

October 2009

ELLICOTTVILLE CENTRAL SCHOOL

Volume 40 Issue 2



NEW SIGN GOES WIRELESS



A new electronic sign has been installed to allow the district improved communication with the public by highlighting programs and events taking place at the school. The new display board features wireless technology and is part of our new Production Studio course. Students will operate the sign, as well as provide daily TV studio announcements that will be posted on our web site.

Character Education MAKES THE PERSON

Character Education is an important part of our children's curriculum. We can work together as a school district to teach our children what good character looks like. Character is built a day at a time, and by working together as a school community the efforts will be evident as our children become people of good character.

Each month we will include ideas to help reinforce the character trait of the month. Just by talking about the trait of the month and identifying it in circumstances at home helps the trait become more relevant to the experiences of our

**"Character, not circumstance,
makes the person."**

*- Booker T. Washington, American
educator and civil rights activist*

children.

Look for the "teachable moments" and praise using the trait when you see it in action! In that way, character becomes not just a school thing but a way of life for our children. Each month, our school community focuses on a trait of character

education.

The traits our children will be focusing on throughout the school year are listed below:

September - Respect

October - Fairness

November - Patriotism and Citizenship

December - Generosity

January - Perseverance

February - Tolerance & Kindness

March - Responsibility

April - "The Golden Rule"

May - Honesty

June - Humility & Good Sportsmanship

The Importance of LISTENING TO OUR CUSTOMERS

**By Mark J. Ward,
Superintendent**

When we decided to embark on a strategic planning process, no one could have imagined the tremendous community response. Over eighty people volunteered to join the process, serving on five different task forces. Linda McAndrew, Board President, enthusiastically commented, "We had great involvement from a very diverse group, not only from the school, but also local community members, and some who no longer have children attending school at ECS, but still take an interest in the school." Committed to action, the district set out to complete the plan in six months in order to be ready for implementation this academic year.

The district, with strong support from the Board of Education, wanted to approach the process in a very transparent manner, encouraging open dialogue and making an all out effort to gather as much input as possible.

Staff and community at large were surveyed in an effort to gather the pulse on a wide range of topics. The Core Team also decided to survey all students in grades 6-12. According to Superintendent Mark Ward, "This proved to be one of the most important things that we did as we were able to gain the perspective of our 'customers'. After all, if you were operating a business wouldn't you want to know what your customers thought about your product or service?"

It was very important that the process be specifically tailored to the district and its unique needs according to Connie Poulin, elementary principal and internal facilitator for the project.

"The framework that PLC Associates created made it possible for us to facilitate a process that was well organized. Their guidelines allowed us to segment the huge undertaking into manageable components. The system of planning was as valuable as the end product. The planning process didn't just 'feed us for a day but taught us how to fish.' We are now able to continue to plan on our own into the future."

Mr. Ward continued... "While the results of the student survey, especially, may not have been exactly what we wanted to hear, it did give us some valuable insight from the people we serve. The students gave the staff and administration a 'low score' when it came to student involve-

ment and communication." As a result Bob Miller, middle school/high school principal will be introducing a "Principal's Cabinet" comprised of elected student leaders as well as some "at-large" positions to improve communication with students. The district feels this is a positive step forward.

The Ellicottville students also expressed some concerns about both class offerings and instruction which were areas we had already planned to address. As a result, the district has added a new high school technology program that features such classes as robotics, engineering design, video photography, digital photography and software production. College level courses through agreements with Jamestown Community College and Genesee Community College were upgraded to sixteen with the addition of calculus, public speaking, physics and ceramics. The courses are taught by Ellicottville staff and students receive local free college credit.

The students gave the school high grades on safety, student support, extracurricular and athletic opportunities, technology and the quality of our teaching staff.

Mr. Ward added, "Whether we like it or not, perception is often reality so it is important to know how and what people are thinking if we truly want to change the direction or improve the school district. As a district we have gained greatly from this strategic planning process."

