



**Peace River School Division**

*Learning Together - Success for All*

# Manning Elementary

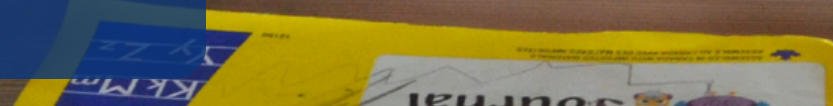
2024-2029

# Education Plan



1

YEAR  
ONE







# A Message from our Principal



I am excited to present 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. We look forward to celebrating our accomplishments and continuing to learn alongside each other.



*K. Matheson Lyse*  
Manning Elementary School



# Foundation Statements

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## 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 the best of their ability academically, emotionally, physically and socially.

## Principle Beliefs

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- We value respect for yourself, others and property.
  - We value the importance of life-long learning for staff and students.
  - We value active living and healthy life choices.
  - We appreciate the uniqueness and differences of learners which guide our instruction.
  - We strive for continuous improvement as a professional learning community.
  - We believe that hope is the seed of success. Celebrate success!
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# Our Priorities

1

**Literacy  
Development**

2

**Numeracy  
Development**

3

**Inclusionary  
Culture**

# Goals and Outcomes

## Literacy Development

Goal One ► All Students are literate

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

## Numeracy Development

Goal Two ► All Students are numerate

Outcome: All students are performing at or above grade level in numeracy or meeting their individualized program goals.

## Inclusionary Culture

Goal Three ► All students are successful through inclusionary practices

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



# Performance Measures:

## Goal One: Literacy Development

Literacy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Elk Island Catholic Schools Phonological Awareness Assessment (EICS PA) Data			
Reading Comprehension Assessment Tool (RCAT) Data			
Writing Assessment Tool (WAT) Data			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6			
Most Current PAT Results			
Five-year PAT Results Trend Data			

## Additional Performance Measures

Educators will also use disaggregated literacy achievement results including:

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

# School Strategies

## Goals One: Literacy Development

1. 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.
2. Site based professional development plans will align with the division's literacy goals.
3. 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.
4. 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).
5. 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.
6. MES will continue to foster a collaborative response model that supports staff cooperation in literacy planning and assessment. This will include targeted intervention time.
7. MES staff will work to respond to feedback provided by students and parents about improving students' literacy and numeracy skills (ie. Assurance Surveys).
8. MES will continue to seek opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.
9. MES will continue programming for multi-grade guided reading, writing and oral storytelling.
10. The site based Literacy Continuum of Supports is reviewed and updated regularly.



# Performance Measures:

## Goal Two: Numeracy Development

Numeracy Achievement (Quantitative/Numerical Data)	Not yet Meeting Expectations	Approaching or Meeting Expectations	Meeting Expectations
Numeracy Common Assessment Tool (NCAT) Data			
EICS Math Assessment (EICS MA)			
Aggregate Academic Performance Report (Report Card Summary Report Data) for Grade 1-6			
Most Current PAT Results			
Five-year PAT Results Trend Data			

## Additional Performance Measures

Educators will also use disaggregated numeracy achievement results including:

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

# School Strategies

## Goal Two: Numeracy Development

1. 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.
2. Site based professional development plans will align with the division's numeracy goals.
3. 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 1-7 and the MIPI to Grades 8-10 students in the first three weeks of the school year, the Grades 1-7 EICS MA by mid-March, and to analyze the results to inform teaching practices that best support numeracy learning.
4. As part of the division's NAF, MES will provide support to school-based staff to administer the NCAT in Grades 1-9 classrooms throughout the school year, and to analyze the results to inform teaching practices that best support numeracy learning.
5. 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 1-9 mathematics.

MES will continue to foster a collaborative response model that supports staff

6. 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

7. improving students' literacy and numeracy skills (ie. Assurance Surveys).

MES will continue to seek opportunities to naturally weave Indigenous ways of knowing,

8. cultures, histories and languages into the classroom and school.

MES will continue programming for multi-grade math interventions.

9. The site based Numeracy Continuum of Supports is reviewed and updated regularly.
- 10.



# Performance Measures:

## Goal Three: Inclusionary Culture

### Student Attendance and Engagement (Quantitative/Numerical Data)

PowerSchool/Dossier attendance Data

Data regarding participation in PATs

Province of Alberta Student Assurance Survey Data - Overall Summary Results

PRSD Student Assurance Survey Data

## Additional Performance Measures

Educators will also use the following qualitative (non-numerical) data:

- Implementation of a school-wide attendance plan
- Implementation of a school-wide and classroom Positive Behaviour Support Plans (PBSPs)
- Implementation of individual 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

# School Strategies

## Goal Three: Inclusionary Culture

1. 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.
2. MES staff will continue to support schools in providing a broad range of learner-centered programming and supports that best meet learning needs.
3. 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.
4. MES will continue to support the Virtual Education Program for Grades 4 through 6.
5. Manning Elementary staff will promote and support opportunities to improve health and wellness among students and staff.
6. MES staff will continue to foster community partnerships to support school-based staff in effectively responding to student health and wellness needs.
7. 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.
8. 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.
9. Manning Elementary staff will promote the Division's anti-racism policy.
10. MES will take part in professional learning for school-based staff on inclusionary education practices.



# School Budget Considerations

For the 2024-2025 School Year



## Literacy and Numeracy Development

- As the new curriculums become more understood, MES will be further able to identify what resources will be required to support student learning. It is anticipated that more resources will be developed and available.

## Inclusionary Culture

- Professional development and resources to support inclusion remain a priority.

## Community School Restructure

- Manning Elementary School and Paul Rowe High School are in the process of joining together to become Manning Aurora Composite School. It is anticipated that MES will be moving into the new building in February 2025, followed by Paul Rowe to be ready for school opening in September of 2025. This will impact our budget in numerous ways as we combine resources and determine what items remain priorities.





# Connect With Us



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