

Items in red are updates or additions.

HIGH SCHOOL SITE READINESS PLAN

#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	ACTION PLAN	PERSON RESPONSIBLE	TIMELINE	BUDGET
		<b>ACADEMIC &amp; EXTRA-CURRICULAR</b>					
6	S3	Achievement	How will you enhance your focus on student achievement and track your success toward that focus.	<ul style="list-style-type: none"> <li>• FCHS goals focus on a data-driven culture.</li> <li>• The FCHS accreditation report is a plan for our improvement and is data focused.</li> <li>• Scholastic Reading Inventory (SRI) assessment identifies students who need the most help in reading.</li> <li>• Determine where the Measures of Academic Progress (MAPS) test will fit in the FCHS plan.</li> <li>• Continue Professional Learning Communities</li> <li>• <b>Development of Essential Learnings for all courses as well as common assessments</b></li> <li>• Continue Instructional Coaching</li> <li>• Tests/Assessments to be used: CSAP, ACT, <b>EXPLORE</b>, PSAT, PLAN, AP, CELA, SRI, RtI</li> <li>• <b>Collins is ranked in the top 5% of the high schools in the country by Newsweek.</b></li> <li>• <b>Five person team is in RtI training and will be sharing with the entire staff</b></li> <li>• <b>Ten staff members will be finishing up a book study on “What Ever it Takes” by the end of January</b></li> </ul>	Administration Team Student Services Leadership Team Instructional Coach	Ongoing	Minimal impact
						Finishing Feb 1st	\$250 for books
7	S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S23, S25, S26, S27, S40, S41	Academic program	Explain changes in the academic programming you are planning because of this grade configuration change	<ul style="list-style-type: none"> <li>• Freshmen and sophomore English classes will be extended from a semester (current for sophomores) to yearlong.</li> <li>• Address the current offerings of electives for freshmen so they have a full schedule.</li> <li>• Determine the feasibility of offering the same courses for different grade levels. (Ex. Geometry for freshman and sophomores and a Geometry class for junior and senior students.)</li> <li>• Review prerequisites for courses and electives at the high-school level.</li> <li>• Investigate Advisor/Advisee program to implement in the fall of 2009.</li> </ul>	Administration Team Leadership Team Student Services Advisory Committee	Ongoing	\$500 will be necessary for expanded Curriculum Guide

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				<ul style="list-style-type: none"> <li>Revise Curriculum Guide and registration material to include all freshmen courses.</li> </ul>			
8	S40, S47, S50	Extracurricular program	<p>Explain changes in your extracurricular offerings you are planning because of this grade configuration change.</p>	<ul style="list-style-type: none"> <li>FCHS will continue to offer over 60 clubs and activities to all students.</li> </ul> <p>Art Service Group                      Thespian Troupe/Drama Club                      Peace Circle                      M.E.S.A.                      Environmental Club                      Model United Nations Club                      Mock Trial Team                      Knowledge Bowl                      Robotics                      German Club                      Book Group</p> <p>STUDENT-INITIATED                      Fellowship of Christian Teens                      Gay-Straight Alliance                      Swing/Dance Club                      Anime Club                      Black Issues Forum                      Poetry/ Writing Club                      Hip-Hop Dance Club                      Young Republicans                      Young Democrats</p> <p>ORGANIZATIONS                      Student Council                      Sophomore Class Council                      Junior Class Council                      Senior Class Council                      National Honor Society                      Debate/Forensics                      FBLA                      DECA                      Business Leaders of America                      PaCE Buddies                      Science Bowl                      Ocean Science Bowl                      Science Olympiad                      PACE                      Link Crew                      KLYD TV Production</p>	Student Services at both the middle and high schools Administration Nancy Oliveira, Student Council Rebecca Garrett, LINK Crew	2009 registration and ongoing	Extra funds will be needed to expand the Orientation process to include parents.