Josh Bower, 10th grade student said it best, according to the district. "It was an honor to know I'll be part of what our

school is going to be in the future and how great it will be. I am very proud to have been included." This is a great testimony...listening to the customers!

On September 8, 2009 the Board of Education adopted the District's Strategic Plan that you will find in this newsletter. The plan provides the district with a number of Strategic Intents and Key Initiatives that will be worked on over the next five (5) years. Specific "Action Plans" were also written to map out an immediate plan of attack to achieve the goals set forth in the strategic intents. These goals will provide a measurable framework and focus that will guide the future of the district. It is also important to emphasize that this is a living document that will change as areas of emphasis are achieved and new ideas and focus areas emerge. We plan to maintain a Core Team that will meet periodically to assess our progress and discuss future initiatives within the context of what has been established.

(Special Note: *The District was featured in a September 28, 2009 article in the New York State School Boards Association bi-monthly publication of On Board distributed throughout New York State. Ellicottville Central School's Strategic Planning Process will also be highlighted by PLC Associates, Inc. and Advisory Solutions Consultants on October 17, 2009 in New York City during a workshop at the NYSSBA Annual Conference. We are honored that our school is being both recognized and highlighted.*)

GLOBAL CONNECT COMES TO ECS

ECS has added a new method of communication that will allow the District to automatically call every family/parent within a matter of minutes. The system will be used to notify families about school events, special recognition, reminders and any special conditions or decisions that may be made based on weather or other emergency situations that might occur. With respect to the closing of school we would also suggest that you continue to listen to the local television and radio stations as we will continue to use those as we have in the past.

Families have the option of including up to six (6) phone numbers where messages can be sent to (home, business, and personal cell phones). We encourage you to contact Mrs. Shawne Hunt, Technology Coordinator, shunt@eville.wnyric.org or 699-2316, ext. 230, with any updates or changes.

This is an exciting addition to our communication system that will allow us to instantly provide families with updated information that relates to the school.





It's a Perfect Day to go **BLUEBERRY PICKING**

Mr. Wilson's Kindergarten class and Mrs. Woodarek's 3rd grade class spent a beautiful September afternoon at a local blueberry patch.

The children from the two classes partnered up to explore and pick berries. All of the children were able to take a container full of blueberries home to their parents.

We'd like to thank Mrs. Reed, Mrs. Hunt, and Mrs. Ives for helping out. We'd also like to give a special thanks to Mr. & Mrs. Puszcz for allowing our children to visit their berry patch for such a fun learning experience.



TIPS FOR RAISING SELF-ASSURED CHILDREN

If children are unsure of their ability to manage their feelings and solve their own problems, they will have a hard time making decisions for themselves without a parent's presence. "Children are likely to live up to what we believe of them" (Lady Bird Johnson). Parents aren't to blame for a child's lack of self-confidence, yet parents may at times unknowingly interfere with its growth and development. How do parents coach their children, so they can grow to be more self-assured and confident?

Coach them in problem solving: When your child comes to you with a problem they are struggling with, restrain yourself from fixing it for them. As long as your child is safe, this can be a great coaching opportunity. What does your child think the solution is? What have they tried?

Don't overuse advice giving: When a child says, "I don't know," it may mean they are unsure, but kids will become sure when they have lots of opportunities to try solving their problems. Giving your kids advice doesn't always help them solve their own problems. It's okay to give kids ideas and suggestions, yet use them sparingly. Ask them to think through out loud what advice they could "give themselves."

Praise effort not outcome: Kids may not always succeed as they try their solutions. Teach them that the outcome doesn't matter as much as their effort and hard work. It may take multiple attempts to learn something new.

Kids need their parents to talk with them a lot, to be available while they try to solve their own problems and learn to better regulate their feelings. Learning to be present without making it all better for your child is hard but worth it.



