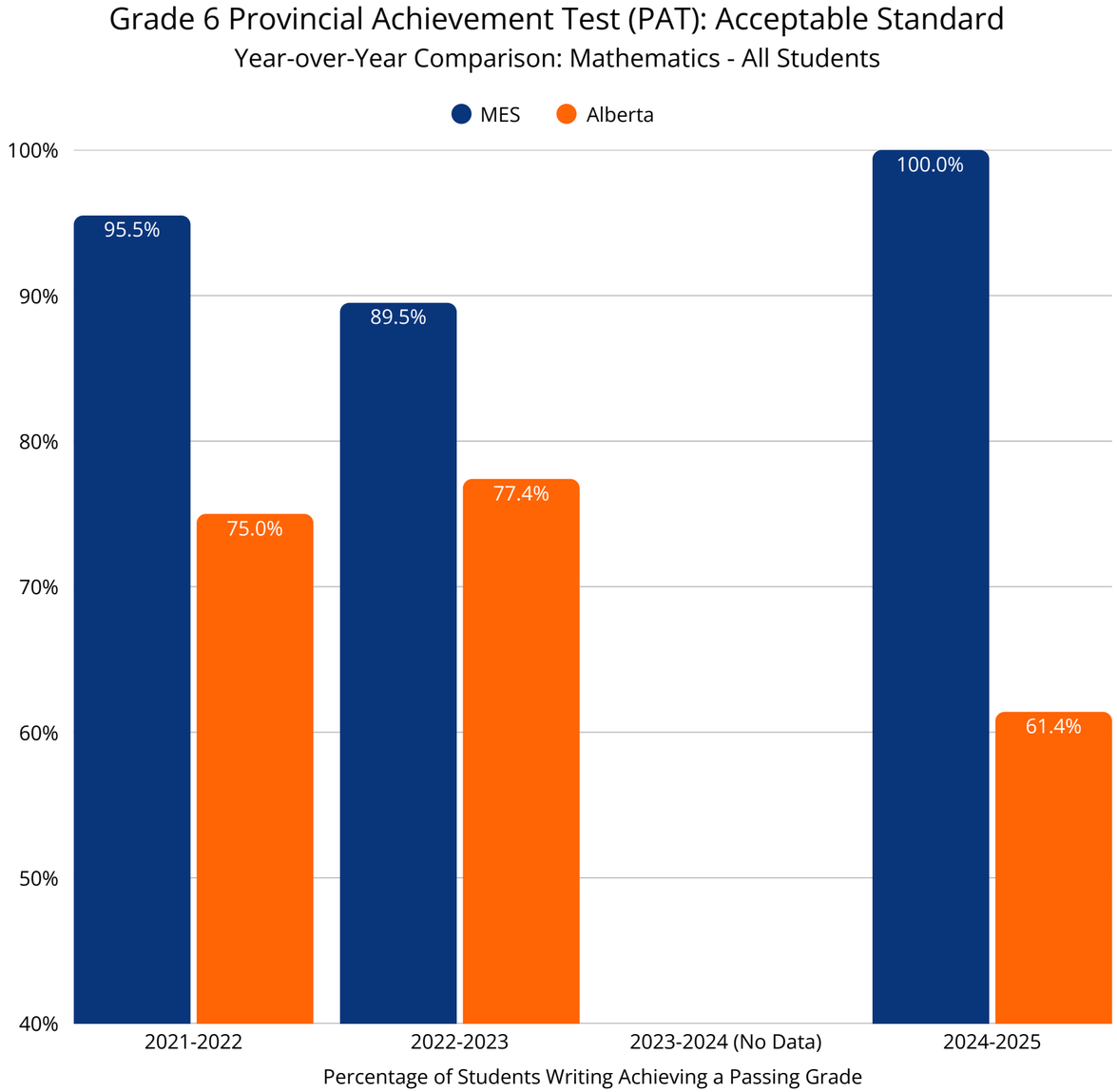


83.8%

Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

NUMERACY ACHIEVEMENT RESULTS



Summary

Manning Elementary School surpassed the provincial grade six mathematics achievement test results. The majority of students completed the exam each year.