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				<p>Yearbook Remington Street Review "NOT</p> <ul style="list-style-type: none"> <li>• "Family Connections Interest survey used during 8<sup>th</sup> grade and freshmen registration to allow club and activities sponsors to contact interested students.</li> <li>• Continue to have Club Rush Day to attract students to activities. Additionally, interested freshmen can start new clubs. This information will be given to students during Orientation in early August.</li> <li>• Clubs/activities will benefit from the addition of freshmen as students will have an extra year to participate.</li> <li>• Student Council has amended its current constitution to include freshmen.</li> <li>• Student Orientation will be revised to include parents and to also allow juniors and seniors the opportunity to be leaders.</li> <li>• Orientation presentations will be offered in Spanish.</li> </ul>			
9	S40, S46, S48, S49, S51	Athletic program	Explain changes in your athletic programs you are planning as a result of the grade configuration change.	<ul style="list-style-type: none"> <li>• Programs will not be affected as freshmen are already in the high school athletic programs.</li> <li>• District will not have to use middle school activity buses.</li> <li>• Total student involvement expected to increase in programs.</li> <li>• Plenty of space is available as we already have freshmen programs in place.</li> <li>• Expect some programs (ex. wrestling) will increase in number.</li> <li>• Family Connections interest survey used during 8<sup>th</sup> grade and freshmen registration to allow coaches to contact interested students.</li> <li>• Expect transition to be positive for high school athletics.</li> </ul>	Rob Larson, AD	Spring 2009 Ongoing	No impact
34	S8, S17, S19, S23	9 <sup>th</sup> grade program	Explain the academic, extracurricular, and athletic offerings for the 9th graders and how they will be structured.	<ul style="list-style-type: none"> <li>• FCHS will use district Pathways (curricular flowchart) to decide prerequisite and appropriateness of course content to grade level.</li> <li>• Ensure that introductory electives are offered for freshmen in areas of Business, Consumer and Family Studies, Music, Art, PE, and Tech Ed.</li> <li>• Expand Mind Center/Virtual High School (VHS) opportunities for at-risk student population. (new :part of our RtI and Outside Independent Study program)</li> <li>• Click on link for Athletic Coach and Club and Organization list.</li> </ul> <p><a href="http://schoolweb.pedschools.org/fchs/athletics/COACHES%20CONTACT%20INFORMATION.pdf">http://schoolweb.pedschools.org/fchs/athletics/COACHES%20CONTACT%20INFORMATION.pdf</a></p> <p><a href="http://schoolweb.pedschools.org/fchs/Activities&amp;ClubSponsorList.pdf">http://schoolweb.pedschools.org/fchs/Activities&amp;ClubSponsorList.pdf</a></p>	Administration Team Student Services Leadership Team Sponsors/Coaches	Ongoing	Funding will be necessary for textbooks, materials, science equipment, etc. We will need to review department budgets to include specific freshmen needs. \$38,000 for increase staffing for Mind Center,

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							Virtual High School (VHS)/Outside Independent Study (OIS)
39 A		“Special” academic programs	Explain changes in your 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?)	<ul style="list-style-type: none"> <li>FCCHS offers 21 Advanced Placement (AP) courses, 10 honors courses, dually credited classes, and articulation agreements with CSU and FRCC. FCCHS also collaborates and will continue to do so with the INTEL Corporation to provide a VLSI course on the FCCHS campus taught by engineers.</li> <li>Continue to provide AP program to students and offer Pre-Advanced Placement programs for freshmen.</li> <li>Encourage high achieving students who typically do not choose AP courses to challenge themselves <b>by using student surveys, GPAs and counselor one-on-one conversations</b></li> <li>Continue to develop Gifted Education Plan (GEP) for gifted and talented students with collaboration between Student Services and teachers.</li> <li>Expand post-secondary learning opportunities for all students <b>by adding new AP courses when possible, encourage students taking Front Range Community College courses and classes taken at Colorado State University</b></li> <li>More licenses for Read 180 to allow for increased sections:                             <ul style="list-style-type: none"> <li>The Read 180 curriculum is used in both general and special education courses – therefore some overlap occurs.</li> <li>Additionally, there will be an increase in the course demand.</li> </ul> </li> <li>Coordinate Read180 curriculum and articulation with the middle school feeders in order to reduce overlapping.</li> </ul>	Student Services All Departments Intel Corporation Integrated Services	Ongoing 2008-implementation	Grants and other sources needed in order to acquire additional technology resources. Request for additional Para-professional time for literacy programs. No impact or budget increase for GT program.
39 B		“Special” academic programs	Explain changes in your academic program unique to your site, in the area of special education and ELA.	<ul style="list-style-type: none"> <li>At FCCHS, we offer a full program for students (Mod needs, ED, Hearing Impaired, Resource, PCD, ELA) and operate on the belief of providing the least restrictive environment.</li> </ul> <p>Integrated Services:</p> <ul style="list-style-type: none"> <li>ACE program for students 18-21 years transitioning to the world of work.</li> <li>Promote increased partnerships with Integrated Services and regular education curriculum teachers who are highly qualified.</li> <li>Coordinate Read180 curriculum and articulation with the middle school teachers in order to reduce overlapping.</li> <li>Ensure that Read180 resources are shared and curriculum is consistent with Integrated Services and English department.</li> </ul>	Integrated Services Administration Robin Cecil, ELA Rey Guzman, Outreach Mentor Student Services	Ongoing until implementation	No impact  Grant proposals may be submitted.

