

ELEMENTARY SITE READINESS PLAN—Updated Fall 2008

| # | Number from Site Appendix | CATEGORY | CRITICAL QUESTIONS | ACTION PLAN (WHAT WILL BE DONE AND WHO IS RESPONSIBLE?) | TIMELINE | BUDGET | DGCIC Comments in Red Asst. Supt Comments in Blue Need Parent Friendly Timeline & SIT Team Composition(The Final Draft needs to include both items) |
|---|---|--|--|--|--|---|--|
| | | ACADEMIC & EXTRA-CURRICULAR | | | | | |
| 6 | S3 | Achievement | How will you enhance your focus on student achievement and track your success toward that focus? | <p>We will maintain our strong academic program as reflected in our School Improvement/ Accreditation Plan. We do not anticipate major changes due to grade reconfiguration.</p> <p>We will be adding Response to Intervention to our site. We also will add DRA2 coaching of classroom teachers by our literacy staff to facilitate better use of the DRA2 as a diagnostic measure used to inform instruction, and to track our success in reading achievement.</p> <p>We will focus solely on the IB Primary Years Program when the sixth grade Middle Years Program moves to the middle school level.</p> <p>6th grade teacher and 5th grade teachers will be working together to revise IB planners and identify essential learning outcomes and formative assessments for this year, as well as to support with transition.</p> | <p>RTI Implementation: 2008-2010 Ongoing</p> <p>DRA2 - Ongoing</p> <p>IB Ongoing</p> | \$2,000 RTI Training : grade level trainings and team planning (30 half day subs = 1 half-day per certified staff member plus 2 half days or 1 full-day planning time for the 5 RTI team members | |
| 7 | S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, | Academic program | Explain new academic programming that you are planning because of this grade configuration change. | Eco Week will move to the fifth grade. In October 2008, both the fifth and the sixth grade will participate in Eco Week. Fifth grade will adapt the experience to fit with the fifth grade standards. IB planner will be written in November to support this. | Ongoing | 3,000 for the October 2008 5 th grade | |

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| | S20, S23, S25, S26, S27, S40, S41 | | | <p><i>Continue January parent information meeting (1-08-09) and open houses (1-15, 22, 29-08) to inform parents about what IB is and how it supports achievement.</i></p> <p><i>We will be able to offer two full- day kindergartens and one half-day kindergarten to meet our parent demands.</i></p> <p><i>Continue to offer sixth grade math for fifth graders on site or through the district's accelerated math program.</i></p> | | <p><i>eco week; if we are able to raise the entire amount in three months, we would like to utilize these funds for DRA2, PBS and RTI training, coaching and planning</i></p> | |
| 8 | S40, S47, S50 | Extracurricular program | <p><i>Explain changes in the extracurricular offerings you are planning because of this grade configuration change.</i></p> | <p>Robotics club, currently offered to fifth and sixth grade students, will be offered to fourth and fifth grade students. Minor changes such as this may occur, but most extracurricular activities for the intermediate grades currently include 4th and 5th graders. Some may explore including 3rd graders. A list of all extracurricular activities has been created with current grade levels currently participating and anticipated grade levels participating as a result of the transition.</p> | Ongoing | | |
| 9 | S40, S46, S48, S49, S51 | Athletic program | <p><i>How will you enhance your focus on student achievement and track your success toward that focus?</i></p> | <p>There are no district athletic programs offered currently and there will be no change at the elementary level. <i>(Any individual site programs will not change because of the grade configuration changes)</i></p> | | | |
| 15 A | S24 | "Special" academic programs | <p><i>Explain changes in the gifted and talented and literacy programs you are planning because of this grade configuration change. (e.g., will they be offered at different grade levels or to more or fewer students or in different ways?)</i></p> | <p><i>Early intervention in reading through our literacy program, support with intermediate struggling readers and support with GT/accelerated learners through strategic grouping will continue to be a priority to ensure student needs are being met. Depending upon our budget, revisions will be made as necessary to literacy and/or GT support.</i></p> <p><i>With the implementation of RTI, we will be identifying scheduling options for level two and three support for all students who need additional interventions in order to meet the district's transformational goals and our school improvement goals.</i></p> | 2008-2009 and ongoing | | |