STUDENT COUNCIL CORNER

RED RIBBON WEEK

During Red Ribbon Week, October 23rd to October 31st, the Student Council will have many activities for grades K-12 to raise student awareness of the dangers of alcohol and tobacco use.

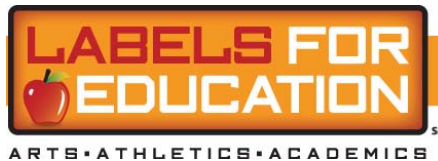
An assembly will be held during that week and this year the local fire departments and Sheriff will come to the school for an accident simulation. This will be for grades 6-12.

Other activities will include door decorations for grades PreK-6, and the display of red ribbons.

PENNIES FOR PEACE

Throughout the year, Student Council is planning to do a program called "Pennies for Peace." Starting in October, we will be collecting pennies. At the end of the year, we will donate all the pennies to building schools in places such as Pakistan and Afghanistan. Although a penny is virtually worthless here in the United States, in impoverished countries, a penny can open the door to literacy for children. With the "Pennies for Peace" program, we hope to raise \$1,000. Please help us throughout the year. Collection drums will be located in both the elementary and the high school offices.

Also beginning in October, you can see what Student Council is up to by visiting us on the school website. There, you will be able to view our upcoming events and see more about the "Pennies for Peace" program.



Dear Parents:

Welcome back to school! For over 36 years, **Labels for Education**SM has supported schools across the country by providing more than \$110 million in free educational merchandise. This year, the **Labels for Education**SM program is getting even better with a new look and focus on supporting the Arts, Athletics and Academic enrichment programs that can spark children's successes. Labels for Education is also adding new partnerships and resources. To learn more, sign-up for e-newsletters at labelsforeducation.com.

With your help, the Ellicottville Elementary can make this year the best ever! To meet our goals, we need to collect 17,600 points. Participating in the program is easy — simply save UPC's from participating Campbell products and send them to our school. Some of the products eligible for redemption during the 2009-2010 program year include:

- Campbell's® soups
- SpaghettiOs® Pasta
- Campbell's® beans, gravies, and canned pasta
- Prego® Italian sauces
- Swanson® stocks, broths and canned poultry
- Campbell's® tomato juice
- Pepperidge Farm® breads, cookies, and frozen products
- Pepperidge Farm® Goldfish crackers
- All V8 Splash® Beverages
- All V8 Fusion® Beverages
- Campbell® Foodservice products

Campbell's has made it easier for Ellicottville Elementary to reach our collection goals with products worth 5 points! The following products are worth 5 points for the 2009-2010 program year:

- 26 varieties of Campbell® condensed soup in specially marked cans
- All Campbell's® Microwavable Soups
- All V8® Soups
- All Campbell's® Select Harvest® Soups
- SpaghettiOs® Pasta (Original and Meatball)

Visit labelsforeducation.com for a complete list of eligible products and point values.

Help multiply our efforts by asking your friends and family to collect UPC's on behalf of our school.

If you have any questions, or would like to help with our **Labels for Education** collection drive, please contact our program coordinator Catherine Adams at cadams@eville.wnyric.org or 699-2318.

Thanks so much for your support. Together with Campbell's **Labels for Education** — we can build a better school for our children.



Student Entertains CANCER PATIENTS

Kaleigh Hunt, an ECS 6th grader, was invited to Roswell Park Cancer Institute on Aug 31st to entertain the patients, with her piano playing, while they waited to see the doctor. Kaleigh said she enjoyed it tremendously.



YEARBOOK NEWS

Will these pictures be in the yearbook? Reserve a book and you'll get a chance to find out!

- You need to prepay for a yearbook to ensure you get one. The books are \$50 and you need to put down at least \$10 to reserve one. You may turn the money in to Ms. Dineen.
- You may purchase old yearbooks while supplies last. 2009's book is \$30. Books from previous years are \$10 apiece.



