

# AYER'S CLIFF ELEMENTARY SCHOOL SUCCESS PLAN



2008-2011

## **ACES SUCCESS PLAN 2008-2011**

Ayer's Cliff Elementary School was built on the same site as Ayer's Cliff Academy, a modern high school that was built in 1913 and destroyed by fire in 1945. Three years later, the reconstruction of the school was complete and, thus, the origins of our ACES, with its wide stairs, large gymnasium, well-lit classrooms, and hardwood floors. In August 2002, ACES is struck once more with disaster, but this time the firemen's prompt response save the building from the flames and the community again unites to restore this home for our students and staff. In October 2002, our clientele returns to ACES to continue receiving a quality education within a warm, caring atmosphere.

ACES is located in the welcoming village of Ayer's Cliff, with a student population traveling from a large geographical area, extending from East Hereford to Coaticook, from Ways' Mills to Ayer's Cliff. The 166 students from Pre-Kindergarten to Cycle 3 are transported by bus daily, with the exception of our forty three 43 walkers. Thirty eight percent (38%) of our students have Francophone family backgrounds, sixty two percent (62%) have Anglophone family backgrounds, and of these 104 families, eighteen percent (18%) are single parent families. The community's economy relies on agriculture and various industries, such as Everest, Wulftec, Neidner, Codet, Couillard Construction, and Laiterie de Coaticook.

The Principal leads a dynamic team of caring, hardworking individuals (11 teachers, 2 handicap attendants, 1 pre-kindergarten animator, 1 secretary, 1 caretaker, 3 noon hour supervisors, 1 cook, and 5 bus drivers), whose love for education is witnessed in the number of hours dedicated to our students. Our boys and girls enjoy learning at ACES, and are divided into the following cycles:

<b>Pre-Kdg</b>	<b>Kdg</b>	<b>Cycle 1 Year 1</b>	<b>Cycle 1 Year 2</b>	<b>Cycle 2 Year 1</b>	<b>Cycle 2 Year 2</b>	<b>Cycle 3 Year 1</b>	<b>Cycle 3 Year 2</b>
<b>9</b>	<b>22</b>	<b>26</b>	<b>17</b>	<b>20</b>	<b>36</b>	<b>19</b>	<b>17</b>

The ACES Curriculum follows the Quebec Education Program and its Reform in all levels and subjects:

- Pre-Kindergarten (Passe-Partout)
- Bilingual Kindergarten
- English Language Arts
- Mathematics
- French Second Language, including
  - Science & Technology
  - Social Sciences
  - Arts
  - Cycle I - III
- Physical Education (180 minutes/week)

Every cycle II & III student benefits from the Dennis McCullough Initiative-Enhanced Learning Strategy, which provides a portable computer as an instructional tool for every subject. Furthermore, ACES uses the Second Step program and Dr. Gordon Neufeld approach to promote positive social skills, which are integrated within our monthly assemblies.

Our students with special needs are integrated in the classroom, where individual needs are appreciated and respected. Our Resource teacher collaborates closely with the teachers to provide either team-teaching in the classroom or small group instruction for students with active IEP's (individual educational plans) and she coordinates volunteers to work with small groups of students during class time. Our youngest students (K, cycle 1) benefit from our Early Intervention program and for our older students with reading difficulties, Later Literacy techniques and the Wilson Program are used. Our psycho-educator is available on a regular basis, and our Homework/Literacy After School Program is a service all our students can benefit from.

