

## 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>				Site Planning =SP Staff Development = SD
6	S3	Achievement	How will you enhance your focus on student achievement and track your success toward that focus.	<ol style="list-style-type: none"> <li>1. Through the combined Title 1/RtI/Accreditation process introduced April 22, 2008 from the Colorado Department of Education, Beattie’s School Improvement Plan will continue to expand the use of incremental assessments aimed at monitoring the grade level/program focus goals to track student achievement. (Principal and SIT)</li> <li>2. Quarterly progress monitoring reports will be given through SIT meetings and will be shared with the parent community through the newsletter (Unit leaders)</li> <li>3. Existing school curriculum committees will change in name, focus, and meeting frequency to emphasize vertical articulation of Standards and achievement K-6 (08-09) then K-5 (09-10)</li> </ol>	<ol style="list-style-type: none"> <li>1. A team of four staff members and the principal will be formed in May 2008 to be the RtI team, with the responsibility of PSD training and site follow-through</li> <li>2. Quarter ending dates</li> <li>3. Two regularly scheduled staff times during the year will be devoted to each of the four vertical teams for backward planning with applicable Standards and progress monitoring</li> </ol>	<ol style="list-style-type: none"> <li>1. \$285 (SP) for release time (three substitutes) to allow planning time for the RtI team to share information and strategies with all staff, with special attention for 08-09 5<sup>th</sup> and 6<sup>th</sup> grade at-risk students</li> <li>3. \$380 (SP) is planned for release time for RtI coordinators (4) to analyze data to determine focus areas</li> </ol>

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						for 08-09 and to collaborate with middle school staff for transitioning students
7	S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S23, S25, S26, S27, S40, S41	Academic program	Explain new academic programming you are planning because of this grade configuration change	<ol style="list-style-type: none"> <li>1. Accelerated math for 5<sup>th</sup> grade will continue and, if warranted based on student performance, will extend to 4th</li> <li>2. 08-09 5<sup>th</sup> graders will participate in the previously scheduled 6<sup>th</sup> grade fall and spring day trips to the YMCA; the two units will be group independent of each other (5<sup>th</sup>/6<sup>th</sup> teachers)</li> <li>3. The substance abuse prevention program Here's Looking at You (HLAY) will continue in 08-09, but is predicted to move to middle school in 09-10</li> <li>4. In 09-10 3<sup>rd</sup> grade will be considered intermediate level not primary, so beginning with the April 21, 2008 collaboration day vertical articulation regarding curriculum (Writing 4/21) will be arranged.</li> <li>5. In order to allow for increased collaboration, articulation and progress monitoring, and delivery of RtI strategies, an internal rearranging of grade level units and specialists program locations is proposed when 6<sup>th</sup> grade is no longer in our school. A possible rearrangement could include these moves: Red Pod – houses the specialists' unit which would include resource and moderate cognitive SPED programs, Title 1, and the counselor with 5<sup>th</sup> grade (Longs Peak)</li> </ol>	<p>5. Internal rearranging will begin in June of 2009. Acquisition of additional materials, including book cases/shelves, staff development materials for guided reading studies, and possibly leveled books will begin in spring of 2008</p>	<p>2. \$500 (SP) for two additional busses (fall and spring) with twice as many students participating and \$250 (SP) in scholarship funds for eligible students</p> <p>5. \$1075 (SD) for staff development materials (14 copies of <u>Guided Reading: Good First Teaching for All Children @\$37.50</u> and 10 copies of <u>Guiding</u></p>