Forms Available for ECS SKI CLUB 2009-2010

Forms are now available in the ECS High School Office and may be filled out and returned to the ECS High School Office with the full payment. All checks should be made out to Win-Sum Ski Corporation. Applications not turned in to ECS will not be available for ECS Club rates. Students applying for combo passes who are not in the lesson portion of the ski program must still go through the school in order to receive the ECS combo pass rate. All combo pass pictures must be paid for in advance with the receipt initialed by Mr. Robert Miller. Registration for any of the plans must take place at ECS first. Please fill out the paperwork in advance. Mrs. Jackie Paddock in the high school office will handle processing of applications.

Plan I - \$60

Thursday night lift and lesson with a bonus day in March! (Student owned equipment)

Plan II (Ski) - \$104

8 weekly lessons and ski equipment rental package for Thursday Nights, with a bonus day in March!

Plan III (Snowboard) - \$172

8 weekly lessons and snowboard equipment rental package for Thursday Nights, with a bonus day in March!

Plan IV - \$198

Combo Pass with unlimited day and night skiing, includes 8 Thursday night lessons (Student owned equipment - Unlimited Ski and Snowboard Rentals are available at an additional cost)

Registration forms will be available in school at the Elementary and High School offices after Thanksgiving.

If there are any students interested in helping to organize a ski trip contact Mr. Hall before October 15, 2009.

With Moodle, English Classes

HAVE GONE HIGH-TECH

By Melissa Mack-Beardsley

English has gone online! Students in Ms. Kleiderlein's English 10, 11, and 12 classes have access to their coursework through Moodle, an online classroom. Moodle allows students to access course materials and hand-outs electronically and upload their work directly to the Moodle site.

Students can discuss topics online, view their peers' writing and make helpful comments. There are also links to websites and videos.

Melissa Mack-Beardsley, a junior, posted an error-free writing piece to the first forum. She was asked to find similarities between her personality and a yellow marker. She was one of many successful juniors who wrote creatively and error-free.

A marker may be just a writing utensil, but a yellow one is a whole different story. It makes a lemon a lemon, a sun a sun, and a big school bus a big **yellow** school bus. Like a marker, I am part of the pack. Though I am just another piece of the collection, I can bring the "sunshine" to the day. I stand out from the rest in my pack and differ from all things and people around me. No other human being is exactly like me. No other marker is exactly like this yellow marker. We are all different: inside and out.



SENIOR ATTENDS HUMAN RIGHTS INSTITUTE

ECS senior Deanna Michael attended the Summer Institute for Human Rights and Genocide Studies this summer in Jamestown. Deanna spent a week with other area teens learning about genocide. Students interacted with Eli Rosenbaum, David Crane and John Z. Barrett, all of whom have been involved in war crimes prosecution. They also heard Elie Wiesel, author of *Night*, speak at Chautauqua Institution. They met Carl Wilkens, the only American to stay in Rwanda during that nation's genocide; met Dominic Diing, a Lost Boy of Sudan and founder of Aid and Care; and had lunch with Joe Diamond, an Auschwitz survivor.

Deanna was quoted in *The Post-Journal*, "I always like to help people, so this just kind of gives me an opportunity to look into how I can help people in other countries. It really lived up to my expectations—more than my expectations—because we got to meet people who actually did something for the world. I can kind of look up to these people and say, 'They did this, so I can do something like this.'"

Deanna hopes to start a student organization at ECS to educate others about genocide. She intends to do everything possible to prevent genocide. Deanna learned an important lesson this summer. One person can make a difference.



