SCHOOL NAME: FOSSIL RIDGE HIGH SCHOOL VERSION

POUDRE SCHOOL DISTRICT

HIGH SCHOOL SITE READINESS PLAN

#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	*ACTION PLAN (WHO IS RESPONSIBLE?)*	*TIMELINE*	BUDGET
		ACADEMIC & EXTRA-CURRICULAR				
6	S3	Achievement	How will you enhance your focus on student achievement and track your success toward that focus.	*Development of common course assessments* *(For core and graduation required classes and courses that have more than one instructor.)* *Continue the Development of Advisory program 9-12 with a wide variety of experiences and skill development* *Weekly Late Start to facilitate transition* *Data Driven Instruction using the CSAP data – using 2 years of data (9th and 10th grade)* *Explore methods to improve standardized testing and academic growth – (Don't want to see dip in 9th grade test scores due to transition)* *Advisory Academic Support Model; grade check by Advisory teachers* *Student Support Teams who review student achievement* *School Improvement Team will focus school improvement plans on data and continual school improvement.* *State assessment data will be reviewed by staff at the beginning of the year.* *Course offerings/staffing will be based on data to ensure yearly growth of each student.* *(Responsibility: Administration, department chairs, teachers, Professional Learning Communities, Common Course Teams, Advisory teachers.)*	*Spring 2007—on going*	*Current Site Budget*
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 planning because of this grade configuration change.	*Augment and expand Advisory for 9th graders* *(This will include essential high school skills – study skills, organization skills and social emotional support.)* *SpringBoard, Math, Science curriculum – follow district curriculum and pathways* *Add entry level elective courses for 9th graders* *Refine and improve intervention and support programs 9-12, implementation of RTI (Response to Intervention)—Freshman Mind Center Program* *(Responsibility: Feeder teachers, curriculum specialists, Advisory plan team, FRHS department chairs, administration)*	*Spring 2007 – on-going*	*$1500. for Advisory curriculum development & RTI training*
8	S40, S47, S50	Extracurricular program	Explain changes in your extracurricular offerings you are planning because of this grade configuration change.	*Currently there are 33 clubs with memberships of greater than 15 students and 18 athletic teams. Currently there is a wide span of opportunities for students.* *Expanded clubs based on student interest– some current clubs will grow larger.* *Inclusion of Forensics and Debate. Expand Student Council to include freshman.* *(Fall of 2008 will be a pilot school wide "Club Rush" to introduce the clubs to students. A club directory will be created and posted on the web for parent access to clubs with contact information.)* *(Responsibility: Athletic Director & Director of Student Activities)*	*Fall 2008 – on-going*	*Extra duty pay schedule for staff/fundraising for other expenses.*

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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.	*Better fan support for JV teams – might see more student athletes come out for sports.* *CHSAA alignment as 5A school.2010 – 4A football through 2011 (based on two-year average)*	*N/A*	*N/A*
34	S8, S17, S19, S23	9th grade program	Explain the academic, extracurricular, and athletic offerings for the 9th graders and how they will be structured.	*The addition of freshman to the school will increase course offerings.* *A solid academic program of core and encore classes will be offered including: literacy, mathematics, sciences, social studies, arts, music, physical education, health, consumer and family, technology, business, journalism, theater. Courses will be offered in a modified block schedule. Extra and co-curricular offerings will be offered before and after school. Athletics will follow the current model with tryouts and competition following CHSAA policies. A draft of course offerings will be reviewed by the feeder principals in September. Department Chairs will revise and review in October and finalize by November 1st. All courses will be sent to PSD curriculum by October 3rd for review of titles and course numbers.* *(Responsibility: Administration, department chairs, counselors PSD curriculum)*	*Spring 2008 – On-going*	*Student Based Budget*
39 A		"Special" academic programs	Explain changes in your gifted, 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?)	*Continue to expand offerings in all core and encore courses.* *Refine the AP program offerings including Pre-AP for freshman.* *READ 180 will provide opportunity for literacy growth based on triangulation of test scores for placement.* *Counselors will be explaining pre-AP courses to incoming students in the fall of 2008 and spring 2009.* *When freshman are housed on site at FRHS they will have more exposure and clear expectations to the level of AP rigor. Staff will also be able to work closely on articulation of pre-AP and AP course work.* *Since current freshman course offerings at the feeder junior highs have included these opportunities we do not project significant change. However, student enrollment growth at FRHS will provide additional opportunities that we have not currently had.* *GT students have Gifted Education Plans created by counselors and the GT coordinator. AP courses, Front Range courses and HB opportunities and articulation agreements will be available for students.* *(Responsibility: Administration, Department Chairs, Counselors, GT Coordinator, teaching staff)*	*Spring 2008 – on-going*	*Student Based Budget*
39 B		"Special" academic programs	Explain changes in your academic program unique to your site, in the area of special education and ELA.	*No ELA at FRHS and enrollment projections do not support the development of the program at this time.* *ESS – continue to align with district support and program offerings.*	*N/A*	*N/A*
40	S81, S82	Professional Development	Explain the proactive professional development you are undertaking to ensure successful integration of the 9th grade curriculum and	*Starting in 2008 – common planning, articulation with feeder freshman teachers. (Dr. Bob Richburg, CSU will work with the FRHS staff during the 2008-09 year to assist in the implementation of the transition.)* *FRHS student council and Ambassadors will work with Mark Scharenbrock in December of 2008 to prepare student level transitions in 2009.* *Take extended time for planning – assign mentors and provide curriculum,*	*Spring 2008- On-going*	*$1000 Collaboration, Teaming, Book Studies, Staff Development* *$2000 student support.*

