

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	How will you enhance your focus on student achievement and track your success toward that focus.	<p>Kruse Elementary will continue to focus on student achievement that is data driven and aligned with our state and district standards and our School Improvement (accreditation) Plan.</p> <p>Standardized district and state mandated tests including CSAP, MAPS, CogAT and DRA2 will be administered over the course of the school year. Common assessments will continue at each grade level.</p> <p>Grade level teams will analyze student data from CSAP, DRA2, MAPS, and common grade-level assessments to track student progress and address needs through instruction based on data.</p> <p>Grade level teams will experience changes in teachers. The composition of these new teams will be designed with ability, and willingness, to collaborate in mind. The increased level of collaborative planning with a focus on greater integration of different curricular areas, data analysis and reflection on instructional strategies should prove beneficial to student achievement—it will also cost quite a bit to pay for the creation of this time (see budget)</p>	Present-Spring 2008	\$4,000 To cover the costs of subs/compensated meeting time outside of school in order for our teachers who are changing grades to observe, discuss, and collaboratively plan for next year with their new grade level teammates
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	<p>5th grade staff will incorporate a modified departmentalized instructional model for the 2008-2009 school year in order to prepare students for a rotating schedule at the middle school level.</p> <p>Kruse administration will meet with the 5th grade and 6th grade parents and staff to plan for the curriculum, activities and events associated with the ECO Week Experience. ECO Week will be a capstone experience for 5th grade students. 5th and 6th grade students will attend ECO Week together in 2008-2009 at Pingree Park. Additional planning is</p>	Fall 2008-Spring 2009	\$1,000 The majority of funds needed to cover additional costs related to ECO Week will be covered by fundraisers organized by our parents and staff

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				underway and will continue between Kruse and the Pingree staff to ensure the one year anomaly of such a large group of students at Pingree will still prove productive and enjoyable for our students.		
8	S40, S47, S50	Extracurricular program	Explain changes in the extracurricular offerings you are planning because of this grade configuration change.	Where possible, we will add a grade level to extracurricular programming. For example, our sports intramural program, which is currently offered to 5 th and 6 th graders, will become available to 4 th and 5 th graders. A 4 th -6 th grade program—like our GT Language Arts class—could become available to 3 rd -5 th grade students. The viability of these curricular and extra-curricular offerings is, of course, dependant upon on resource availability.	Fall 2009-Ongoing, as long as funding is available	Any costs incurred will be covered by our SBB Compensation Allocation
9	S40, S46, S48, S49, S51	Athletic program	Explain 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.		
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?)	G/T and literacy options will be impacted by the level of funding available. Some items are mandated based on test scores. It is also possible that G/T may be able to be expanded to the 3 rd grade.	Fall 2009-Ongoing, as long as funding is available	Any costs incurred will be covered by our SBB Compensation Allocation
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?	One issue we face is that funding for literacy and special education programs are used together in order to provide us greater flexibility in the services we provide to our students—both IEP and non-IEP—consistent with Response to Intervention (RTI). Consequently, any decrease in literacy and/or SPED funding—which we anticipate with 1/7 of our population leaving us for MS—could impact the viability of current safety nets and interventions that we have in place for students. Class size and Student Based Budget restraints will dictate our ability to provide both literacy and special education support. The availability of support will be determined in the spring as we develop building staffing plans and outline staff roles and responsibilities.	Fall 2009-Ongoing, as long as funding is available	Any costs incurred will be covered by our SBB Compensation Allocation
		TRANSITION				
12	S1, S2, S10, S34	Academic	Explain the proactive steps you are taking on your own and with	The Boltz feeder school principals have met several times to discuss relevant issues. Also, the 5 th and 6 th grade teachers have started having transition discussions. The 6 th	Present-Fall 2009	Any costs incurred will be covered by

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			<p>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 5th graders as they transition to 6th grade.</p>	<p>and 7th grade teachers have also started having discussions about these issues.</p> <p>The existing Eco week curriculum aligns with state and PSD science standards for 5th grade.</p> <p>5th and 6th grade teacher teams are meeting regularly, with existing 6th grade staff acting as mentors for existing 5th grade staff around the Eco experience.</p> <p>Kruse and Boltz administration and staff will continue to work together to articulate the curriculum expectations for science, literacy, math, and social studies for students making the transition to the middle school. This articulation will occur during the district collaboration days as well as at staff meetings at Kruse over the course of the school year.</p> <p>Boltz counselors and administration will work with the Kruse administration and staff to ensure that incoming middle school students have the proper courses selected on their enrollment information.</p> <p>These initial discussions have begun and will continue throughout the year.</p>		<p>our SBB Non-Compensation Allocation</p>
13	S34, S35	Emotional & Developmental	<p>Explain the proactive steps you are taking with your middle school feeder to ensure that the then 5th graders are prepared emotionally and developmentally for the transition to sixth grade.</p>	<p>Kruse and Boltz administration and staff will plan tours and exchange opportunities for incoming middle school students throughout the 2008-2009 school year. These tours will include opportunities for incoming students to meet and talk with staff, students and administration of Boltz Middle School. Similar opportunities will need to be created for the few students we have in our attendance area that are currently in Preston’s attendance area.</p> <p>Sixth graders in middle school will need to organize a homework strategy that will prove effective for multiple classes and many different teachers.</p> <p>Having access to lockers--especially shared lockers--and not being allowed to carry a backpack with materials for several different classes will be a big change from having a homeroom desk in which to store belongings and needed items. Opportunities to “practice” with lockers at the middle schools will prove beneficial.</p>	<p>Present-Fall 2009</p>	<p>Any costs incurred will be covered by our SBB Non-Compensation Allocation</p>
14	S30	Opportunities for 2009 transition class	<p>Explain the proactive steps you are taking to ensure that the current 4th graders have</p>	<p>In the 2008/2009 transition year, we need to give 5th graders an expanded role in our student council. We will also need to consider adding 4th grade into the student council</p>	<p>Fall 2008-Spring 2009</p>	<p>NA</p>