Deanna Michael

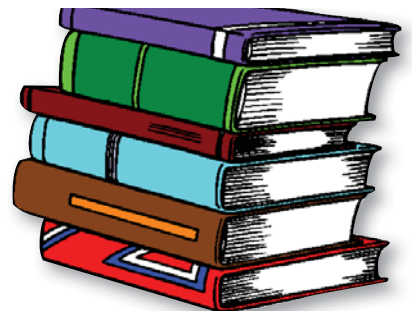


Web Cam Connects Class for A LIVE FRENCH LESSON

On Tuesday, Sept. 15, French students in grade 8 practiced asking questions in French, with Dominique Lautier, of Versailles, France. Monsieur Lautier is the brother-in-law of Mme Whistler. Through Skype and a Web Cam, students were able to converse with M. Lautier, while seeing him projected on the classroom white board. Twenty-nine students asked questions about the weather in France, regions of France and sports played by the French. More personal questions included M. Lautier's preference in reading materials and films, and his travels. What a great way to connect our students to the world and give them the opportunity to use their language!

ESPRA HOLDS FIRST MEETING OF YEAR

The Ellicottville Society for the Preservation of Reading in America (ESPRA) held its first meeting of the year. Erika Neuwirth is our new president! Jami Curtis is the vice-president; Heather Stover is our secretary, and Melissa Howard is the ESPRA treasurer. Ms. Kleiderlein is our new advisor. We are looking forward to the annual book store tour in December; this year we will be visiting Miss Richardson's bookstore "Off the Beaten Path" in Lakewood, NY. We also hope to see a play this year. Plans are underway for a candy fundraiser and a pot-luck luncheon. New members are always welcome!



FALL SPORTS PREVIEW

Football 2009

By Coach Tim Bergan

It is an exciting year as several Hinsdale players have joined the ECS Football Team. The ECS boys voted unanimously to let the athletes from Hinsdale come to play at ECS.

From Hinsdale we have: seniors Brian MacNeal, Pat Folland, Chuck Chapman and Dean Macomber; junior David Cramer; sophomore Larry Selp; and freshmen Ryan Baker, Lance Easton and Ryan Vaurecan.

From ECS we have: seniors Ryan Kent, Lance Ditcher, Brock Monroe, Skyler Martens, Simon Brooks, Aaron Horton, Avery Chase, Derek Stuve and Anthony Fedorowicz; juniors Brandon Potter, Jessica Gebauer, Chris Dille and Austin Woodarek; sophomores Zak Fisher and Jeff Brennan; freshmen Taylor Grinols, Charles and Ben Scott, Jake Rinko, Storm Wilson, Lucas Prentice, Eric Harrison, Jake Stoll, Greg Knier, Josh Duhan, Thomas Schena, Will and Alex Murphy; 8th graders Fletcher Macomb, Jesse Pollock, Dylan Paprocki, Cory Tomblin and Shayne Hagen.

We expect an exciting season and hope that you will be able to get out and see a game.

Varsity Girls' Soccer

By Coach Mary Neilon

The Girls' Varsity Soccer season is well under way. Action began in early September with a league win at Hinsdale, 4-0. During the Olean Tournament on Sept. 10 and 12, the Lady Eagles matched up with a quick Jamestown squad. After a sluggish start in the first half and down 2 goals, the team came alive to dominate the second half of play but could only net one goal. In the consolation round of the tournament the Lady Eagles faced a physical Portville team. Except for one goal, the many scoring chances we created were stymied by the Lady Panthers goalkeeper. After 90 minutes of play, the game was tied 1-1, and officially ended in a tie.

This season ECS is a member of the Chautauqua Cattaraugus Athletic Association league (CCAA Division III). Panama, Brocton, Pine Valley and Maple Grove are the opponents in the west division of our league, along with North Collins, West Valley, Franklinville and Hinsdale in the east division.

The team consists of seniors Courtney McNeight, Erika Neuwirth, Anna Pierce, Kaitlyn Schena, Kim Teelak, and Cassie Uhrinek. Juniors are Kate Crowley, Kyla Piscitelli, Alissa Spaulding, Samantha Woodin, Ryanne Tomblin, and Alexis Vail. Sophomores are Katie Andera, Falicia Elom, Ashley Golley, Kaitlyn Riethmiller, and Courtney Wilson. Representing the freshmen is Rachel McMahon-Eagan. Our managers are Kara Piscitelli, Shelby Imhoff, Tarah Scharf, and Katie Barry.