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			students into your school.	*culture, professional development, team building for all FRHS staff including: FRHS staff will Book studies on Whatever It Takes and other appropriate on key instructional methods including thinking skills and social emotional development of students.* *Expanded work on BlackBoard and technology.* *(Responsibility: Feeder Principals, FRHS administration, FRHS teaching staff, FRHS staff development committee)*		
		TRANSITION				
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 smooth transition (excellent curricular articulation and no drop in academic achievement) for the then 8th graders as they transition to 9th grade.	*Focus of Feeder principal meetings is to align curriculum and philosophies K-12.* *Principal visits at junior high schools to observe current programs and strategies.* *Collaboration Day, February 18, 2008 – Professional Conversations: Curriculum & Transitions* *Meet with teachers re: expectations and opportunities.* *Work with PSD curriculum specialist for alignment of standards, courses and appropriate academic offerings.* *Provide yearly Curriculum Fair for parents and students to discuss and see curriculum offerings.* *Counselors working with feeder schools to provide curriculum information.* *(Responsibility: FRHS administration, feeder teachers, counselors, FRHS staff, FRHS staff development committee)*	*December 2007 – On-going*	*$400 Collaboration Day*
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 then 8th graders are prepared emotionally and developmentally for the transition to 9th grade.	*Spring 2008, Fall 2009, Spring 2009 meetings with junior high students for input and Student Council Idea Exchange.* *Sophomore/Freshmen Lock-in prior to start of school.* *Student leaders at Curriculum Fair to lead students/parents on tour and discussion of high school expectations.* *Delayed staggered school start tour for 2009. To allow freshman and sophomore students time on campus for orientation* *Sophomore/Freshmen student body retreat.* *Market Post-Grad Plan Night breakout session for 9th graders.* *Counselor presentations at Middle Schools.* *Student Ambassadors available to work with students at junior highs to prepare them for transition.* *Staff Development on brain research to understand student development.* *(Responsibility: FRHS administration, STUCO, FRHS Student Ambassadors, PSD Administration)*	*Spring 2008 – on-going* *October 17, 2008*	*To be determined --*
33	S52, S53, S55, S58, S59, S61, S75	Welcoming	Explain the proactive steps you are taking to welcome the new members of your community (i.e., students, parents, staff).	*Variances for Staggered Start in August 2009 – 9th graders have a day on campus; 10th graders have a day on campus before the junior and seniors start school.* *Sophomore/Freshmen Lock-in 2009* *Retreat for staff June 1 & 2, 2009* *(On going work with Dr. Richburg.)* *Student assembly 2009* *Parent Orientation August 2009* *Keep FRHS information current and updated on the website* *Parent listening sessions with FRHS administration* *Curriculum Fair – Site Tours*	*Spring 2008 – on-going*	*N/A*