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SCHOOL NAME: BEATTIE

ELEMENTARY SCHOOL VERSION

				staying in its current location; Yellow Pod – houses 3 <sup>rd</sup> (Silverton) and 4 <sup>th</sup> (Mesa Verde) grades; Blue Pod – houses 1 <sup>st</sup> (Evergreen) and 2 <sup>nd</sup> (Castle Rock – current location), G/T (Lighthouse) in current resource room, and to allow for access at any time during the day, the leveled book room in the current moderate cog area. Moving G/T out of the flex room would free up the availability of that room for whole unit use for a variety of reasons, not to exclude G/T projects needing more space. Units/programs not mentioned would stay in current locations. (SIT)		<u>Readers and Writers</u> <u>Grades 3-6</u> @\$40 and \$150 for photocopies) Plan A: \$925 (SD)for organizational materials (2 shelves @ \$346 each, \$50 shipping and \$183 for leveled book boxes and other organizing materials OR Plan B: \$855 (SD)for nine release days to be used in full or half for 4 <sup>th</sup> /5 <sup>th</sup> /6 <sup>th</sup> grade staff to observe colleagues here and in other sites for sharing best practices in transitions and/or student leadership development and \$70 (SD) to offset photocopying costs for materials OR purchasing
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						professional literature on transitions and/or student leadership development
8	S40, S47, S50	Extracurricular program	Explain changes in the extracurricular offerings you are planning because of this grade configuration change.	❖ Sunshine Singers choir and Sunshine Players instrumental group will be offered for 4 <sup>th</sup> and 5 <sup>th</sup> grades (Music teacher)	Fall 09-10	None
15 A	S24	"Special" academic programs	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?)	<ol style="list-style-type: none"> <li>1. FPS/Community Problem Solving for 5<sup>th</sup></li> <li>2. Science Olympiad Elementary for 3<sup>rd</sup>-5<sup>th</sup> is an option</li> <li>3. Young Scholars not at elementary, but Learning for the 21<sup>st</sup> Century research class an option for 5<sup>th</sup></li> <li>4. Geography Bee, Math Olympiad, Mindstorms, and WordMasters are all still programming options for 5<sup>th</sup> grade. (G/T Coordinator)</li> <li>5. In 08-09 the 30% Literacy teacher will instruct the most at-risk ILP students as determined following data analysis of 07-08 students in literacy and/or tutoring (SIT and Literacy teacher)</li> </ol>	<p>1-4 - Fall 09-10</p> <p>5. Fall 08-09</p>	None anticipated
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?	1. The fall and spring enrichment classes will both present opportunities for multi-age, collaborative experiences, with an emphasis on giving 4 <sup>th</sup> grade leadership opportunities in preparation for 09-10 when they are the oldest students in the school and opportunities for 5 <sup>th</sup> and 6 <sup>th</sup> students to work collaboratively as they prepare to transition to middle school together.	1. Fall classes will possibly be held on four Fridays, 10/24, 11/7, 11/14, and 11/21; spring classes possibly on four consecutive days, 4/21-4/24; planning sessions at least one month in advance of both	1. \$190 (SP) will allow for two half-day release days, fall and spring, for two members of the enrichment committee to plan both sessions. \$400 (SP) will go toward