The girls' soccer website for section 6 (and section 5) is nysgirlssoccer.com. Team schedules, rosters, stats, and directions to game sites can be viewed on this website.

JV Girls' Soccer

By Coach Christine Berglund

The members of the Girls' JV Soccer Team are Alissa Wallace, Paige Wyatt, Kaysie Raecher, Sam Brooks, Clare Toner, Shannon Scott, Erin Bohn, Kate Seiflein, Marissa Kent, Caitlin Toth, Cam Musall, Michaela Pierce, Rebecca Golley, Lindsey Roblee, Hannah Doro and Alexis Woodin. Managers are Allie Raecher and Kelsey Bohn.

We have played against Jamestown losing 1-0 and Portville winning 3-0. The girls continue to move in the right direction on their skill level and their determination to learn the game.



Alexis Vail

Eagles' Nest News

About the Program

The Eagle's Nest is a certified program, through the CRLA organization. CRLA is the College Reading and Learning Association. We are the first high school in New York State to earn this certification. Any tutor who completes the training and tutors a minimum of twenty-five hours will be internationally certified. Many colleges are affiliated with the CRLA organization so certified tutors will often be able to join the tutoring staff at their college without going through the training process.

Alexis Vail has earned her tutoring certification. In order to be certified a tutor must complete a year of training, staying after school once a week for the entire year. They must also complete 25 hours of actual tutoring. This is a lot of work on top of an already busy schedule. Congratulations Alexis!!

Want to be a tutor? Need to be tutored?

We are now accepting applications. See Ms. Dineen if you're interested. Are you getting worried about local finals or Regents exams? See Ms. Dineen in room 12 about getting a tutor.

For more information go to the ECS website, click middle school or high school, click Dineen, Carrie, click Peer Tutoring.



ELLCOTTVILLE CENTRAL SCHOOL DISTRICT STRATEGIC PLAN

Community Presentation



External Facilitator: Penny L. Ciaburri
Internal Facilitator: Connie Poulin



Core Team Certified: June 23, 2009
Board Approved: September 8, 2009

Facilitated By: PLC Associates, Inc., a partner of
New York State School Boards Association/Advisory Solutions



Vision

ECS will create a learning environment of excitement and enthusiasm, as each student strives to realize his / her full potential in the daily pursuit of excellence. Students, parents, school personnel and the community will work cooperatively to ensure this vision, whereby ECS will be known as an educational leader in WNY.

Mission

The mission of the ECS District is to prepare students to successfully meet the challenges of today and tomorrow, continue to be contributing citizens and to develop the ability to passionately follow their dreams.

Beliefs

Student Driven Programming * Leading by Example *
Lifelong Learning * High Expectations * Positive Outcomes * Respect * Diversity * Fairness *
Flexibility * Honesty * Responsibility * Safety * A Nurturing Environment *
Health and Vitality * Effective Communication



Tagline

- E** - Embracing Change
- C** - Celebrating Success
- S** - Surpassing Expectations



Task Force #1: Systems & Structures

Strategic Intent #1

By June 2014, 100% of the courses offered at ECS in grades K-12 will be reviewed (20% of the courses will be reviewed each year) to determine relevance towards ensuring that students are 21st Century learners.

Key Initiatives:

1. We will create an annual process to systematically identify classes that need to be reviewed.
2. We will create "transition plans" for students moving from Pre-K to Kindergarten, from 5th grade to 6th grade, and from 8th grade to 9th grade. These plans need to address both course expectations as well as the developmental needs of the child at each stage.
3. We will contact former graduates to collect information about how well their education at ECS prepared them for college and / or the job market.



