

ELEMENTARY SITE READINESS PLAN

#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	ACTION PLAN (WHAT WILL BE DONE AND WHO IS RESPONSIBLE?)	TIMELINE	BUDGET
		ACADEMIC & EXTRA-CURRICULAR				
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.	We will offer a Connected Math 1 class for 5 th graders who qualify. We will have a common math block for 3-5 for high achieving students who qualify. Students will qualify to advance to the next grade level by scoring 95% or above on both Levels and CSAP math tests or another standardized test they come to us with from another district. We will regularly progress monitor with common assessments and MAPS fall, winter, spring.	Beginning Fall 08	One staffing unit one hour/day approximately \$1550
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.	We are a new school. We will implement Core Knowledge in Language Arts, Science, History, Art and Music. We will use Everyday Math for grades K-5.	Beginning Fall 08	
8	S40, S47, S50	Extracurricular program	Explain changes in your academic program describing changes in the extracurricular offerings you are planning because of this grade configuration change.	We'll offer Lego Robotics, OM, Spanish, choir, art club, intramurals, running club, Spelling Bee, Geography Bee, Invention Convention, Battle of the Books, among others teachers may offer this fall.	Beginning Fall 08	
9	S40, S46, S48, S49, S51	Athletic program	Explain changes in your academic program describing changes in the athletic programs you are planning because of this grade configuration change.	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)		
15 A	S24	"Special" academic programs	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	Gifted programming will be offered to grades 1-5 through fludding in literacy and math acceleration. We'll be the first school in the district to offer Young Scholars at the 5 th grade level for language arts gifted students. We'll offer literacy support as a double dose for students below grade level as monitored by STAR Early Literacy at DRA2 in grades K-3.	Beginning Fall 08	

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			or fewer students or in different ways?)			
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 have a .5 Multicategorical special education program.	<i>Beginning Fall 08</i>	
		TRANSITION				
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 th graders as they transition to 6 th grade.	Feeder meetings with Kinard on collaborative days articulating expectations. Planners will be used with grades 3-5 to increase organizational skills.	<i>Beginning Fall 08</i>	
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 th graders are prepared emotionally and developmentally for the transition to sixth grade.	Junior High counselors visiting Bethke 2008-2009 to work with 5 th graders in January and April. Student visitations to junior high in spring of 2009. One during the day and one evening at each school in February. Evening sessions with kids and parents who just went to 6 th grade from Zach to Kinard 2008-2009. Kids will explain what eased the transition for them from 5 th to 6 th .	<i>Beginning Fall 08</i>	
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 th graders have leadership opportunities.	Student council for grades 3-5 as leaders of the school in spirit days, fundraising, and community service projects.	<i>Beginning Fall 08</i>	N/A
		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	Being a new school, we will be able to take more SOC at K-5.	<i>Beginning Fall 08</i>	N/A

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			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>		
		COMMUNICATION				
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?	<p>SPRING OF 2008</p> <p>Community meetings and coffee talks scheduled 3x a month January-May</p> <p>Monthly newsletter</p> <p>Updated website</p> <p>Summer open houses for families to tour the school</p> <p>2008-2009 SCHOOL YEAR</p> <p>Monthly coffee talks with parents advertised by notes home</p> <p>Monthly newsletter</p> <p>Updated website</p> <p>SIT monthly meetings</p> <p>Monthly PTO meetings</p> <p>Parents will be notified through the newsletter, website, and emails from the principal and fliers home.</p>	<i>Ongoing</i>	<i>N/A</i>
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 information here.)	Our parents do not want 5 th graders sent to Jr. High for accelerated math CMP1. They want it offered in our building if possible. If we have enough students, we'd like to offer it on our campus.	<i>Beginning Fall 08</i>	<i>One staffing unit one hour/day Approximately \$1500</i>
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?	<p>Monthly newsletter to staff until we open</p> <p>Ongoing email communication</p> <p>Monthly meetings until we open</p> <p>Creating a decision making matrix</p> <p>2008-2009 SCHOOL YEAR</p> <p>Weekly staff meetings and collaboration</p> <p>Weekly bulletin to staff with updates</p> <p>Email as necessary</p> <p>Monthly grade level meetings with principal</p>	<i>Ongoing</i>	<i>\$19/teacher/hour of meeting time for leadership team spring of 08</i> <i>Total: \$950</i>
4	S22, S52, S53, S54, S55, S56,	Staff issues	Explain changes in your academic program describing specific concerns of your staff	Take team of ten teachers to Tointon staff institute summer 09.	<i>N/A</i>	<i>\$200/teacher</i> <i>\$2000 total</i>

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SCHOOL NAME: BETHKE

ELEMENTARY SCHOOL VERSION

	S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87		(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.)	Staff book study Staff Rtl team developing model Step Up to Writing training for new teachers to district		\$500 books <i>\$19 teacher/hour</i> Total: \$500 \$1000 training
		CULTURE/MORALE				
5	S84, S85	School atmosphere	Explain changes in your academic program describing proactive steps you are taking to ensure/enhance the school culture/atmosphere/morale with the changes that will be happening at your school.	Core team hired has created a list of ongoing ideas to maintain morale until we open and after. Once all staff is on board for the first year, we will develop a mission and a vision to guide our decision making. When new staff is hired in subsequent years, questions interviews will revolve around the mission and vision. As big decisions come up, we will always use our vision and mission to guide our decision making. The intended climate is one of collaboration; focus on student learning, and warmth and welcoming of all ideas, persons, and best practices.	N/A	N/A
		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?	Our feeder is currently working on transition activities for students going to both Kinard and Preston. More clearly defined activities will be developed soon.	Ongoing	N/A

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