NUMERACY ACHIEVEMENT RESULTS

General Statement

Manning Elementary School students are literate in numeracy. More students in division one require supports as compared to division two. Numeracy remains a focus at MES and within the division.



Factors that Affected Results

- Quality core instruction; including multi-grade groupings
- Common and results driven assessment
- Focused intervention
- Team planning and results analysis
- Strong family support

Next Steps

- Further data-analysis
- Continued common planning for core instruction
- Focused professional development
- Continue to source resources and best practices
- Continuum of Supports reviews on a regular basis

GOAL #3
ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME: **All students' academic, physical, and social-emotional needs are met within a culture of inclusion**

Alberta Education
OUTCOMES & MEASURES

- Data regarding participation in PATs

Peace River School Division
OUTCOMES & MEASURES

- PowerSchool/Dossier attendance Data
- PRSD Student Assurance Survey Data

Educators will also use the following qualitative data:

- Implementation of: a school-wide attendance plan; a school-wide, classroom and individual Positive Behaviour Support Plans (PBSPs)
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

OUR STRATEGIES

- Manning Elementary staff will support school-based staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
- MES staff will continue to support schools in providing a broad range of learner-centered programming and supports that best meet learning needs.
- Manning Elementary staff will work to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
- MES will continue to support the Virtual Education Program for Grades 4 through 6.
- Manning Elementary staff will promote and support opportunities to improve health and wellness among students and staff.
- MES staff will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.
- Manning Elementary staff will continue to provide and promote equitable access to universal social-emotional programs and collaborative wrap-around services with community partners that support safe and caring schools.
- MES staff will continue to support school-based staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
- Manning Elementary staff will promote the Division's anti-racism policy.
- MES will take part in professional learning for school-based staff on inclusionary education practices.

INCLUSIVE EDUCATION PRACTICES

Number of BSPs Implemented

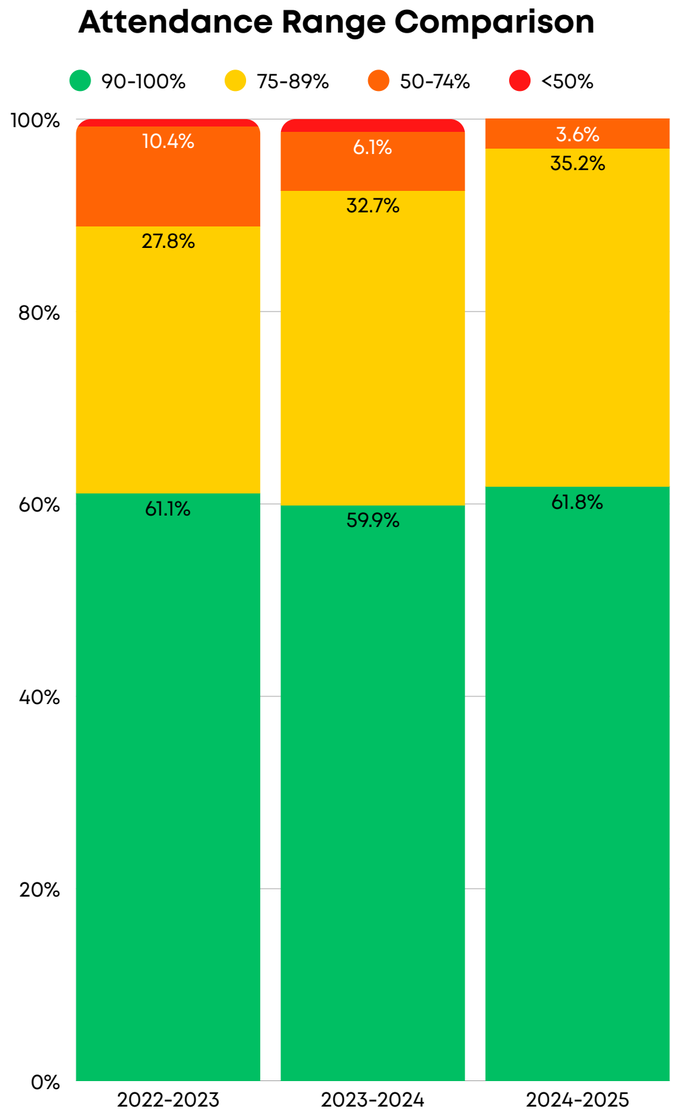
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Number of IPPs Implemented