Task Force #1: Systems & Structures, *continued*

Strategic Intent #2

By 2014, 90% of all students (K-12) will be participating in at least one extracurricular activity each year. Activities may be school run, school sponsored or community run at the school.

Key Initiatives:

1. We will collect data on activities offered, student participation rates, and look for ways to increase student participation for students in grades K-6.
2. We will collect data on activities offered, student participation rates, and look for ways to increase student participation as well as a balance of participation for students in grades 7-12.

Strategic Intent #3

By 2014, 100% of all students and staff will have appropriate access to technology (software and hardware), and instruction regarding the use of this technology in the classroom following a consistent technology curriculum map.

Key Initiatives:

1. We will create a technology curriculum map for the district.
2. We will provide and support in a continuous manner, the implementation, acquisition, training, and use of technology for both students and staff.

Strategic Intent #4

Starting in the Fall of 2009 and continuing through June 2014, a group of 8-12 middle / high school student leaders will meet on a monthly basis with the middle / high school principal to respond to the "Student Voice" and provide leadership via student government within the school.

Key Initiatives:

1. We will create a committee called "The Principal's Cabinet" to serve as a component of the student government body within the school. The Principal's Cabinet will connect elected student leaders across grade levels and student organizations with school staff / administration.
2. Annually, the results of a student survey will be shared with The Principal's Cabinet as a means to identify specific items within areas such as athletics, extracurricular activities, course offerings and student involvement which could be positively affected through effective student government and leadership.

Task Force #2: Fiscal/Facilities

Strategic Intent #1

To vigorously address a steady decline in enrollment.

Key Initiatives:

1. To promote our school and community through an active public relations plan.
2. To communicate the academic and instructional advantages ECS has to offer.
3. To develop a cost-effective model for the district to use as a guide for the delivery of education services.
4. To monitor out-of-district enrollment and discuss implications.

Strategic Intent #2

To continue maintaining a stable tax levy with average increases over the next five years no larger than 4%.

Key Initiatives:

1. To research funding options.
2. To explore creative financing opportunities through local companies, seasonal residents.
3. To collaborate with other school districts and BOCES to reduce costs and develop economies of scale.
4. Develop a long-range budget planning model and share it with the public.

Strategic Intent #3

We will investigate the physical needs of the buildings in planning to modernize our 1960's areas and consider the possibility of a future project to provide facility upgrades, maintenance and educational improvements.

Key Initiatives:

1. We will communicate to the public the specific benefits of improving / updating our school. We will explain the details of the plan and develop a communication plan to share the details of any project with the community constituents.

Strategic Intent #4

We will institutionalize a data-based, measurement-driven model for planning, problem-solving and decision-making across the district which aligns district and school goals.

Key Initiatives:

1. To establish a "learning community" concept that values education.
2. To communicate the value of using established criteria to guide future initiatives and goals.
3. To balance wants and needs with fiscal responsibility.
4. To institute the SMART format (Specific, Measureable, Attainable, Relevant, Timely) to guide the district goal setting process on all levels.



Task Force #3: Academic Excellence

Strategic Intent #1

By June 2014, 95% of students in grades 3 through 8 will measure at the proficient level on the NYS English Language Arts and Math Assessments.

Key Initiatives:

1. We will continue to create K-8 classrooms that will utilize differentiated instruction to meet the learning needs of all students.
2. We will continue to provide Professional Development for Mosaic of Thought, phonemic awareness and strategies for writing.
3. We will create an environment of pride and awareness for children, families and teachers regarding improving state assessment scores.

Strategic Intent #2

By June 2014, 85% of all students graduating from Ellicottville Central will have developed a competency based portfolio that will insure they are prepared to successfully pursue post graduation plans (i.e. university, trade school, business life, service).