Another unique feature of our small elementary school is the enthusiasm of our students for the sports program. Not only do they make us smile with their great sportsmanship and victories, but also they continue to be valuable athletes at the secondary level. Athletic activities include:

- |                                   |                          |
|-----------------------------------|--------------------------|
| Soccer                            | Basketball               |
| Badminton                         | Ski Days/Skating Outings |
| Field Games Day                   | Winter Carnival          |
| Cross-Country Run                 | Swimming Program         |
| Floor Hockey                      | Volleyball               |
| Intra-mural & after school sports | Handball                 |
| Hip Hop Dance                     | Softball                 |

Ayer's Cliff Elementary School teachers organize several activities and events during the year that complement the academic program, such as: holiday celebrations, play performances, book fairs, Talent Show, end-of-year trips, and graduations. It also is fortunate to have high parent and community involvement and here are some examples:

- Organizing the “Welcome Back Corn Roast” for ACES community
- Tutoring/assisting in the classroom
- Maintaining our school library
- Sharing talents/careers with our boys and girls
- Leading clubs, such as the Crafts Club
- Preparing our students for Math competitions
- Coordinating the “Baby Literacy Packages”
- Fundraising (Examples – Winter Dance, Bingo, Silent Auction, ...)

In addition, our active Home & School Association supports ACES and is committed to working with the school team for the benefit and well being of our students, ranging from recruiting volunteers to fundraising to organizing social events.

A few years ago, staff, parents and community members worked collaboratively to develop our Mission Statement, which states that we, at Ayer’s Cliff Elementary School, believe in learning together in a caring environment by meeting student needs to prepare them for the future and by providing a positive school environment. To fulfill this school mission, our 2006 – 2009 Educational Project clearly specifies the following aims:

- To increase literacy skills in both languages across the subject areas
- To develop students’ interpersonal relationships
- To plan activities to promote fitness and co-operation
- To expose students to various career ideas
- To create a pleasant school atmosphere
- To provide professional training for teachers and aides
- To encourage family/community involvement

In order to implement our Educational Project, the 2008-2011 School Success Plan will focus on the four orientations on the next pages:

**ACES  
Success Plan  
2008-2011**

<b>1.</b>	<b>Promoting a High Level of Literacy</b>
<b>Current Status</b>	<p><b>September 2008 Cycle 1-1 (Grade 1):</b>  <i>Letter Identification:</i>            8% of students identify between 0 – 10 letters            23% of students identify between 11 – 20 letters            23% of students identify between 21 – 25 letters            46% of students identify all the letters  <i>Letter sounds:</i>            19% of students identify between 0-10 letter sounds            39% of students identify between 11-20 letter sounds            34% of students identify between 21-25 letter sounds            8% of students identify all the letter sounds</p>
<b>Goals &amp; Targets</b>	<p>By the end of each school year from June 2009 to June 2011, 90% of the Cycle 1 and 2-1 students will increase their individual reading level by one grade level (DRA).</p> <p>By June 2010, 90% of the 2008-2009 Cycle 2-2 students will increase their DRA level by one stage.</p> <p>By June 2011, 90% of the 2009-2010 Cycle 2-2 students will increase their DRA level by one stage.</p> <p>By February of each school year from 2009 to 2011, 90% of the Cycle 1-1 students will recognize all the lower case letters and will know 75% of their letter sounds (21/28).</p> <p>By June 2009, 80% of the 2008-2009 Cycle 1-1 students will increase their individual French reading level by one grade level (Alpha Jeunes), and will continue to increase it by one level each year for the next two school years.</p>
<b>Interventions</b>	<p>To explicitly teach the reading and reading comprehension strategies            To sustain the strategies/practices shared or introduced with START team (centers, guided reading, soundprints, media literacy, .....)            To refer to A.C.E.S. Language Arts Objectives            To continue developing a love of books (DEAR daily, Homereading &amp; ETSB program, Read to/with, etc)            To encourage students to self-reflect as readers (growth in reading processes and current text preferences)            To create daily reading groups in a smaller adult to student ratio            To support at risk students through the Early Intervention program and Resource support            To coordinate volunteer tutors to maximize the development of reading skills            To continue offering a homework/literacy program two days a week            To continue with “Principal’s Daily Riddle” and Good Morning message            To continue sending frequent literacy tips to parents</p>
<b>Indicators and Evaluation</b>	<p>June 2009, 2010, 2011 DRA Results &amp; Alpha Jeunes            February 2009, 2010, 2011 Early Intervention Letter &amp; Sound Check List            Pre &amp; Post Student Self-Reflection; How they feel as student readers</p>