21



The Division prides itself on being an inclusive system and works hard to ensure the learning needs of our students are met through a variety of means, which are often captured in Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs). In the 2023-2024 school year Manning Elementary School 5 BSPs and 21 IPPs. This means that 19% of our students had programming based upon support plans.

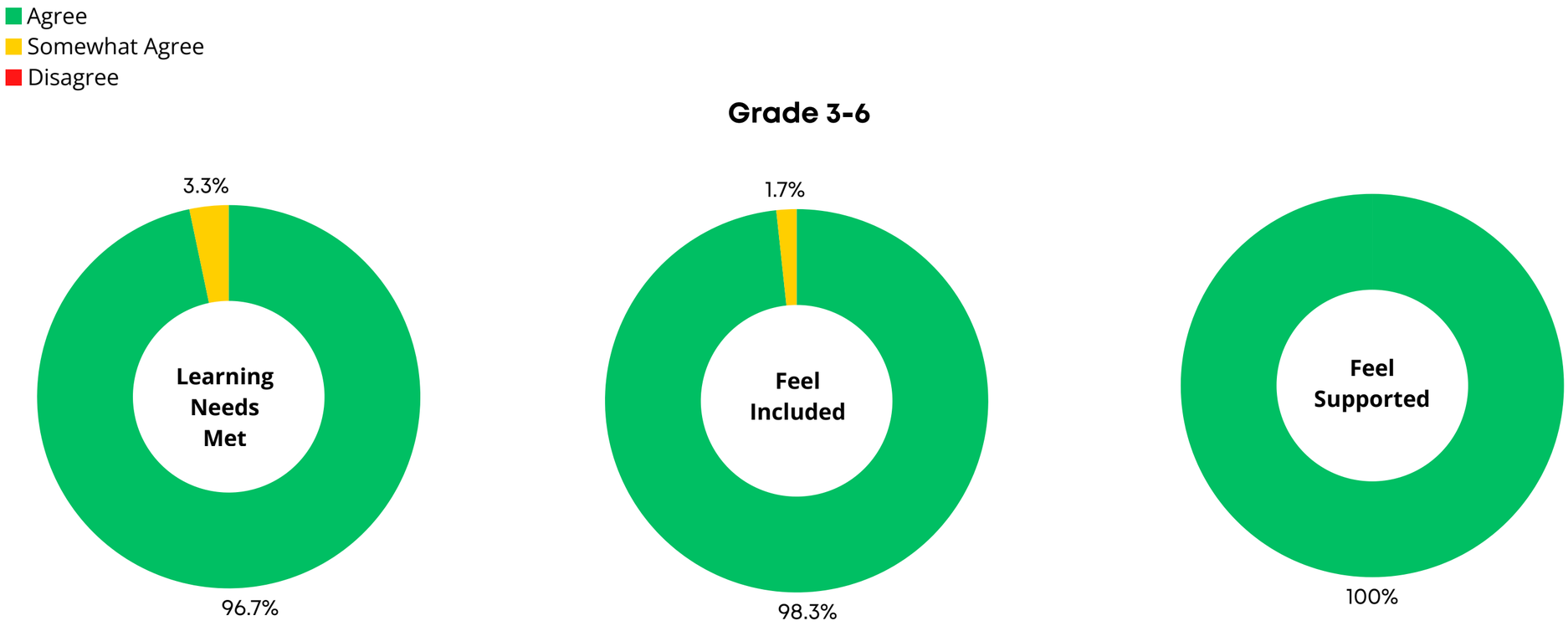


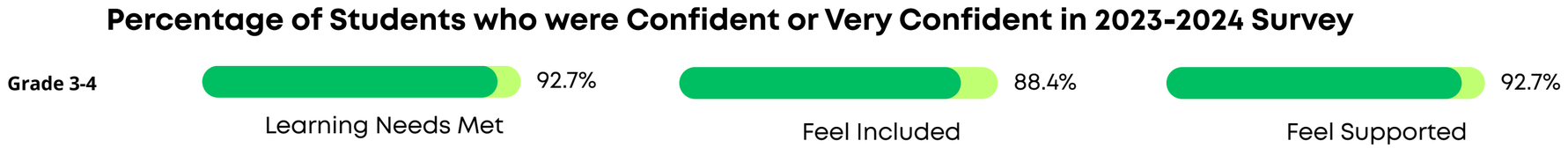
Summary

The majority of students at MES attended over 75% of the time. It should be noted that students who do not attend school regularly do experience academic challenges.