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				<ul style="list-style-type: none"> <li>Consider Language! Program currently offered for freshmen.</li> <li>Create a program allowing students to transfer technology from home to school with a parent-supplied laptop.</li> <li>Submit grants to acquire Federal monies for “Green Machines = XO machines” for Integrated Services.</li> </ul> <p>English Language Acquisition:</p> <ul style="list-style-type: none"> <li>We offer a comprehensive ELA program that supports mainstreaming in all other content areas.</li> <li>Continue monthly parent meetings for the parents of the ELA students.</li> </ul>			
40	S81, S82	Professional Development	Explain the proactive professional development you are undertaking to ensure successful integration of the 9th grade curriculum and students into your school.	<ul style="list-style-type: none"> <li>Create a Professional Learning Community (PLC) to address the transition as one of our instructional groups.</li> <li>Include new staff in instructional groups.</li> <li>Orient new and current teachers with the FCHS Staff Handbook.</li> <li>Promote a positive school culture among all teachers and administration through a one day retreat in the fall. This is necessary to build culture and collaborate on an articulated curriculum.</li> <li>Be proactive in offering FCHS current and future teachers the opportunity to prepare for freshmen subjects <b>by offering staff development opportunities and staff development money to attend workshops and conferences.</b></li> <li>Follow through with Positive Behavior Support training for all teachers at FCHS so the freshmen will have a smooth transition between middle school and high school.</li> <li>Professional development funds for 2008-09 will be spent primarily on the freshmen transition for staff.</li> <li>Use technology to assist teachers in collaborating more effectively (ex. teacher blogs, community calendar).</li> <li>Feeder meetings for the following groups: administration, students services, teachers.</li> </ul>	Feeder Administrations Feeder Student Services Feeder Teachers Brenda Isherwood, Tech Site Manager Ron Maulsby, Facilitator	October 2008 and ongoing until implementation	Substitute pay \$3,000.00 (Food/Facilitator)
		<b>TRANSITION</b>					
31	S2, S10, S34	Academic	Explain the proactive steps you are taking on your own and with your middle school feeders to ensure that there is a	<ul style="list-style-type: none"> <li>Mark Eversole will meet with middle school teachers who are interested in moving to the high school.</li> <li>Half of incoming teachers needed will be interviewed and hired at the end of the 2007-2008 school year. Those teachers will be involved in staff meetings/social events during the 2008-2009 school year while continuing to teach in middle school.</li> </ul>	Mark Eversole Feeder administration Feeder students services Leadership Team Professional	Spring 2008 and ongoing until implementation	Substitute pay

