

# Teulon Elementary

## Report to the Community 2014-15



### Mission Statement: About Us:

Teulon Elementary School stresses the total development of each child: Social, moral, emotional, academic, and physical. By doing this, we as staff, parents and students recognise each individual and that all children are creative and have the opportunity to succeed with us and others. Student's self-esteem is fostered by positive relationships with other student members and staff.

Teulon Elementary has a current enrollment of 250 students in grades K-6. With 19 professional staff, and 12 support staff, we provide quality public education to all of our students. Our staff strive to meet the needs of all students regardless of the ability level, learning style, or previous school experiences.

### Contact Information:

Box 143  
Teulon, MB.  
R0C 3B0  
886-2620 (phone)  
886-22283 (fax)  
<http://www.isd21.mb.ca/te/>  
@teulonk6

Principal:  
Mr. Tim Lee



## 2014-15 Highlights

- **Student Interest & Motivation** – *when students are interested in what they are learning about they do well. Our grade 4-6 "Tell Them From Me" student survey results from May 2015 confirm that most of our students are interested in school, and trying to do well:*
  - 86% of students at TES were interested and motivated to do well.
  - 93% of our students are trying hard to succeed.
  - We feel that by taking in to account student choice/voice in to classroom programming involves the students in the learning process and gives them more ownership over their learning.
- **What were we up to?** *Here is a brief summary of some of the quality programming provided to our students:*
  - Extracurricular clubs: our school gave students the opportunity to participate in cross-country running, dance club, intramural floor hockey, and track & field.
  - The Arts – music specialist, ISD visual expressions art show, TES choir, Christmas Concert performances.
  - Breakfast Program – the second year of this program was another successful one. About 20-25 students were welcomed every day.
  - Artists in the School residency – our students spent 3 hourly sessions over two weeks learning the art of clay pottery from renowned artist KC Adams.
  - Student Leadership – our students had a variety of opportunities to act as role models and leaders in the building: school patrols, green team, student voice.
  - Bullying Awareness – our students were treated to a presentation from anti-bullying advocate Rachel Ashley. Students also were exposed to the "Kids in the Know" program during guidance blocks.
  - Made in Manitoba Breakfast – all students were treated to a healthy breakfast made from locally produced agricultural products.
  - Physical Education exposure – our students had the opportunity to take part in a variety of physical pursuits led by TES staff and outside experts: Rocks & Rings curling, cross-country skiing(see above), snowshoeing, archery, tennis, MPIC cycle safety, ice skating, and orienteering (see above).

We may have missed some things because the highlights from all aspects of school life are too numerous to mention! The growth we have seen in all areas from each student is what motivates our staff to continue the important work being done every day.

## 2014-15 School Priorities & Successes

Our school plan this year was focused on three main priority areas:

1. Literacy & Numeracy
2. Intellectual Engagement
3. Assessment

### Literacy & Numeracy:

In this priority area, our school goal was focused on students being more proficient at using reading comprehension strategies to improve learning. We had a teacher PLC(Professional Learning Communities) which was made up of 3 classroom teachers, a resource teacher, and an administrator which dedicated 8 hourly sessions to the topic of reading comprehension, Daily 5, and guided reading. Teachers in grades 5 & 6 made reading comprehension a focus across the subject areas. The 7 strategies were displayed prominently in each classroom, and the language of comprehension was used on a consistent basis. The RAD(Reading Assessment District) assessment was a good tool to measure where the students were performing at the beginning and end of the school year. Our April RAD scores showed clear evidence of our students growth in the area of reading comprehension. In October, 78% of our grade 5 students were meeting or fully meeting expectations. By April, that number had grown to 87%. In October, 67% of our grade 6 students were meeting or fully meeting expectations. By April, that number had grown to 96%. Another benefit from having all grade 5 & 6 students take part in the RAD assessment was that it allowed our student services team the opportunity to identify and support struggling readers. These gains are something we are very proud of as a school.

### Intellectual Engagement:

In this priority area, our school goal was focused on staff consistently incorporating technology in aspects of their teaching. The school's purchase of 12 iPads was instrumental in our reaching this goal. We had a school PLC made up of 5 classroom teachers, and 1 administrator that was focused on learning about the iPads and the different apps that could be used to enhance learning. Teachers throughout K-6 used the iPads to have students create original work, learn new concepts, and enhance creativity. One example of this would be the "Sock Puppet" app that was used in many of the French classes. Students would create scenarios in French, write them out, record voices, and then act them out using the animations on the device. Teachers are consistently using our SmartBoards to assist in teaching and instruction in the classroom.

### Assessment:

In this priority area, our school goal was focused on students being more familiar in developing learning goals and success criteria. We had a school PLC made of 2 classroom teachers, our guidance counselor, and a resource teacher that was focused on this priority area. The work in the PLC was focused on early years classrooms(ex. happy face criteria), and how to make students aware of the different levels of achievement in a variety of areas. Teachers made more of a concerted effort to clearly outline what is needed in each learning task, and what quality work looks like. This is an on-going goal and something we will work on for years to come.