It should be noted that in addition to 21 IPPs and 5 BSPs, 32 medical support plans were also put in place for the 2024-2025 school year.

INCLUSIVE EDUCATION PRACTICES





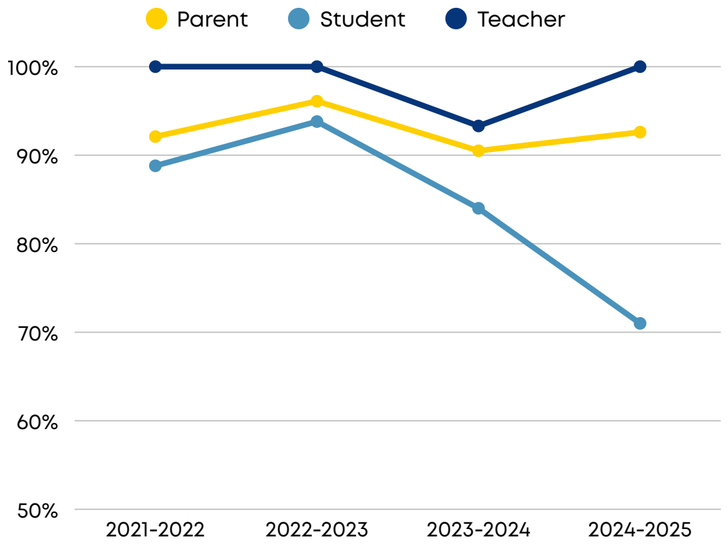
Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being disagree and 5 being Agree, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

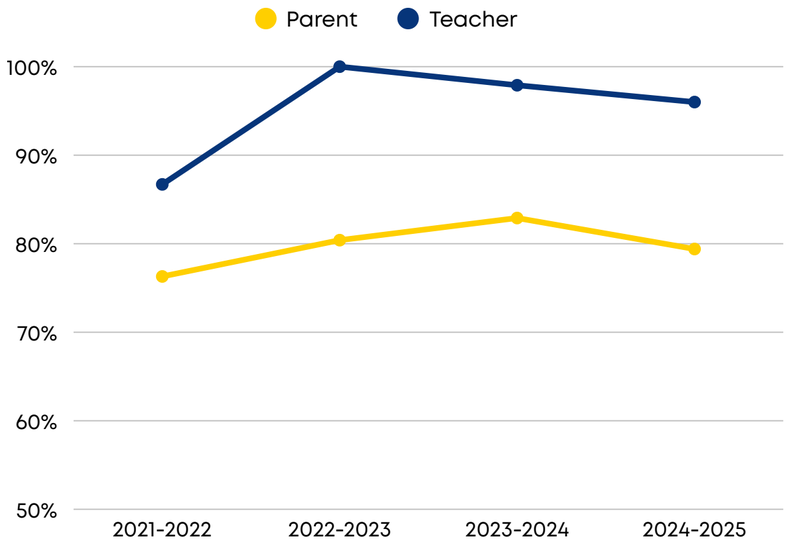
INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: Percentage of students, parents and teachers who agree...