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			smooth academic transition (excellent curricular articulation and no drop in academic achievement) for the then 8th graders as they transition to 9th grade.	<ul style="list-style-type: none"> <li>• Articulation meetings to discuss curricula, teaching, and learning</li> <li>• Meetings with 8<sup>th</sup> grade parents and students</li> <li>• Textbook and materials for freshmen courses</li> <li>• Each department will be creating a list of courses we plan on offering for freshmen.</li> <li>• Eliminate barriers for students to take classes; fewer prerequisites where it is not absolutely necessary.</li> <li>• Make sure that there are elective courses in each department that will be available for freshmen.</li> <li>• Department heads to check-in with their curriculum specialist to identify any changes happening at the district level relating to grade reconfiguration and course sequences for each content area.</li> <li>• STAT/RtI team communication between feeder schools and FCHS to make us aware of at-risk students.</li> <li>• Counselor transition meetings to identify students non-proficient or partially proficient in reading, writing and math.</li> <li>• Include middle school teachers in PLC activities during the year when possible.</li> </ul>	Learning Community		
32	S32, S34, S52, S53, S55, S58, S59, S61, S75	Emotional & Developmental	Explain the proactive steps you are taking with your middle school feeders to ensure that the then 8th graders are prepared emotionally and developmentally for the transition to 9th grade.	<ul style="list-style-type: none"> <li>• Monthly meetings with feeder counselors to discuss social/emotional and developmental preparations.</li> <li>• Implement the Advisory program through a Smaller Learning Community grant providing each student with an adult advisor.</li> <li>• Discuss emotional/development issues with feeders through PLC.</li> <li>• <b>Delayed staggered school start tour for 2009. To allow freshman and sophomore students time on campus for orientation</b></li> </ul>	Student Services Advisory Teachers Advisory Committee Transition PLC	2008 and ongoing	Funding will be necessary to implement the Advisory Program. A \$1.3 million dollar grant has been proposed, "Smaller Learning Community" Funding for Student Services
33	S52, S53, S55, S58, S59, S61, S75	Welcoming	Explain the proactive steps you are taking to welcome the new members of your	<ul style="list-style-type: none"> <li>• End of the Year Assembly to introduce and welcome new students to FCHS.</li> <li>• Staff members present to new students during the LINK Orientation at the beginning of the year.</li> </ul> <p>Welcoming:</p>	Administration LINK Crew Peer Counselors Student Council Teachers	Spring 2008 Fall 2008 through implementation	<b>Estimated cost for assembly \$6,000 including tee shirts and lunch</b>

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			community (i.e., students, parents, staff).	<ul style="list-style-type: none"> <li>• Parents: Orientation, Back to School Night, conferences, parent meetings (also offered in Spanish)</li> <li>• The first parent information night conducted on November 18<sup>th</sup>, the second parent informational night on the social/emotional needs of new 9<sup>th</sup> and 10<sup>th</sup> the grade students on January 12<sup>th</sup></li> <li>• Students: Orientation, Club Rush Day, Family Connections Survey to identify interests, T-shirts at registration, End of the Year Assembly, activities and clubs</li> <li>• Teachers: All staff retreat, collaboration days, blogs, mentors for all new staff, staff socialization</li> <li>• Leadership Conference for 100 LINK students at Poudre High School in December with Mark Scharenbroich (guest speaker)</li> <li>• Mark Scharenbroich will return to do a special assembly at the beginning of school to help set the culture for student success.</li> </ul>	Student Services		Working on \$ amount \$900 our share for Scharenbroich +\$300 for substitutes
		<b>ADMINISTRATIVE</b>					
10	S37, S40, S44, S45	School of Choice	Within the policy set by the district, explain 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 less GT kids etc.)?	<ul style="list-style-type: none"> <li>• FCHS will follow the district policy concerning School of Choice. It is hard to determine the effect of freshmen transition on SOC and /or the pending boundary decision until one of the four scenarios is chosen.</li> <li>• If the number of students exceeds the capacity of our building, we may be in a position much like other schools in that we may have to limit choice at some point in the future. If that is the case, we will follow the guidelines stated on the SOC application and follow the PSD policy.</li> <li>• FCHS may see a change in numbers in regards to athletes, gifted students, performing arts, and socio-economic status.</li> </ul>	Mark Eversole	Beginning 2008-09 until stable	General budget may be impacted (per student allocation)