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						materials and supplies for enrichment classes
		<b>TRANSITION</b>				
12	S1, S2, S10, S34	Academic	Explain the proactive steps you are 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.	<ol style="list-style-type: none"> <li>1. A Transition Information Night 4/29/08 @RMHS especially geared toward parents of current 4<sup>th</sup> and 5<sup>th</sup> graders is planned with a 6:30-7:00 overview for entire feeder system and 7-8:00 breakouts for Blevins and Webber-bound families (Principal and feeder principals)</li> <li>2. Vertical articulation sessions are continuing for 5<sup>th</sup>/6<sup>th</sup>/7<sup>th</sup> grade teachers to focus on Standards and effective transition strategies, especially geared toward RtI and interventions – most recently, 4/21/08 (Principal, feeder principals, and 5<sup>th</sup>/6<sup>th</sup> teachers)</li> </ol>	April 08 dates as noted, and likely February 16, 2009 collaboration day for #2	\$45 (SP) for copies for #2
13	S34, S35	Emotional & Developmental	Explain the 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.	<ol style="list-style-type: none"> <li>1. 5<sup>th</sup> grade teachers will join 2008 Jr. high counselor transition discussions</li> <li>2. More social and academic interaction will be planned between 5<sup>th</sup> and 6<sup>th</sup> in 08-09 <ol style="list-style-type: none"> <li>A. As a service learning project, some 5<sup>th</sup> and 6<sup>th</sup> grade students will write a script for a video to be taped that will demonstrate our PBS behavioral expectations on our teaching matrix</li> <li>B. As another service learning project, some 5<sup>th</sup> and 6<sup>th</sup> grade students will help prepare for Mix-It-Up Day</li> </ol> </li> <li>3. On November 3<sup>rd</sup> the Independence Pass 6<sup>th</sup> grade unit will be set up as a polling place for mock voting for the election. Computers will be used and students will serve as voting judges to be sure all 5<sup>th</sup></li> </ol>	2 – 6 Current teachers in 5 <sup>th</sup> grade, the two returning 6 <sup>th</sup> grade teachers, and the media specialist who is moving to 50% 5 <sup>th</sup> grade in 08-09 will be given a release day in May 2008 to plan for 08-09 and an additional release day for further planning in fall 08 – scheduled for October 28, 2008	\$475 – spring 08 \$475 – fall 08 (\$950 total SP)

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				<p>and 6<sup>th</sup> graders vote just once.</p> <ol style="list-style-type: none"> <li>4. In January small groups of combined 5<sup>th</sup> and 6<sup>th</sup> graders will do mini-science fair projects.</li> <li>5. In March or April small groups of combined 5<sup>th</sup> and 6<sup>th</sup> graders will participate in a series of Project Wild games and activities using Beattie's outdoor classroom.</li> <li>6. Over three days in May students in 5<sup>th</sup> and 6<sup>th</sup> attending the same middle school will be grouped together for three separate field trips to McGregor Ranch.</li> <li>7. Instead of 4<sup>th</sup>-5<sup>th</sup> combined field day, this year there will be a combined 5<sup>th</sup>-6<sup>th</sup> field day and student-teacher kickball games planned for May 2009.</li> <li>8. Families will need to identify their child's intended middle school earlier than junior high were identified in previous years. A note to parents explaining the revised secondary school choice deadline and the timeline for middle school registration visitations and parent nights will be sent to parents of 5<sup>th</sup> and 6<sup>th</sup> grade students.</li> <li>9. The spring 09 5<sup>th</sup> grade celebration will be held independent of the annual 6<sup>th</sup> grade celebration (5<sup>th</sup>/6<sup>th</sup> teachers and parents)             <ol style="list-style-type: none"> <li>a. Based on parent input gathered in fall 2008 at Back-to-School Night and at parent-teacher conferences, the decision is for 5<sup>th</sup> grade to have a family fun day at Rolland Moore Park on Thursday, May 28. Student academic recognition will be done this day during lunch time.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>7. Planning with the PE teacher will need to begin in November 2008.</li> <li>8. This note will be sent with the December 4 and January 15 newsletters.</li> </ol>	
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				<ul style="list-style-type: none"> <li>b. During the half day May 29 5<sup>th</sup> grade teachers and students will share in fun awards and celebrate Accelerated Reader accomplishments.</li> <li>c. On May 28 6<sup>th</sup> grade students and teachers will enjoy lunch and activities at Woodwest Park.</li> <li>d. On May 29<sup>th</sup> 6<sup>th</sup> grade students will participate in a more formal and traditional 6<sup>th</sup> Grade Celebration at school. Parents and family members are invited, and academic achievements will be honored at this event.</li> </ul> <p>10. Beattie is actively promoting the information night that will be held on November 18, 2008 at Blevins Junior High</p>		
14	S30	Opportunities for 2009 transition class	Explain the proactive steps you are taking to ensure that the current 4 <sup>th</sup> graders have leadership opportunities.	<ul style="list-style-type: none"> <li>1. Service Learning projects will be emphasized for 4<sup>th</sup> graders, including the decorating of boxes containing donated Thanksgiving food for high needs families (4<sup>th</sup> grade teachers)</li> <li>2. School-wide Egg Drop enrichment activity in the spring of 2009 will provide 4<sup>th</sup> graders leadership opportunities (Enrichment coordinators)</li> <li>3. RAMS notes will expand to include recognition of leadership shown (All staff)</li> <li>4. A large group meeting will be held with the principal, teachers, counselor, and current 4<sup>th</sup> graders to share how next year will be different (Staff mentioned are responsible)</li> </ul>	<ul style="list-style-type: none"> <li>1. Fall 08</li> <li>2. Spring 09</li> <li>3. Fall 08</li> <li>4. April 2009</li> </ul>	<ul style="list-style-type: none"> <li>1. None anticipated</li> <li>2. No costs above normal anticipated</li> <li>3. None</li> </ul>
		<b>ADMINISTRATIVE</b>				