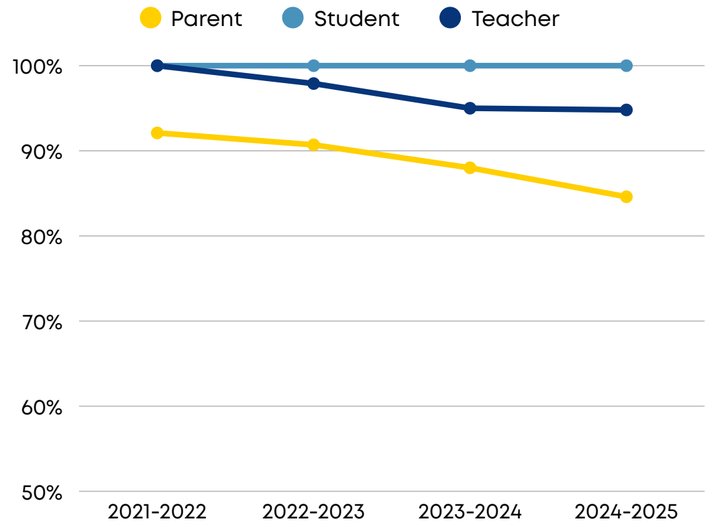
Percentage of MES Teachers, Parents and Students who agree that Students are Engaged in their Learning at School



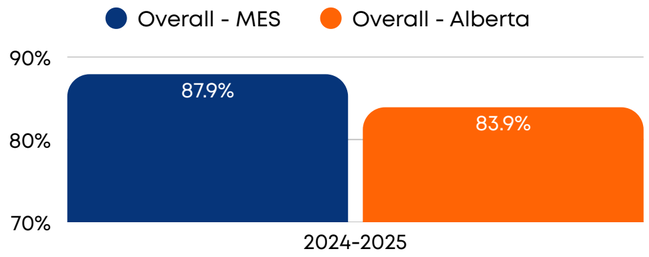
Percentage of MES Teachers, and Parents Satisfied with Parental Involvement in Decisions about their Child's Education



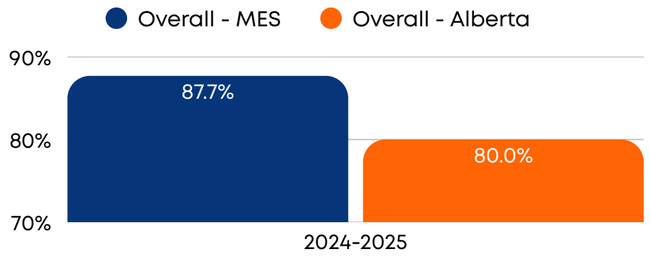
Percentage of MES Teachers, and Parents Satisfied with the Overall Quality of Basic Education