Key Initiatives:

1. We will administer college placement tests to reach 100% participation.
2. Beginning in 2009 and continuing through June 2014, we will work to include and inform students of the annual student survey results with efforts to improve response rates in the following sub-categories: Being at School and Classroom practices to the asset level.
3. We will utilize placement tests in ELA and Math for planning. If students are not at the entrance level, or equivalent, their academic plans will be adjusted accordingly.
4. We will examine Blue Ribbon status schools and seek the credential.
5. We will examine best practices and successful programming as a component of our Professional Development.
6. We will inform all parents and students of the importance of SAT testing and set up an environment where SAT preparation is a priority.

Strategic Intent #3

By June 2014, 95% of the parents / guardians of our students in grades 5 through 12 will be actively engaged in their child's academic program planning through the support and planning of our Guidance Department.

Key Initiatives:

1. The ECS Guidance Department will take the lead role in conjunction with teachers and administrators to develop an active guidance program that engages families with face to face interaction in planning goal settings for the future and high expectations of our graduates.
2. We will inform all members of the ECS team including parents, students, and faculty, of the elements of the Guidance Program and its impact.
3. We will design and implement a system for student and parent evaluation to improve effectiveness of the Guidance Program.
4. In situations when parent involvement is limited, we will design a program that will ensure plans for additional support to increase a student's future opportunities and expectations.

Task Force #4: Community Partnerships

Strategic Intent #1

By June 2014, the number of respondents to Community Engagement Survey (CES) will increase by 20% per assessment and the district will achieve 50% of its Performance Standards at the Asset Level.

Key Initiatives:

1. To create a baseline of respondents using data from the 2008-2009 CES and identify methods for better dissemination and collection of CES, which could include factors such as: time of year, format of survey (electronic vs. paper copy), length of survey (number of questions), etc.
2. To research the feasibility of short, concise and very targeted surveys that could be voluntarily completed as taxpayers exit the building after voting.
3. To move the ten Performance Standards in the Possible Risk category of the CES to a higher level of satisfaction.

Strategic Intent #2

By June 2014, 90% of people responding to a Community Engagement Survey will indicate that they are knowledgeable or well informed about district programs, results and future direction as measured by key Performance Standards.

Key Initiatives:

1. Continue to develop communication tools that can effectively reach all involved parties.

Strategic Intent #3

By 2010, ECS will maintain 3 active community partnerships each year to foster the 21st Century learning needs of ECS.

Key Initiatives:

1. To identify all local community groups, businesses and organizations, the nature of their work and stakeholders served.
2. To initiate contact with community groups and develop a key contact and communicators network.
3. To establish a coordinated meeting schedule wherein information and data around school activities and direction may be shared along with possible resources.



WHEN SHOULD MY CHILD STAY HOME WITH THE FLU?



H1N1 Influenza A Recommendations from the Centers for Disease Control

When should my child stay home with the flu?

Students with “Influenza-Like Illness” should stay home when they are sick. Your child may have the flu and should stay home if they have the following signs and symptoms:

**Fever of 100°F
(37.8° C) or greater**

Cough

Runny Nose

Sore Throat

When should my child return to school?

It is recommended that students stay home until at least 24 hours after they are free of fever [100°F (37.8° C) or greater] or signs of a fever, without the use of fever-reducing medications.



What can we do to reduce the chances of spreading or “catching” H1N1 Influenza?

- Wash hands often with soap and water, especially after coughing or sneezing
- Use alcohol based hand sanitizers to clean hands if soap and water are not available
- Cover your nose and mouth with a tissue when coughing or sneezing and throw the tissue in the trash after use (if no tissue is available, cough or sneeze into your arm or sleeve—not your hand)

New York Statewide School Health Services Center



Ellicottville Central School
5873 Route 219
Ellicottville, NY 14731
www.eville.wnyric.org

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ECRWSS

E - Embracing Change
C - Celebrating Success
S - Surpassing Expectations



**Welcome to
Open House
2009!**

Pictured here are
scenes from our annual
Open House held this
year on Thursday, Sept.
17, 2009.

Our Music
Department provided
some entertainment for
everyone prior to the
start of Open House.