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11	S76, S77	SIT	What, if any, changes will be made to your SIT team as a result of the grade configuration change?	<ul style="list-style-type: none"> <li>Changes for 2008-2009 will include inviting 8<sup>th</sup> grade and freshmen parents from our feeder system to participate.</li> <li>SIT Cover Sheet to be included in the final readiness plan.</li> </ul>	Mark Eversole	2008-09	No impact
36	S66, S80	Closed Campus	Explain how you will implement closed campus for 9th graders or otherwise provide for their security.	<ul style="list-style-type: none"> <li>Honor System: Freshmen students will be expected to follow the Honor Code and remain on campus during lunch. <b>The expectation is that all Freshmen will remain on campus to take full advantage of the tutoring and socializing with classmates. Freshmen caught off campus may be required to do community service.</b></li> <li>Freshmen will be required to take 7 out of 8 periods.</li> <li>Study Hall may be available.</li> <li>Research what other schools outside our district do to manage a closed campus.</li> <li>Students and parents will be given information about “safety and security” during Orientation.</li> </ul>	Administration Security Teachers School Resource Officer Transition PLC Campus Monitor	2008 – ongoing until implementation Fall 2009-ongoing	Addition of a campus monitor
37	S21, S22, S27, S33, S60, S65, S70, S78	Scheduling	Explain any adjustments to your scheduling paradigm for each grade level.	<ul style="list-style-type: none"> <li>FCHS will <del>maintain our traditional</del> have an-8 period <b>modified block</b> schedule.</li> <li>Counselors will continue to visit middle schools to provide registration information. FCHS students will continue to receive registration information in the building. Counselors will continue to provide a Curriculum Fair for parents and students in early 2009 to disseminate curriculum information. Freshmen and sophomores will be computer scheduled and junior and seniors will continue to schedule their classes individually. Special populations (Integrated Services, ELA) will continue priority scheduling.</li> <li><b>New modified block schedule is being developed to include an advisory period once a week.</b></li> <li><del>After we have successfully facilitated the transition, we will consider schedule options that may include a blended traditional/block to incorporate longer instructional periods.</del></li> <li><del>In order to implement an Advisory Program, to be held during the first and third Mondays of each month, the Monday bell schedule needs to be adjusted.</del></li> <li><b>Two possibilities include:</b></li> <li><del>Restructure late start meetings so that Advisory takes place from 8:15-8:30.</del></li> <li><del>Adjust the bell schedule taking 4 minutes from each period to create a 32</del></li> </ul>	Counselors Administration Integrated Services	2009 registration and ongoing	No impact

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				<del>minute time frame for the Advisory program which would begin at 8:45 AM.</del>			
38	S38, S67, S74	Counseling	Explain what counseling services will be provided at each grade level (content and ratio). What special steps you are taking for the first year transition, for registration and other counseling services when 50% of your students will be new to school.	<ul style="list-style-type: none"> <li>Counselors divide students in case load by alphabet and special programs (ex. ELA) with a 350/1 ratio.</li> <li>We will need to add 1.5 counselors for the fall of 2009.</li> </ul> <p>Content for each grade level will include:</p> <ul style="list-style-type: none"> <li><b>Freshmen:</b> Advisory, Family Connections, Peace Circle, Support Groups, GT Plans, RtI intervention, Career Day, College Visits, 5 Year Plan</li> <li><b>Sophomore:</b> Critical Skills, 5 Year Plan, Advisory, Peace Circle, RtI Intervention, Interest Inventories, Community Service requirement, Job Shadow, Support Groups, College Visits, Individual Advising</li> <li><b>Junior:</b> Individual Advising, Peace Circle, Financial Aid Information Nights, College Information Nights, College Visits, Family Connection, 5 Year Plan</li> <li><b>Senior:</b> Individual Advising, Peace Circle, Mentoring opportunities, College Visits, Financial Aid Night, College Information Nights, Family Connection</li> </ul>	Administration Student Services College and Career Coordinator Scholarship Coordinator CTE District Dept Advisory Teachers	2009 to implementation	Addition of counseling staff <b>\$127,223</b>
41	S40	Student Distribution	Explain how you are planning for the different distribution of students among classes both in the implementation year and as the 9 <sup>th</sup> graders filter through the courses in subsequent years.	<ul style="list-style-type: none"> <li>Students will be fully integrated and will progress through the FCHS curricula as they progress through their graduation requirements.</li> <li><b>Freshmen will be grouped for English and social studies with the exception of those freshmen wanting to take AP Human Geography</b></li> <li><b>Math and science will be scheduled by skill level.</b></li> <li><b>Electives will be distributed by interest.</b></li> <li><b>AP (Advance Placement) courses based on prerequisites.</b></li> </ul>	Administration Student Services	Ongoing	No impact
42	S39	Lunch	Explain changes in the lunch services to be provided.	<ul style="list-style-type: none"> <li>Increased supervision in food court</li> <li>Remodeling <del>food court</del> cafeteria to include district lunch program, increase seating capacity, and create a more student-friendly environment.</li> <li>Increase seating by expanding the planter area south of the food court.</li> </ul>	Administration District personnel	June 2008 through August 2009	\$30,000 for supervision of lunch room
43	S64	Traffic	Explain changes in managing additional traffic at your site.	<ul style="list-style-type: none"> <li>Meet with head of security, transportation, and facilities to examine possible changes to our bus and parent drop-off areas.</li> <li>A traffic map will be a part of the transitions link on our website.</li> <li>Information will be provided at Back-to-School Night, in summer newsletter, and during Freshmen/Sophomore Parent Orientation.</li> </ul>	Mark Eversole Administration District personnel City transportation	Spring 2008 through implementation	<b>Cost will be absorbed by district</b>