<b>2. Promoting a Healthy Lifestyle</b>	
<b>Current Status</b>	<p>Cycle 1-2 to Cycle 3 students have Physical Education class four times a week for a total of 180 minutes per week.</p> <p>Intra-mural Sports for Cycle 2 Year 2 to Cycle 3 Year 2 students on a voluntary basis (lunch &amp; after school)</p> <p>After school practices twice a week for sports teams</p> <p>In June 2008, 80% of the cycle 3 students increased their level of fitness by one level in the span of one school year.</p>
<b>Goals &amp; Targets</b>	<p>By June 2009, 85% of the cycle 3 students will increase their level of fitness (endurance and strength) by one level.</p> <p>By June 2010, 90% of the cycle 3 students will increase their level of fitness (endurance and strength) by one level, and by June 2011, increase it by another level.</p> <p>During a specified length of time in the Spring of 2009, 2010, and 2011, 90% of the Cycle 3 students will be involved in a daily physical activity outside school, and will complete a log book reporting on it to the physical education teacher.</p>
<b>Interventions</b>	<p>To send home monthly healthy tips in newsletters</p> <p>To organize winter ski days and more after school activities through the Wellness Program</p> <p>To invite our school nurse to present adapted cycle programs on nutrition</p> <p>To organize Health Days for all students (minimum of three a year)</p> <p>To send home a communication regarding healthy living &amp; nutrition (once a term)</p> <p>To have Balanced Cafeteria menus</p> <p>To continue with our Healthy Snack Policy, where students are educated on healthy vs non-healthy recess snacks</p> <p>To eat healthy snacks during class time to allow more physical activity during recess</p> <p>To continue selling healthy recess snacks (Cycle 3-2)</p>
<b>Indicators and Evaluation</b>	<p>Keep running record of activities students participate in and compare to previous year's numbers, including after school sports &amp; extra-curricular activities (aerobic sessions, Ski days,...)</p> <p>Fitness Test (October 2008 - 2010, February &amp; June 2009 - 2011) designed by Canadian Society for Exercise Physiology</p> <p>Daily Student Record of physical activity (During designated time in Spring 2009 – 2011)</p>

3.	Developing Interpersonal Relationships & Creating a Pleasant School Atmosphere
<b>Current Status</b>	<p>Following Second Step/Steps to Respect program highlights since May 2002</p> <p>Bullying Survey Results from Spring 2003, May 2004, June 2005 through 2008 available In June 2008, the survey results show that 81% of parents think bullying is not a problem at school (Low 1, 2)</p> <p>Community is always open to ACES student outreaches</p>
<b>Goals &amp; Targets</b>	<p>At the end of the school years 2009, 2010, and 2011, the 81% parent survey response that bullying is not a problem at school (Low 1, 2) will be maintained.</p> <p>By June 2009, there will be a 5% decrease of the number of behavior incident slips /month.</p> <p>By the end of each school year from 2009 to 2011, every student will have been in contact with the extended community at least twice in order to develop a sense of pride of themselves and their local environment.</p>
<b>Interventions</b>	<p>To visually model the Second Step and Steps To Respect Program messages within our classroom discussions</p> <p>To continue with our Good Morning Message Board announcing news &amp; birthdays to create a sense of community</p> <p>To invite all staff to attend Dr. Gordon Neufeld conferences on a regular basis</p> <p>To have Dr. Gordon Neufeld parent sessions every year</p> <p>To directly involve psycho-educator with students experiencing behavioral difficulties</p> <p>To participate in the Project Love</p> <p>To include reminders in newsletters of the positive impact parents have on their child when discussing respectful behavior</p> <p>To maintain the increased time allocation in physical education</p> <p>To continue monitoring playground activity (Example: Installed 4 tether balls to add more activities for students to enjoy, etc.) and teaching students outdoor games</p> <p>To provide the opportunity for all students to share good deeds with the community, such as picking up garbage for the municipality or raking leaves for neighbors around the school</p> <p>To send “Welcome Baby Literacy Packages” to newborn siblings of our students with the assistance of the Home &amp; School Association</p> <p>To visit the Municipal Library</p>
<b>Indicators and Evaluation</b>	<p>Bullying Survey to be completed at the end of each year</p> <p>Maintain an accurate record of incident slips</p> <p>Gordon Neufeld Parent Session Feedback Forms</p> <p>Passe-Partout Parent Session Feedback Forms</p> <p>Check List of extended community outreaches</p>