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| 15 B | S24 | "Special" academic programs | Explain changes in your academic program, unique to your site, in the area of special education and ELA. What consideration will need to occur at the district level? | We will continue to provide SE and ELA support providing a variety of approaches including in class support, pull out support and small group support depending upon levels of need both behaviorally and academically. SE and ELA teachers, in coordination with classroom teachers, will continuously monitor student progress to adjust levels of support as needed. | | | |
| | | TRANSITION | | | | | |
| 12 | S1, S2, S10, S34 | Academic | Explain the proactive steps are you taking on your own and with your middle school feeder to ensure that there is a smooth academic transition (excellent curricular articulation and no drop in academic achievement) for the then 5 th graders as they transition to 6 th grade. | Our feeder system continues to meet monthly to discuss grade configuration plans. Informational nights, shadowing opportunities, and orientations for both Lincoln and Lesher will be communicated simultaneously. Per our fifth grade teachers' request, a time will be set up for middle school representatives to talk with them in January about the middle school model, so they can competently and confidently discuss the structure when asked by parents. We will continue formal and informal communication throughout the year, including at the IB steering committee. | | | |
| 13 | S34, S35 | Emotional & Developmental | Explain the proactive steps you are taking with your middle school feeder to ensure that the then 5 th graders are prepared emotionally and developmentally for the transition to sixth grade. | <p>All informational nights, shadowing opportunities, and orientations for both Lincoln and Lesher are being communicated simultaneously to ensure families are aware when these opportunities are occurring.</p> <p>Both schools are communicating special events that 5th and 6th graders and families are invited to. This information is being distributed as it is shared.</p> <p>The fifth and sixth grade teachers are working collaboratively to ensure both 5th and 6th graders are receiving appropriate supports.</p> <p>The IB Learner Profile is consistent in both the Primary Years Program and the Middle Years Program, and this familiarity should help students make the transition to the middle school.</p> | | | |
| 14 | S30 | Opportunities for 2009 transition class | Explain the proactive steps you are taking to ensure that the current 4 th graders have leadership opportunities. | <p>The principal, 5th grade teachers and 6th grade teachers met to identify leadership and other opportunities currently available to 6th graders. Most of these, such as student council, are already available to 5th graders as well.</p> <p>Sixth graders currently produce the morning news show. Next year, both fifth and sixth graders will have this opportunity.</p> <p>Sixth grade students perform skits about the IB attributes at our monthly student recognition assemblies. Next year, we will break the assemblies into two groups, such as primary and intermediate. We will have two skit teams, one of fifth graders and one of sixth graders, and they will each perform at one of the assemblies every month, rotating between the two assembly</p> | | | |

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| | | | | groups. | | | |
| | | ADMINISTRATIVE | | | | | |
| 10 | S37, S40, S44, S45 | School of Choice | Within the policy set by the district, explain changes in your academic program describing how you expect the number of school of choice students attending your school to be affected. How are you communicating that change? What effects will that change have on the nature/make-up of your student body (e.g., more or less SES kids, more or fewer athletes, more or fewer GT kids etc.)? | <p>We do not expect major changes to our SOC numbers or student body make-up as a result of grade reconfiguration. We follow district policy and usually accept school of choice only in K as our other grade levels are full.</p> <p>We anticipate being a 3-track school K-5.</p> | | | |
| 11 | S76, S77 | SIT | What changes, if any, will occur with your SIT team? | <p>This item is covered by the cover sheet that is required for all schools.</p> <p>None. We will still have primary, intermediate and at large teacher representatives, and classified, parent and community representatives.</p> | | | |
| | | COMMUNICATION | | Please reflect a calendar of communication on the attached Site Readiness Timeline | | | |
| 1 | S4, S6, S7, S65, S68, S69, S89 | Parents and community channels | Describe your communication plan with parents and your community around the changes associated with grade configuration. What avenues will be used? How often? What opportunities will there be for input from these groups? | <p>The PTO and SIT are updated at their regular meetings and have opportunities for questions or input at that time.</p> <p>The parents of current fourth grade students were invited to a meeting in March to discuss ECO week and any questions or concerns about the transition. We also will address these issues in the fall at the fourth and fifth grade parent information nights.</p> <p>Information is sent to all parents via newsletters and Thursday folders, including information the district provides. Every newsletter has a section for parent comments or communication to the principal, which parents may complete and return to school. Next year, we will also have a FAQ section in the newsletter to share the questions and information.</p> | | | |

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| 2 | S6, S7, S65, S68, S69, S89 | Parent and community issues | Explain specific concerns of your parents and community and what proactive steps you are taking to address them. (Please feel free to reference other questions if relevant rather than repeat information here.) | Current 4 th grade parents are concerned about the leadership opportunities that will be available to their 5 th graders next year. We have addressed this and have a plan. See 1 and 14 above. | | | This section looks fine. No changes necessary. |
| 3 | S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87 | Staff channels | Explain your communication plan with your staff associated with grade configuration. What avenues will be used? How often? What opportunities will there be for input from the staff? | Information is presented at whole-staff meeting, teacher meetings, and monthly classified meetings. This will continue as new information becomes available or questions arise throughout the 2008-2009 school year with the entire staff, small groups or individually as needed. Communication may also occur via email. Staff has the opportunity to give input at all meetings and also through their representative to the SIT. | | | |
| 4 | S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87 | Staff issues | Explain specific concerns of your staff (both existing and prospective incoming) and what proactive steps you are taking to address them. (Please feel free to reference other questions if relevant rather than repeat information here.) | The main concern of the staff is the impact that the loss of sixth grade will have on student based budgeting and hence on the staffing for specials, counseling, literacy, ELA, and resource. Information is shared as it arises and in response to questions. The principal has Individual conversations with concerned staff members or those staff interested in exploring options. | | | |
| | | CULTURE/MORALE | | | | | |
| 5 | S84, S85 | School atmosphere | Explain proactive steps you are taking to ensure/enhance the school culture/atmosphere/morale with the changes that will be happening at your school. | Ongoing open honest communication with time for questions and input, and a focus on the positive opportunities; Best hopes focus rather than worst fears. We spent some time during a collaboration day looking towards the future. Purpose of committee meetings falling into three major areas have been clarified based upon current SIP and IB action plan: School Climate and Culture, Academic Achievement, and IB. This will help us to streamline communication, focus our energy on meeting our goals, and work smarter. | | | |
| | | OTHER | | | | | |
| | | Additional information | What additional changes or other information associated with the grade configuration change would you like to communicate to the district and your community through this readiness plan? | | | | |

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