

## ELEMENTARY SITE READINESS PLAN

#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	ACTION PLAN (WHAT WILL BE DONE AND WHO IS RESPONSIBLE?)	TIMELINE	BUDGET
		<b>ACADEMIC &amp; EXTRA-CURRICULAR</b>				
6	S3	Achievement	Explain changes in your academic program describing how you will enhance your focus on student achievement and track your success toward that focus.	<ul style="list-style-type: none"> <li>With RTI training, we will give assistance to students by releasing RTI team members into classrooms to help train teachers.</li> <li>DRA is another important training piece for teachers to fully understand how to effectively collect data and monitor progress. By providing release time, the DRA Coach can get into classrooms and assist teachers.</li> </ul>	<p>RTI Training for staff will occur on each collaboration day.</p> <p>Release time will occur directly after the training so staff retain the learnings and can apply them immediately.</p>	<p>8 full sub days: \$800</p> <p>8 full sub days: \$800</p>
7	S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S23, S25, S26, S27, S40, S41	Academic program	Explain changes in your academic program describing changes in the academic program that you are planning because of this grade configuration change.	<ul style="list-style-type: none"> <li>Look at Accelerated Math Opportunities for 5<sup>th</sup> Graders</li> <li>Accelerated math opportunities could include middle school opportunities, AR Math, and/or Study Island tutoring program.</li> <li>Eco Week will move to 5<sup>th</sup> Grade and will need some funding assistance</li> <li>Ropes course is an additional cost</li> <li>3<sup>rd</sup> Grade will be considered Intermediate.</li> <li>Eco week occurs the second week of October for three days. Students do a variety of activities including a day hike, a ropes course to build self esteem and teamwork, a night hike, learn about stream</li> </ul>		<p>40 students: \$2,000</p> <p>\$10 per student: \$400</p> <p>Prof. Dev. \$400</p>

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				<p><i>ecology, take part in orienteering, and many other outdoor experiential learning opportunities. Eco week is also important in the cohesive culture building of the grade levels.</i></p> <ul style="list-style-type: none"> <li>• <i>5<sup>th</sup> grade teachers want to do more integrative teaching to help students prepare for middle school level as well as more civic education. Professional books and supplies are needed.</i></li> </ul>		
8	S40, S47, S50	Extracurricular program	<p>Explain changes in your academic program describing changes in the extracurricular offerings you are planning because of this grade configuration change.</p>	<ul style="list-style-type: none"> <li>• <i>Expand Choir</i></li> <li>• <i>Expand Student Council</i></li> <li>• <i>PE is adding intramural opportunities for 5<sup>th</sup> and 6<sup>th</sup> grade this year.</i></li> </ul>		
9	S40, S46, S48, S49, S51	Athletic program	<p>Explain changes in your academic program describing changes in the athletic programs you are planning because of this grade configuration change.</p>	<ul style="list-style-type: none"> <li>• <i>There are no district athletic programs offered currently and there will be no change at the elementary level. (Any individual site programs will not change because of the grade configuration changes)</i></li> </ul>		
15 A	S24	"Special" academic programs	<p>Explain changes in your academic program describing 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?)</p>	<p><i>No Changes Planned</i></p> <ul style="list-style-type: none"> <li>• <i>Currently we have a half-time literacy/GT teacher. We expect to maintain the position despite losing 6<sup>th</sup> grade, but cannot guarantee this until numbers come in during the spring. With 6<sup>th</sup> grade gone, we will be able to provide services to 3<sup>rd</sup> grade.</i></li> <li>• <i>We also have one and a half teachers in our Title I reading program.</i></li> </ul>		
15 B	S24	"Special" academic programs	<p>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?</p>	<p><i>No Changes Planned</i></p> <ul style="list-style-type: none"> <li>• <i>Our numbers of ELA students has doubled this year. We are currently using the district ELA coach extensively in our building and learning sheltered English strategies.</i></li> <li>• <i>Our special education program</i></li> </ul>		