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				October 30th Tour Day at FRHS *Student Tours and Basketball Game Night at FRHS (Date TBD)* *Parent Handbook for incoming parents* *(Responsibility: Director of Student Activities, Webmaster, FRHS Administration, Counselors, FRHS Staff)*		
		ADMINISTRATIVE				
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.)?	*Follow the School of Choice policy.* *Website virtual tour and gateway information on the website.* *FRHS school's record should speak for FRHS – outstanding success in academics and athletics are reflected in the SAR report and programming including technology and Advisory.* *Curriculum Fair in February 2009.* *Depending on boundaries and enrollment projections SOC capacity will be set each year.* *Projection that no change in Education Support Service, Gifted and Talented or athletes.* *(Responsibility: Poudre School District Administration, Fossil Ridge High School Administration)*	*On-going*	*N/A*
11	S76, S77	SIT	What, if any, changes will be made to your SIT team as a result of the grade configuration change?	*Add representation for 9th grade parents, students and teachers* *(Responsibility: School Improvement Team)*	*Fall 2009*	*N/A*
36	S66, S80	Closed Campus	Explain how you will implement closed campus for 9th graders or otherwise provide for their security.	*Have a full schedule so students are in classes all periods – no unscheduled academic time for freshman. Freshman academy, advisory and grade level support teams will provide structure for students as they gain independence in the high school setting.* *PIV (Parent Internet Viewer) and parent notification for attendance – so parents will have the opportunity to know within 10 minutes if their student is not in class.* *(Responsibility: Counselors, administration)*	*Fall 2009*	*Student Based Budget*
37	S21, S22, S27, S33, S60, S65, S70, S78	Scheduling	Explain any adjustments to your scheduling paradigm for each grade level.	*Modified block schedule. Expectation is all freshman and sophomores have full schedule. Juniors are required to take 6 out of 7 periods. Seniors are required to take 5 out of 7 periods.* *Staff Development Training with Michael Retting.* *Yearly review by department chairs, School Improvement Team, and Parent Advisory Board of daily schedule.* *(Responsibility: Counselors, students, administration)*	*Current and on-going* *Aug. '08 and Nov. '08*	*Student Based Budget*
38	S38, S67, S74	Counseling	Explain what counseling services will be provided	*Current model is 350 students per counselor and a dedicated college and career counselor. FRHS will add one counselor. Each student will be assigned an*	*Current*	*Student Based Budget to follow enrollment growth and additional*

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			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 your school.	*advisory teacher for their four years of high school. Advisory program will focus on academic and social emotional skills to ensure achievement and assist with transition.* *Counselors would like to not have Advisories so that they can be available to work with programming and information distribution during Advisory.* *Add one full time counselor in the Spring of '09 for registration. The hope is this person will be full time and on-going. So that they will develop relationships with students from registration on and assist students and families during the transition.* *(Responsibility: Administration, Counselors, Advisory plan team)*		*counselor.* *$$$$ for counselor support Spring 2009 for registration – ½ FTE.*
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 9th graders filter through the courses in subsequent years.	*Master schedule adjustments will be made yearly to meet the unique academic needs of each class as they move through FRHS.* Freshmen will be grouped for English and social studies. Math and science will be scheduled by skill level. Electives will be distributed by interest. AP (Advance Placement) courses based on prerequisites. (Responsibility: Assistant Principal for schedule development, counselors, PSD Curriculum)	*Current*	*Student Based Budget*
42	S39	Lunch	Explain changes in the lunch services to be provided.	*(THIS IS AN ON-GOING DISCUSSION TO FIND THE BEST WAY TO ENSURE THE SAFETY OF STUDENTS, ACADEMIC SUCCESS OF ALL STUDENTS, AND OPPORTUNITY FOR PARTICIPATION IN CLUBS AND HONOR THE NEGOTIATED AGREEMENT.) A common lunch provides opportunity for clubs, tutoring and a common time for all members of the community to be together.* Exploration with PSD Food Service to see how a common lunch can be established with the current speed lines and the addition of vendor carts. (Responsibility: Administration, PSD Food Service, CSO (Campus Security Officer), SRO (School Resource Officer), FRHS Staff)	*Discussion began Fall of 2007*	*Undetermined at this time.)*
43	S64	Traffic	Explain changes in managing additional traffic at your site.	*Limit access to the West parking lot to staff and ESS (Educational Support Services/Special Education) busses.* *Maintain bus drop-off circle in front, student drop-off locations in each student lot* *Maps available for traffic flow.* *(Responsibility: CSO and SRO utilized for traffic flow and parking lot management. School Administration)*	*Fall 2007 – on-going*	*N/A* *PSD covered cost of red zones/and concrete blockers*
44	S83	Physical Resources & Technology & Media/Library	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).	*Tech Committee and Media Specialist need to determine appropriation of funds* *Increase number of computers for teachers in work areas with technology* *Convert current computer labs to regular classrooms upon 9th grade transition* *Use mobile laptop carts* *The tech committee believes that teachers who are sharing space should have laptops to support their work.* *Labs at the end of East and West wings should remain labs and not be converted to classroom spaces.*	*Fall 2007*	*$$$$$$$*