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ELEMENTARY SCHOOL VERSION

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.)?	❖ The only discernible change predicted is in fewer numbers of GT students simply based on a small overall student body, but a decline in the percentage of the overall student body is not expected		
11	S76, S77	SIT	What changes, if any, will occur with your SIT team?	❖ There will be one fewer person, as there will be no 6 <sup>th</sup> grade team to represent	Fall 08	None
		<b>COMMUNICATION</b>				
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?	<ol style="list-style-type: none"> <li>1. Updates will be given at the Beattie Action Team meetings on March 6 and April 3 and May 1 (BAT reps on SIT and principal)</li> <li>2. Parents attending will be encouraged to offer input</li> <li>3. The site readiness plan will be put on our Beattie website after that April 3 meeting and publicized through the April 17 newsletter, again offering parents a chance for input prior to the April 30 SIT meeting, at which time the plan will be finalized</li> </ol>	Dates specified in previous column	None

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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.)	<ul style="list-style-type: none"> <li>❖ The initial sharing of this at the Beattie Action Team resulted in only one question: Will the Geography Bee go to 5<sup>th</sup> grade? It will remain a 6<sup>th</sup> grade activity, based on 6<sup>th</sup> grade Geography Standards.</li> <li>❖ No questions were sent in after two explanations of this in the newsletter</li> </ul>	March 6 and April 3 BAT meetings and March 13 and April 3 newsletters. These newsletters mentioned that the readiness plan is available on website for perusal and input is encouraged. There was also PSD communication in the 4/17 newsletter about readiness plans. Additionally, BAT and SIT meeting dates where the readiness plans have been discussed are in each newsletter	None
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?	<ul style="list-style-type: none"> <li>❖ The primary discussion and planning will be taking place through SIT meetings. SIT members are asked to communicate specifics of the readiness plans to their teams, and to then offer feedback and input and subsequent meetings leading up to the April 30 turn-in date</li> </ul>	February 13, March 12, April 30 The August 21, September 18, and October 15 newsletters will again mention that the readiness plan is on our website and input is encouraged. Further, it is specified that this plan will be discussed one final time at the 10/22 SIT meeting.	None
4	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75,	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	<ul style="list-style-type: none"> <li>❖ Staff issues relate primarily to reduced SBB and staffing reductions and not directly to grade reconfiguration, other than the obvious concern of not having funding for 6<sup>th</sup> grade for 09-10</li> <li>❖ SIT chose to use site staff development</li> </ul>		

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ELEMENTARY SCHOOL VERSION

	S87		other questions if relevant rather than repeat information here.)	funds to sponsor a 6 <sup>th</sup> grade staff member to attend the National Middle School Conference.		
		<b>CULTURE/MORALE</b>				
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.	<ul style="list-style-type: none"> <li>❖ Transition discussions between sending and receiving grade levels held 4/21/08 were proactive in specifying needs of those students directly affected by grade reconfiguration</li> <li>❖ Initiatives stemming from Positive Behavior Support have enhanced school-wide promotion of desired behaviors</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?			
						\$3000 – SP \$2000 – SD

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