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			leadership opportunities.	during that year to allow for each year to have two years of experience on student council. Jobs and different roles in the classrooms can also be used to help give leadership opportunities to these students.		
		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 your student body (e.g., more or less SES kids, more or fewer athletes, more or fewer GT kids etc.)?	The only impact would be if we were interested in moving from a 3 track to a 4 track school. This is not something we anticipate attempting. Consequently, in depth discussion of this possibility is not warranted. While options may exist for becoming a magnet school, or a school with a particular focus in order to attract various groups of, and/or more students, we are not interested in pursuing this either, as we believe a focus on high quality instruction and learning will bear greater fruit.	NA	NA
11	S76, S77	SIT	What changes, if any, will occur with your SIT team?	For SIT, as with PTO and the many other volunteer jobs around Kruse, we have begun to recruit parents with younger elementary school children to take over the many functions our parent community performs at Kruse.	Ongoing	NA
		COMMUNICATION				
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?	We will communicate through traditional parent channels, such as DAB, PTO, school newsletters, and our Kruse e-mail list. The email list will be used as needed; all other communication venues mentioned above will take place monthly. We also feel that additional Kruse community meetings will be needed to help explain issues to parents. These communications will occur as often as needed to ensure the Kruse community understands the grade configuration issues.	Present-Fall 2009	Any costs incurred will be covered by our SBB Non-Compensation Allocation

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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.)	<p>With fewer students at Kruse, our school will have less money. We are concerned about our curriculum and our ability to keep the instructors necessary to continue to provide excellent opportunities for our students. Art, PE, Music, Computers, literacy, and gifted and talented programs will all be competing for funds which will be more scarce than in the past.</p> <p>The money needed to help send an additional class to Eco-week and to have an additional promotion ceremony with very little opportunity for fundraising are concerns. This has been addressed through a combination of funding from PSD and fundraising done by our PTO</p> <p>Many other additional issues such as having graduating class photo spreads for two classes instead of just one in the yearbook. We are sure there are many other issues which will arise which we haven't thought of yet, but will need to be dealt with as we go through the 2008/2009 school year.</p>	Present-Fall 2009	Any costs incurred will be covered by our SBB Compensation Allocation
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?	<p>Staff meetings are held weekly. Opportunities for staff input can occur at these meetings, or at any other time staff choose to share their ideas.</p> <p>Additional meetings will be scheduled as needed.</p>	Ongoing	NA
4	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87	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 other questions if relevant rather than repeat information here.)	<p>Several of our staff members are worried about their own jobs and those of their co-workers.</p> <p>The overwhelming majority of our staff members is happy to be working at Kruse and would like to stay here. In fact, only one staff member has indicated a preference to move to middle school.</p> <p>Much of this concern has been addressed, as one of our former teachers moved on to the junior high level and two others accepted promotions to other positions.</p>	Present-Fall 2009	NA

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				<p>As greater detail emerges around the MS model that PSD will implement, information will be shared with our staff, allowing them to make an informed decision about their preferences for 2009-2010.</p> <p>Kruse administration will work with HR in regards to the personnel movement plan.</p> <p>GT funding currently identifies approximately 10 Kruse students per grade level in the 4th, 5th, and 6th grades. If GT were funded based on ten students per grade level in all grade levels (K-5) we would be able to provide additional support for our primary GT students.</p> <p>A concern was raised from members of our group about keeping 6th graders separate from other middle school students.</p>		
		CULTURE/MORALE				
5	S84, S85	School atmosphere	<p>Explain proactive steps you are taking to ensure/enhance the school culture/atmosphere/morale with the changes that will be happening at your school.</p>	<p>Organizing supplemental meetings, at times with support from PSD HR and central office staff, to share information as soon as it becomes available has been helpful. We plan to continue this practice and update staff as soon as possible on any developments.</p> <p>Kruse Student Council officers and members will organize monthly school-wide spirit activities to keep all students involved with the development of our positive and supportive culture.</p>	Fall 2008 – Spring 2009	NA
		OTHER				
		Additional information	<p>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?</p>	See above.		

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