4.	Promoting a High Level of Numeracy
<b>Current Status</b>	<p>During the 2008-2009 School Year, the A.C.E.S. team explored the Mathematics Quebec Education program, found valid mathematics assessment tools (KeyMath &amp; is looking into PRIME to better understand development of mathematics skills), and determined goals &amp; targets for the students' success rate in situational problem solving and basic numeracy skills. There is little baseline data at this time since pre-tests will only begin in September 2009.</p> <p>Current status:</p> <p>GPI – Solving a situational problem – report cards</p> <p>MELS exams</p> <p>Math multiplication facts data</p>
<b>Goals &amp; Targets</b>	<p><b>June 2010, June 2011</b></p> <p><b>Cycle 1-2</b></p> <p>By the end of each school year, 80% of the cycle 1-2 (gr 2) students will accurately add 2-digit numbers with no regrouping.</p> <p>By the end of each school year, 80% of the cycle 1-2 (gr 2) students will accurately subtract 2-digit numbers with no regrouping.</p> <p>By the end of each school year, 80% of the cycle 1-2 (gr 2) students will know their addition facts with addends up to 12 (ex. <math>12 + 12 = 24</math>).</p> <p>By the end of each school year, 80% of the cycle 1-2 (gr 2) students will know their subtraction facts to 24. .</p> <p><b>Cycle 2-1</b></p> <p>By the end of each school year, 80% of the cycle 2-2 students will know all their multiplication tables from 1 to 12.</p> <p><b>Cycle 2 &amp; 3</b></p> <p>By the end of each school year, 90% of cycle 2 &amp; 3 students will be able to use the 8 steps appropriately when solving a problem related to mathematics.</p> <p>By the end of each school year, 90% of cycle 2 &amp; 3 students will successfully solve a problem related to mathematics 80% of the time.</p>
<b>Interventions</b>	<p><u>Problem-Solving (cycle 2 &amp; 3):</u></p> <p>Complete minimal of one situational problem per term (at all levels)</p> <p>Explicit teaching of problem solving steps (at all levels)</p> <p><u>Basic Facts (cycle 1-2, 2-1):</u></p> <p>Practice basic facts at school (songs, addition/subtraction/multiplication games, flash cards, Minute math)</p> <p>Practice basic facts at home &amp; parents complete a daily log book</p> <p>Use manipulatives and activities from Math Makes Sense &amp; JUMP Programs to help students understand the concept of multiplication (groups), addition, subtraction</p> <p>Annual Cycle 2 Multiplication Math Challenge</p>

**Indicators and Evaluation**

Report card results - competency #1, to solve a situational problem related to mathematics (indicator)  
Cycle 3-2 MELS exam results (competency #1) within 3 years (indicator)  
Data from end of year situational problem (ACES binder); pre & post problem solving steps assessments  
Mad Minute running record – Pre & post tests (basic facts)  
Math Makes Sense Multiplication Unit Assessment Tool  
JUMP Math Addition & Subtraction Unit Assessment Tools  
Teacher check list & Parent log book (basic facts)  
Teacher Observations & Check list (solving a situational problem & using problem solving steps)