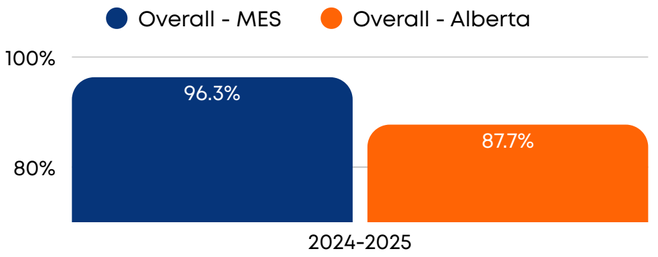
Summary Results



Summary Results



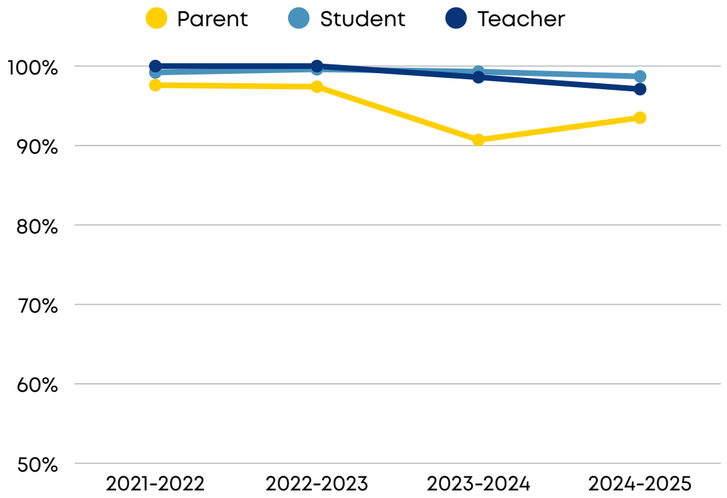
Summary Results



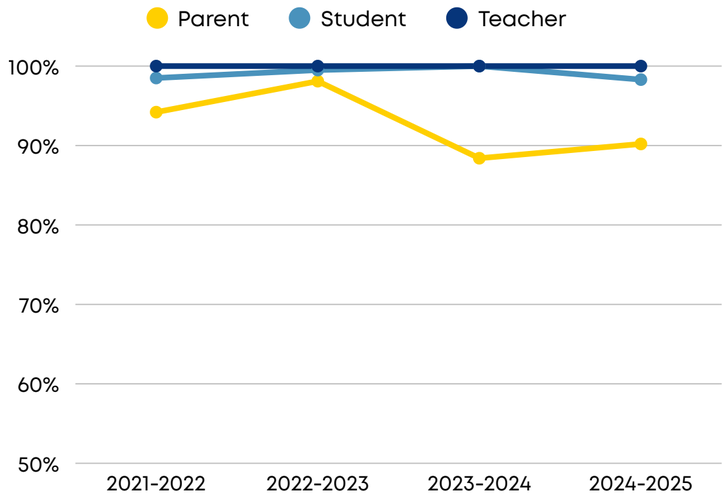
INCLUSIVE EDUCATION PRACTICES

Alberta Education Assurance Measures: Percentage of students, parents and teachers who agree...

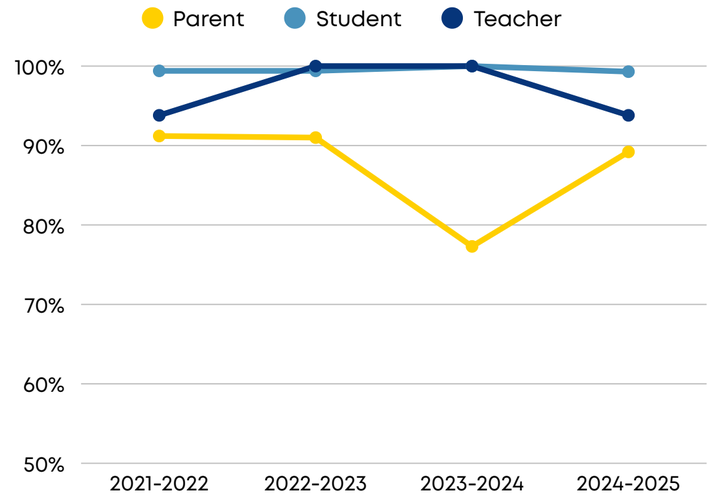
Percentage of MES Teachers, Parents and Students who agree that their Learning Environments are Welcoming, Caring, Respectful and Safe



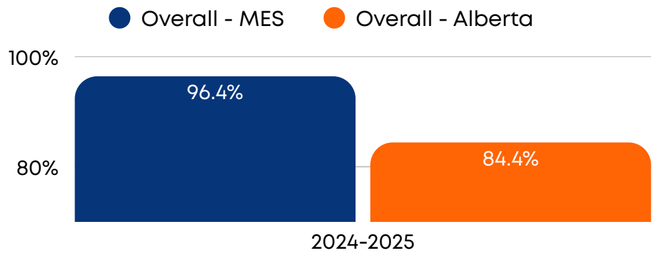
Percentage of MES Teachers, and Parents who are Satisfied that Students Model the Characteristics of Active Citizenship



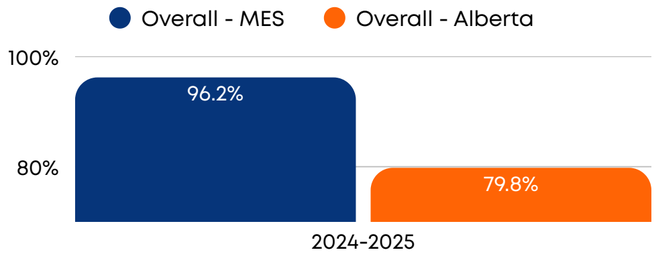
Percentage of MES Teachers, and Parents who agree that Students have Access to the Appropriate Supports and Services at School