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44	S83	Physical Resources & Technology & Media/Library	<p>Explain changes in your school resource needs and how you will use one-time funds to address these needs. (e.g., more computers and other items that are not funded yearly from SBB funds).</p>	<p>Due to the increased number of students in our building, each department anticipates the following needs:</p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• 2 classroom computers</li> <li>• 2 mounted projectors</li> <li>• black &amp; white duplexing printer</li> <li>• 16 triple beam balances</li> <li>• 16 compound microscopes</li> <li>• 20- 100 mL graduated cylinders</li> <li>• 20- 10 mL graduated cylinders</li> <li>• 6 hot plates</li> <li>• 1 water distiller</li> <li>• 2 large carboys</li> <li>• 4- 2 L graduated cylinders</li> <li>• 36 each of large and small chemical stock bottles</li> <li>• 24 quart sized stock bottles</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>• 2-3 more sets of classroom calculators</li> <li>• Smart Boards for classrooms without them</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>• 3-5 wireless networked computers for photo classes</li> <li>• Photoshop software</li> <li>• Desks and chairs for the new computers in photo room</li> <li>• Additional supplies for larger student body</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Computers for teachers</li> <li>• Additional computers for M104 lab</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Split current large rehearsal room with wall.</li> <li>• 2-3 additional doorways to outside/between rooms.</li> </ul>	<p>Department Leaders Brenda Isherwood, Site Tech Manager Mark Eversole Jim Sarchet</p>	<p>Begin Summer 2008</p>	<p>Department Budgets Tech Team 3 year plan</p> <p>Approximately \$15, 000</p>
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				<ul style="list-style-type: none"><li>• Equipment for a recording studio (to be housed in the current music library.)</li><li>• Instrument lockers</li><li>• Band instruments</li><li>• Band uniforms</li><li>• Recording studio space</li></ul> <p><b>ELA</b></p> <ul style="list-style-type: none"><li>• Classroom (if additional staff added)</li></ul> <p><b>Student access to computers/software:</b></p> <ul style="list-style-type: none"><li>• Upgrade current labs to accommodate largest class size.<ul style="list-style-type: none"><li>a. Current labs have 30 to 32 machines, do we need more?</li><li>b. Will this require additional costs for drops, furniture, computers and licenses?</li></ul></li><li>• Add at least 1 additional lab for increase in student lab use by freshmen<ul style="list-style-type: none"><li>a. Will need to find a room that can be converted into a lab.</li><li>b. Major cost will be incurred for converting a classroom into lab<ul style="list-style-type: none"><li>i. Electrical, wire drops, furniture, computers, software, printer, air conditioning</li><li>ii. Hardware closet will need an additional switch; there are currently not enough ports open to accommodate another lab</li></ul></li></ul></li><li>• Wireless solution: Add 1 or 2 mobile labs which are wireless. Wireless is still somewhat unreliable which can cause teacher and student frustration. However, with district upgrades on the horizon this should be considered.<ul style="list-style-type: none"><li>a. Purchase additional airports. (Need to assess the current wireless coverage in building. Currently, there is only 1 airport upstairs and 8 downstairs).</li><li>b. Purchase laptops, additional batteries, and traveling storage unit. (Laptops are becoming smaller and less sturdy; we need to consider repair and theft issues.)</li></ul></li><li>• Additional software required to accommodate freshman curriculum needs<ul style="list-style-type: none"><li>a. Accelerated Reader, Speech</li><li>b. Increase in Read180 licenses</li></ul></li></ul> <p><b>Teacher access to computers:</b></p>			
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				<ul style="list-style-type: none"> <li>• Each classroom will be equipped with computer access.</li> <li>• Each department will have a group of computers in its office space for use during non-class time.</li> </ul> <p><b>Teacher access to other technologies:</b></p> <ul style="list-style-type: none"> <li>• Every classroom should have:             <ol style="list-style-type: none"> <li>a. computer for Gradebook, internet, etc.</li> <li>b. easy, convenient access to an LCD projector hooked up to a computer, DVD player, and VCR</li> </ol> </li> <li>• Teaching to different learning styles:             <ol style="list-style-type: none"> <li>a. SmartBoards</li> <li>b. Elmos</li> <li>c. Clickers</li> </ol> </li> <li>• Other technologies:             <ol style="list-style-type: none"> <li>a. Access to burn CD's, DVD's</li> <li>b. Scan pictures and documents</li> <li>c. Video and digital cameras</li> <li>d. Document camera</li> </ol> </li> <li>• Additional support provided by either a part-time or full-time technology position to help the site technology manager.</li> </ul>			<p>Cost covered by grants</p>
45		Media center	<p>Explain how you will ensure that appropriate resources are available in the media center to meet the needs of the 9<sup>th</sup> graders.</p>	<ul style="list-style-type: none"> <li>• Move the fiction area up to the front – this is the section that students browse the most.</li> <li>• Need the opportunity to work <b>extensively</b> with the feeder school middle school media specialists to find out what the freshman curriculum is and ask a myriad of questions regarding print, video, audio books, electronic resources, reading interests, reading levels, research, software, etc. that their freshman teachers use for their classes.</li> <li>• Also need the opportunity to work with the middle school media specialists to find out what the AV equipment use is for freshmen students and teachers so we can make sure we have appropriate equipment for their teaching needs.</li> <li>• Become familiar with the Educational Technology and Information Literacy standards for freshmen.</li> <li>• Meet with each of the departments (freshman teachers and FCHS teachers) to discuss their collaborative needs and how our current classes might</li> </ul>	Kathy Graybill, Media Specialist	Spring of 2008	<p>Student based budgeting should take care of most media needs \$30,000 from student based budgeting for additional media personnel</p>