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				The 2006 115 computers that were given to Kinard from FRHS at the Kinard opening need to be replaced per the agreement with Jim Sarchet *(FRHS Technology Committee, Administration, PSD Administration)*		
45		Media center	Explain how you will ensure that appropriate resources are available in the media center to meet the needs of the 9th graders.	*Media Specialist will use current procedures to review material needs and funding request to ensure resources are available and appropriate.* *Materials no longer needed at junior highs should move with the students to high schools – request PSD handle the transfer of these materials.* *(Feeder Media Specialist, PDS)*	*Spring 2008*	*Undetermined at this time.*
		COMMUNICATION		**Please reflect a calendar of communication on the attached Site Readiness Timeline**		
1	S4, S6, S7, S65, S68, S69, S89	Parent and community channels	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?	*Open House information meetings at FRHS following district initiatives* *FRHS newsletter* *Feeder schools newsletter* *Get FRHS newsletter, Spring 08 info with registration materials* *Website info – include open houses* *Calling tree to notify all FRHS parents of school wide events and transition activities.* *Development of a parent handbook* *(Feeder Principals, FRHS Administration, and staff committee)*	*Fall 2008*	*$1000 postage for mailings*
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.)	*Get input to answer specific concerns thus far identified during listening session at Curriculum Fair* *Proactive – listen and try to address concerns* *Provide information and access through Feeder Open House -- Fall of 2008* *Inform all stakeholders of transition concerns* *Spring assembly for 8th and 9th graders* *Parent partners where information can be shared through key contact people.* *Parent information evenings* *(FRHS Administration, PAB, SIT))*	*January 2008 – on-going*	*N/A*
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?	*Emails from district to all staff.* *Spring team-building get together for existing and new staff 2009* *Add 9th grade staff to FRHS staff email distribution list* *Email as often as new information is available* *Maintain constant open channel to FRHS Principal, outreach coordinator* *Monthly discussion at department leader meeting.* *Site and District meetings including P-16 and District wide allotted time.* *Shared junior high and senior high staff 2008-09.*	*Fall 2007 – on-going*	*N/A*
4	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60,	Staff issues	Explain the specific concerns of your staff (both existing and prospective incoming) and what proactive steps are	*Concerns: teaching assignments, room assignments – rooms will be shared based on subject: US History, etc. Standing logistics committee working to address the issues. Survey of staff members: technology usage.*	*Discussion began Fall of 2007 – on-going*	

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	S61, S62, S63, S65, S69, S75, S87		you taking to address them. (Please feel free to reference other questions if relevant rather than repeat information here.)	*FRHS will follow PSD, and Human Resources movement including: visits to junior high schools & participation in March 3, 2008 open forum for teachers interested in movement to a high school* *Solicit input at staff meetings* *Solicit input at department leader meetings* *Follow district procedure for HR movement* *Attend staff meetings at feeder junior highs and seek input* *Host Open House events for staff* *(Responsibility: Feeder Principals, FRHS Administration, PSD Human Resources and PSD High School Principals)*		
		CULTURE/MORALE				
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.	*Special freshmen classes for specialty areas and core academics* *Freshmen and sophomore lock-in/orientation program* *Freshmen and sophomore parent orientation night(s)* *Advisory curriculum – freshmen transition elements* *Inclusion of freshmen in all clubs/organizations* *Programs will grow/readjust to include freshmen* *(Responsibility: FRHS Administration, Student Council, FRHS staff, Advisory Planning Team)*	*Spring 2008 – on-going*	*$$$$ Curriculum Development Advisory, Lock-ins*
35	S32, S35, S36	Inter-grade interactions	Explain the level and types of interaction between the 9th graders and the older kids.	*Inclusion in clubs* *Advisory curriculum supporting inclusion* *Mixed level classes across grade levels when appropriate* *Activities promoting school unity/school pride which include all levels* *Healthy competition between classes supporting unity and athletics* *(Responsibility: Advisory Curriculum Planning Team, Counselors, FRHS Administration)*	*Fall 2008*	
		OTHER				
		Developmental Appropriate Practices	What staff development will be conducted to assure staff and parents understand the unique characteristics of ninth grade students?	*RTI training for all staff members. January 2008—Canter, Klotz& Cowan article: "Response to Intervention The Future for Secondary Schools"; February 2008 PSD PowerPoint RTI; February 2008 CDE Training;* *Summer 2008 Administrative; Fall 2008 staff training* *Advisory training for freshman teachers on the Freshman Advisory Curriculum* *Advisory training for all new staff* *Brain development in-service for staff.* *Thinking skills training* *AP training for all new AP teachers* *Read 180 Training* *Late Start Time: Cross and Co Curricular Planning Agenda for 2008-2009 and 2009-2010 focus on Curriculum Development/Common Course Alignment/Advisory implementation/Student Support and Interventions.*	*Spring 2008*	*$7000 for training and Staff Development Materials including Summer Teacher Institute 2009* *$3000 for 6 AP teachers to be trained.* *$300 book study*

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				Spring 2008 Staff Development course for CSU credit – Whatever It Takes by Rick DuFour *(Responsibility: FRHS Staff Development Committee, Administration, PSD Staff Development)*		
		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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