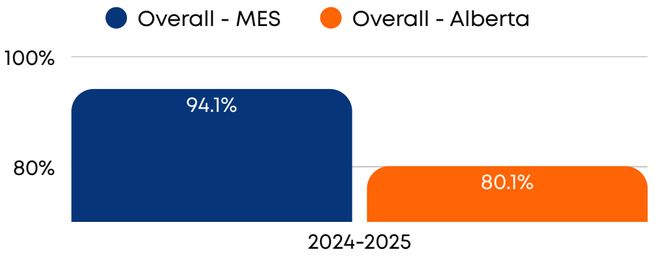
Summary Results



Summary Results



Summary Results



General Statement

Based on the data gathered, it can be concluded that students at Manning Elementary School felt supported and included. Results indicated on the Alberta Education Assurance Measures Survey are well above the provincial average.

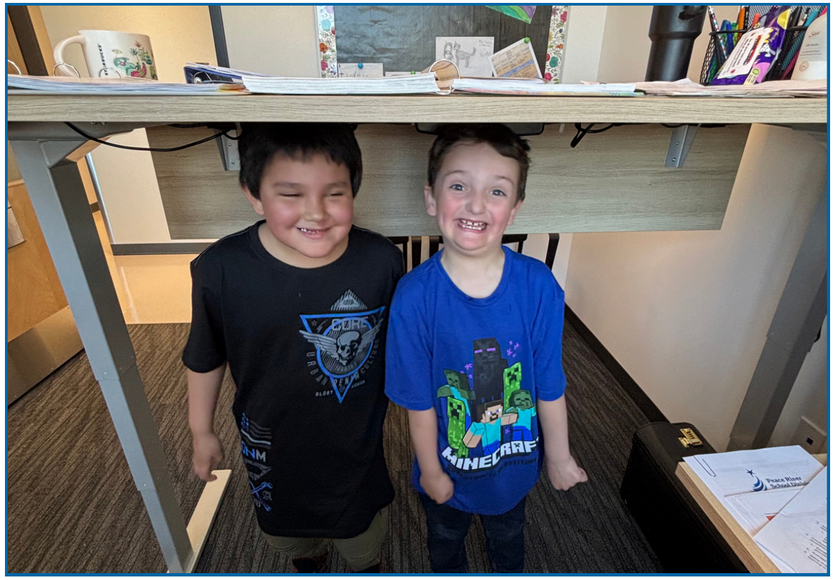
Factors that Affected Results

- strong mission, vision and principle beliefs
- dedicated staff that advocate for students; including a site based student support worker
- focus upon relationship building with students and families
- clear communication systems

Next Steps

- Further data-analysis
- Continued common planning
- Focused professional development
- Continue to source resources and best practices
- Continuum of Supports reviews on a regular basis









Budget Report

Peace River School Division No. 10
2024-2025 Spring Budget Rev 1

SCHOOL: Manning Elementary

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total AB ED: Service & Supports	$58,696	$54,999
% of Revenue and Allocations to Budget Center	100%	100%

Total Revenue and Allocations to Budget Center	**$58,696**	**$54,999**

Expenditures

Contracted Services	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Contracted Services	$11,950	$11,950
% of Expenditures	20%	22%

Supplies	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Supplies	$42,146	$38,449
% of Expenditures	72%	70%

Certificated	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Certificated	$4,600	$4,600
% of Expenditures	8%	8%

Total Expenditures	**$58,696**	**$54,999**

Summary

	2024-2025 Spring Budget Rev 1	2023-24 Spring Budget
Total Revenues and Allocations To Budget	$58,696	$54,999
Total Expenditures	$58,696	$54,999
Variance	**$0**	**$0**

Click here to access the Provincial roll up of Audited Financial Statements



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