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				<p>change and what new materials would be needed for that.</p> <ul style="list-style-type: none"> <li>• Attend the meetings that the departments will have with their freshman counterparts to catch discussions that might impact what the media center would want to provide.</li> <li>• Determine how often the media center itself is used in freshman curriculum in order to determine if there is a need to rearrange the media center – this would involve discussion with middle school media specialists and teachers.</li> <li>• Work with media specialist and freshman teachers to find out how the media specialist has been collaborating with the freshman teachers, e.g., has the media specialist been conducting lessons on research strategies? What kinds of lessons are presented? In class? In library?</li> <li>• Purchase the additional resources that will be needed for the freshmen and for 440 more students.</li> <li>• Examine the possibility of remodeling the media center with the following changes in mind: Take out tall shelves and put in lower shelves within the media center. Enclose the media center lab so it is not so open. Remodel the front door area so those at the circulation desk can see the front door, and the students will see the circulation desk immediately as they enter.</li> <li>• Purchase additional books, videos, and computers for media center.</li> <li>• Hire additional media personnel.</li> </ul>			Determining estimated costs
		<b>COMMUNICATION</b>		<p><b>Please reflect a calendar of communication on the attached Site Readiness Timeline</b></p> <ul style="list-style-type: none"> <li>• Site Readiness Timeline to be developed by FCHS Administration and available for final Readiness Plan.</li> </ul>			
1	S4, S6, S7, S65, S68, S69, S89	Parent and community channels	<p>Explain 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>	<ul style="list-style-type: none"> <li>• E-mail group for all parents including 8<sup>th</sup> grade and freshman parents</li> <li>• “Transitions” Newsletter for 8<sup>th</sup> grade and freshman parents</li> <li>• Offer two separate orientations: an orientation for parents in the evening before the orientation for students.</li> <li>• Parent nights with open forum at high school and middle schools</li> <li>• Web-site FAQ and link for transition plan</li> <li>• Communicate opportunities – electives, extra-curricular, sports, etc.</li> <li>• Be at middle school Back-to-School nights/conferences to answer questions and be visible.</li> <li>• Bilingual translation of any school communication when necessary</li> <li>• Mid-year building visit to feed schools by Mr. Eversole</li> <li>• FCHS information in middle school newsletters</li> <li>• Link to FCHS website on middle school websites</li> </ul>	Transition PLC	August 2009	Minimal impact