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				<i>incorporates an inclusive philosophy of integrating these students into the classroom as much as possible. Students are also pulled out of the classroom as deemed necessary by their IEP.</i>		
		<b>TRANSITION</b>				
12	S1, S2, S10, S34	Academic	Explain changes in your academic program describing 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 <sup>th</sup> graders as they transition to 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>• <i>Transition Information Night on April 29, 2008 at RMHS</i></li> <li>• <i>Involve 5<sup>th</sup> Grade Teachers in Collaboration Day discussions with 6<sup>th</sup> and 7<sup>th</sup> grade teachers</i></li> <li>• <i>Involve 5<sup>th</sup> grade teachers with Eco-Week planning and implementation 2008-2009 school year</i></li> <li>• <i>We do not expect any changes at 4<sup>th</sup> grade.</i></li> <li>• <i>Blevins is hosting a parent night in November for parents.</i></li> </ul>		2 teachers: \$200
13	S34, S35	Emotional & Developmental	Explain changes in your academic program describing proactive steps you are taking with your middle school feeder to ensure that the then 5 <sup>th</sup> graders are prepared emotionally and developmentally for the transition to sixth grade.	<ul style="list-style-type: none"> <li>• <i>5<sup>th</sup> and 6<sup>th</sup> graders will experience Eco-Week together as well as experiences building up to Eco-Week to build relationships prior to moving to middle school together.</i></li> <li>• <i>Seek other opportunities for 5<sup>th</sup> and 6<sup>th</sup> to do things together during the year</i></li> <li>• <i>5<sup>th</sup> Grade Graduation</i></li> </ul>		
14	S30	Opportunities for 2009 transition class	Explain changes in your academic program describing proactive steps you be taking to ensure that the current 4 <sup>th</sup> graders have leadership opportunities.	<ul style="list-style-type: none"> <li>• <i>Student Council will organize building wide events as part of culture building and pride. They run the building snack bar and provide leadership opportunities for students.</i></li> </ul>		
		<b>ADMINISTRATIVE</b>				
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	<i>Continue to Follow PSD Policy</i>		

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			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.)?			
11	S76, S77	SIT	What changes, if any, will occur with your SIT team?	<i>This item is covered by the cover sheet that is required for all schools.</i>		
		<b>COMMUNICATION</b>				
1	S4, S6, S7, S65, S68, S69, S89	Parents and community channels	Explain changes in your academic program describing 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?	<ul style="list-style-type: none"> <li>• Questionnaire prior to the 4-29 parent information night handed out in February of 2008</li> <li>• Monthly newsletter with updated information to community</li> <li>• Website Updates</li> <li>• SITE Meetings</li> <li>• PTO Meetings</li> <li>• Parent groups are an integral part of the Bauder community. Parents are involved in fund raising, accountability reporting, volunteering, and decision making processes. These individuals are involved by asking questions, clarifying communication, helping in making decisions for the best interest of students.</li> </ul>		
2	S6, S7, S65, S68, S69, S89	Parent and community issues	Explain changes in your academic program describing 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	<p>No Changes Planned</p> <ul style="list-style-type: none"> <li>• Parents are encouraged to communicate concerns and questions to the PTO, the SITE committee, and the building principal. Bauder is proactive in its parental involvement and not only</li> </ul>		

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			information here.)	seeks their input, but acts upon it accordingly.		
3	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87	Staff channels	Explain changes in your academic program describing 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?	<ul style="list-style-type: none"> <li>Staff Meetings will address any academic changes</li> <li>SITE Meetings will address any academic changes</li> <li>Lab School transition is addressed in another readiness plan. They will occupy one POD but will not impact the educational experience of the Bauder community.</li> <li>Communication between the Bauder community and Lab School community is occurring with community meetings and newsletter updates.</li> </ul>		
4	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87	Staff issues	Explain changes in your academic program describing specific concerns of your staff (both existing and prospective incoming) and what proactive steps are you taking to address them. (Please feel free to reference other questions if relevant rather than repeat information here.)	<ul style="list-style-type: none"> <li>Staff Meetings will address any academic changes</li> <li>SITE Meetings will address any academic changes</li> <li>We do not anticipate any changes in our academic program with 6<sup>th</sup> grade leaving. Any changes that would occur that are not anticipated would be discussed as a staff with input from the SITE committee and decided upon by a consensus model. Ultimately the building principal will need to make final decisions.</li> <li>The current 6<sup>th</sup> grade teachers will be absorbed within the building and will not be transferring out.</li> </ul>		
		<b>CULTURE/MORALE</b>				
5	S84, S85	School atmosphere	Explain changes in your academic program describing proactive steps you are taking to ensure/enhance the school	<ul style="list-style-type: none"> <li>Staff Meetings will address any cultural changes</li> <li>SITE Meetings will address any cultural changes</li> </ul>		2 teachers: \$200

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			culture/atmosphere/morale with the changes that will be happening at your school.	<ul style="list-style-type: none"> <li>Having 6<sup>th</sup> grade move out of the building and for them to pack curriculum for movement into the middle school is additional work than a simple transfer out of the building or move into another classroom. Additional work involved consists of inventory, organization, and packing of materials to be sent to the middle school. This event will take time and should be compensated for.</li> </ul>		
		<b>OTHER</b>				
		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?	None		

Total Budget Used:

SITE: \$2,800

Professional Development: \$2,000

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