

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.	<p>Development of Accreditation Plan and goals that consider K-5 continuum after 2008-2009 school year. Prepare for implementation of RtI in 2009-2010 by sharing information from training during 2008-2009 Collaborative Days and monthly PLC meetings.</p> <p>Success will be monitored through formal and informal staff feedback and completion of activities related to RTI implementation.</p>	2008-2009, 2009-2010	\$1000 for attendance at conferences or for training in Differentiated Instruction
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.	Intend to expand National Science Foundation GK-12 Grant to include students in additional grades beyond current 6 th grade involvement. Will try to continue same levels of student access to Literacy, Counseling, Spanish and Media Technology programs with loss of resources derived from 6 th grade classes. Pending grant proposed for Poet in Residence at Riffenburgh. Explore opportunities for collaboration between 4 th & 5 th grade teachers during 2008-2009 school year in preparation for reconfiguration.	2008-2009	
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.	<p>No reductions of extra-curricular offerings anticipated for 2008-2009 or future years.</p> <p>Expanded opportunities for younger students:</p> <ul style="list-style-type: none"> • Roadrunner Academy • Missoula Children's Theatre • Odyssey of the Mind • Lego Robotics • Running Club • Jump Rope Club • Kids/Schools on the Move 		
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)		

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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 or fewer students or in different ways?)	District decisions and funding will influence availability of Literacy and Gifted and Talented programs. Level of staffing support from building staffing allocation will depend on prioritization of different programs beyond fundamental staffing requirements at grade levels and specials. Maintain current level of weekly instructional time for students in Art, Music, and P.E.	2008-2009	
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?	Enrollment in special education programs will be monitored with transition to K-5 elementary configuration. Particular attention must be paid to caseload of moderate needs SIED program at Riffenburgh Elementary.	2008-2009	
		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.	Riffenburgh will continue participation with feeder system conversations related to academic transitions. Riffenburgh will actively participate in all feeder system transition meetings and instructional dialogues with junior high school teachers.	2008-2009	
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.	Continue to provide transition activities between levels to facilitate movement between schools. Counselors will have an important role in the emotional development transition. Explore ways for 5 th and 6 th grade students to prepare together for the spring 2009 transition, including shared ECO Week experiences. Riffenburgh Students will attend all orientation activities at Lesher Junior High School.	2008-2009	\$2000 to reduce cost for 5 th grade ECO Week participation
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.	Dialogue between 5 th and 6 th grade teachers to emphasize leadership opportunities for current 4 th graders, including student council involvement, ECO Week experiences, school store operation, and Geek Squad service and grade level buddies. Honor choir will become 4 th -5 th grade experience after 2008-2009 school year.	2008-2009	\$304 for leadership transition- 4 staff x 4 hours x \$19
		ADMINISTRATIVE				

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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.)?	<p>Promote distinctive features of Riffenburgh Elementary's programs:</p> <ul style="list-style-type: none"> ❖ Spanish – grades K-5 ❖ Small school feel, with favorable class sizes ❖ Enrichment opportunities such as OM, Lego Robotics, Missoula Children's Theatre, and Nation Science Foundation GK-12 Grant, Junior Achievement, assembly opportunities with support of PTO <p>We have space to accommodate School of Choice students and will continue to welcome all SOC and Homeschool applicants.</p>	2008-2009	
11	S76, S77	SIT	What changes, if any, will occur with your SIT team?	Continue representation of grade levels, programs and parents with absence of 6 th grade teachers and parents.	2008-2009	
		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?	Work in conjunction with staff at Leshar and Boltz Junior High Schools to share information about the new Middle School philosophy and programs that are being developed with Riffenburgh 5 th and 6 th grade students and parents. Continue to use existing communication channels such as monthly school newsletter. Riffenburgh website, monthly SIT and PTO meetings, parent-teacher conferences and Friday folders to inform families about grade configuration developments and opportunities for input.	2008-2009	Release time for collaboration with other Riffenburgh teachers at Leshar JHS. \$1000 to pay for substitutes to facilitate collaboration and visitation.
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.)	As 6 th grade students transition to middle school, resources to maintain levels for Gifted and Talented, Literacy, Counseling and Media Technology programs will need to be addressed. Open transparent communication about Riffenburgh's instructional philosophy and priorities as enrollment and staffing allocations are determined.	2008-2009	
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?	Riffenburgh will consider absorbing certified staff members who are making strong contributions when the district grade configuration staffing process permits. During Collaboration Days and PLC time we will articulate with staff members about any changes in roles and responsibilities in order to maximize our strengths and talents. There will be conversations and processes to determine our staffing priorities so we can make data-driven decisions related to limited resources.	2008-2009	

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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.)	The largest concern involves the prospect of multiple school assignments for specialist whose contracts may exceed enrollment-based needs. We seek to support colleagues through this district-guided process. We also face the prospect of deciding which programs must be sustained or reduced because of the new K-5 staffing allocations. Special schedule and recommended facility use with grade re-configuration will need to be reviewed by representative staff committee. Task forces will be established by January 2009 to make recommendations for K-5 facility use and the 2009-2010 instructional schedule.	2008-2009	Schedule Committee \$380 (4 x \$19 x 5 hours) Facility use task force \$304 (4 x \$19 x 4hours)
		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.	Continuation of Positive Behavior Support philosophy and activities. Teach concepts and skills related to ROCKS. Analyze discipline referrals as basis for adjustments in staff support of student behavior. Movement of 6th grade to middle school level should not negatively impart these efforts. R-Respect O-Optimistic attitude C-Cooperation K-Kindness S-Self-Control	2008-2009	
		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?	Riffenburgh's commitment to developing and expanding the district-wide Home School program organized and housed at our school. This includes exploration of providing on-line Home School curricula for interested families. Increased outreach to possible participants in Home School program. Continued support of Early Childhood Therapeutic Play Groups currently housed at Riffenburgh Elementary. Explore partnership with Early Childhood to develop pre-K program at Riffenburgh.		

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