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				<ul style="list-style-type: none"> <li>• FCHS informational DVD (to be updated)</li> <li>• Use Fort Collins Forum to share transition plan</li> </ul>			
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.)	<p>Specific concerns include:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Adult/student connections</li> <li>• Academic rigor</li> <li>• Spanish speaking parents</li> </ul> <p>Proactive Steps:</p> <ul style="list-style-type: none"> <li>• Foster positive relationships through all classes <b>by E Cubed training</b></li> <li>• High visibility of adults</li> <li>• Address academic rigor through Academic Dean</li> <li>• Have staff members connect with students (Advisory)</li> <li>• Spanish translations and bilingual translation when necessary</li> </ul>	Transition PLC Administration Academic Dean	Ongoing until implementation	Site budget
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 around the changes associated with grade configuration. What avenues will be used? How often? What opportunities will there be for input from the staff?	<p>Communication:</p> <ul style="list-style-type: none"> <li>• E-mail</li> <li>• Staff Handbook Presentation – log-in available for all staff members</li> <li>• Staff Meetings – Staff input and updates</li> <li>• Department meetings – Staff input and updates</li> <li>• FAQ – Blackboard to post and answer questions</li> <li>• Link middle school web-sites to make it easier for those teachers</li> <li>• Informal gatherings</li> <li>• Cross-curriculum input groups</li> <li>• Sub-days for middle school teachers interested in transferring to FCHS in order to answer questions and observe building culture</li> <li>• Orientation and reception for new staff</li> </ul>	Administration	Ongoing until implementation	Site budget
4	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87	Staff issues	Explain the 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	<p>Examine concerns such as:</p> <ul style="list-style-type: none"> <li>• Space (classrooms, computer labs, offices, lunch, etc.)</li> <li>• Job Security (middle school teachers worried about losing seniority, non-tenured teachers losing positions, etc.)</li> <li>• Challenges that accompany change (welcoming new teachers, integrating younger students into our building, etc.)</li> </ul> <p>Proactive Steps:</p> <ul style="list-style-type: none"> <li>• See communication techniques described in “Staff channels” section.</li> </ul>	Administration FCHS staff	Spring of 2008 to Spring of 2009	No impact

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			relevant rather than repeat information here.)				
		<b>CULTURE/MORALE</b>					
5	S84, S85	School atmosphere	Explain the proactive steps you are taking to ensure/maintain/reshape the school culture/atmosphere/morale in the face of the changes that will be happening at your school.	In our ongoing collaboration, we will discuss these issues so that all staff have input. Proactive Steps: <ul style="list-style-type: none"> <li>History of the school presentation for all incoming freshmen and sophomores —slideshow, skit with history, interview grads, etc.</li> <li>Orientation for parents</li> <li>Activities with the current staff and the new staff to foster better relationships and getting to know each other will be encouraged such as events organized that are open to everyone, department sponsored potlucks, etc.</li> <li>Hire excellent content area teachers who are also well rounded, student focused, excited, and energized about teaching at FCHS.</li> <li>Pep Rally here for staff before big athletic events.</li> <li>Peace Circle grant submitted with Bohemian Foundation through collaboration with area high schools.</li> <li>Advisory Program grant submitted to Smaller Learning Community Program.</li> </ul>	Administration	Spring of 2008 to Summer of 2010	Site budget
35	S32, S35, S36	Inter-grade interactions	Explain the level and types of interaction between the 9th graders and the older kids.	All students will be fully integrated in all aspects of Fort Collins High School. FCHS will not allow segregation. <ul style="list-style-type: none"> <li>Freshmen included in the end of the school year assembly to welcome them to our community.</li> <li>Freshmen will be “given” a hallway to decorate for class competition during Homecoming week.</li> </ul>	Nancy Oliveira Emily Steele Administration	May 2008	Little to no impact on budget
		<b>OTHER</b>					
		Developmental Appropriate Practices	What staff development will be conducted to assure staff and parents understand the unique characteristics of ninth grade students?	We plan to conduct staff development for staff and parents on the unique characteristics of freshmen. <ul style="list-style-type: none"> <li>Staff development topics will be generated through our transition PLC</li> <li>Meetings and Orientation for parents to introduce them to the culture of Fort Collins High School</li> </ul>	Administration Leadership Team Transition PLC	Fall of 2008 to Summer of 2009	No impact
		Additional	What additional	Our long standing tradition has been that Fort Collins is a school “Where Excellence	Whole school	Ongoing	No impact

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		information	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?	is Expected.” During this time of transition, we will work as a building to ensure that new and continuing staff, parents, and students continue to recognize and contribute to FCHS as a place “Where Excellence is Expected.”	community		

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