

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.	Staff will continue to use DRA2, Levels Tests, and numerous formative assessments to drive our instruction. This year we have identified the essential standards in reading and are creating common formative assessments that are used periodically to make instructional decisions. Administrative and district support, collaboration and training opportunities are focusing on developing and analyzing common assessments. In addition, a stronger focus on higher level thinking skills will be expanded this year.	Ongoing	\$2000
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>Fifth grade has restructured their instructional program to include rotation of classes to prepare students for Middle School. Departmentalization occurs for math, science and social studies. Reading and language arts occur in homerooms with support. Sixth grade already does a rotation model and has provided guidance to the fifth grade team. Sixth grade departmentalizes for a coordinated reading and writing program and for math. Fifth grade is to be commended for making changes early in the year when the departmentalization was proving to be challenging for teachers getting to know students' strengths and needs in the language arts area. Moving into a departmentalized model requires close communication among team members to ensure high student motivation and performance.</p> <p>Students operating at higher levels will continue to be challenged in multiple ways including small groups, computerized and/or service learning projects.</p> <p>Math extensions currently include some fifth graders qualifying for sixth grade math. Without a teaching team in sixth grade next year nor some of the materials (such as Connected Math), we will need to have an alternative in place. We believe the district is working on this challenge as well.</p> <p>Eco Week at fifth grade has direct implications for programming adjustments in fourth grade including academic preparation and raising of funds. Ideas and action plans will be finalized second semester when the team is more clearly defined.</p> <p>Other discussions have occurred regarding unique and engaging projects that are appropriate for fifth grade that helps students present as Learning Leaders at a school-wide level. Currently sixth grade does Wax Museum that highlights a famous person using many learning skills. Fifth grade is finding a suitable but similar alternate that is appropriate for their level and demonstrates comprehensive learning.</p> <p>Space will be available next year to consider other programming options, such as a science room. We will investigate new opportunities as a result of increased space.</p>	May, 2008-May 2009	\$1000

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8	S40, S47, S50	Extracurricular program	Explain changes in the extracurricular offerings you are planning because of this grade configuration change.	<p>Enrichment classes, O Ambassador Club, and Book Buddies will continue as currently implemented with no changes needed. 4th grade students will be prepared to serve as leaders in spring and fall of 2009.</p> <p>Choir will be offered to 4th in the spring to add to the current 50 student 5th and 6th grade choir. Practice space and communication with parents will occur in the spring.</p> <p>Bus Buddies and Peer Assistants will be offered to 4th and 5th grade in the spring.</p> <p>Student Council (now with 5th and 6th grade leaders) will be offered to 4th in the spring. This program was revised this year to accommodate for fewer adult sponsors. It is in full operation able to adapt for the inclusion of 4th graders and for the exclusion of 6th graders for 2009.</p> <p>Graduating traditions in place for 6th grade will be added to the 5th grade program. Parents will be asked to assist in these activities (i.e. lock in evening fun raiser event for students, sock hop leadership roles, graduation parties and program.) Each grade will have separate but equal traditions.</p>	ongoing	
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 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?)	<p>We plan to strengthen programming for students who qualify for Gifted Education Plans as well as those who are performing at high levels. Using independent learning projects for extensions, higher level math programs, and other research-based differentiation strategies will continue to evolve based upon student needs and interests. A staff person is designated to assist with these specialized programs at all grades 1-6 while kindergarten continues to naturally provide for various learning needs in their program.</p> <p>We continue to monitor instructional needs and consider access to supplementary materials available in sixth grade for our use in fifth grade next year.</p> <p>We are sharing ideas with current 6th grade team as we seek new ways to meet the diverse learning needs at all levels.</p> <p>Changes in staffing for next year will need to be considered for ways to meet these needs.</p>	Spring 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?	<p>Our support staff is organized to work with teams easily in our natural pod configuration (1-2, 3-4, 5-6). We are already finding creative ways to address the needs of students when the needs vary significantly between pods. This revision process used this year will assist us this spring in our making such modifications again for next year. This school has much experience in using staff creatively to benefit the instructional needs of all our students.</p> <p>Response to Intervention (Rtl) is a program that is very similar to our existing model. A team of 5 staff members have been highly trained this fall and will be serving as the leaders in the preparation for next school year. We will make revisions in structure and process to enable this system to work effectively next fall in our K-5 configuration. We will add a regular revision component to ensure that students whose academic and behavioral needs fall "outside the norm" are addressed with systematically and supported when needs require different methodologies.</p> <p>District has provided much support for these changes. District staff will need to understand the complex</p>	ongoing	\$800

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				educational needs at each school resulting from grade configuration, especially in the areas of gifted, ELL, and special education. Sharing what other schools are doing will assist all of us to adapt more effectively.		
		TRANSITION				
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 th graders as they transition to 6 th grade.	<p>5th and 6th grade teams articulating with Boltz and Leshner with the hope that our team can provide their academic assessments of students' learning with these teams in the spring.</p> <p>Increase Boltz and Leshner communication to our families through written notices in our newsletters and through web links on our school webpage.</p> <p>5th and 6th will host middle school counselor/team here to answer our students' questions and concerns.</p> <p>5th and 6th graders will visit their new Middle School in the spring. We expect that new needs will naturally result from this experience and we will position ourselves to respond.</p>	<p><i>Spring, 2008</i></p> <p><i>And on-going</i></p>	\$200
13	S34, S35	Emotional & Developmental	Explain the 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.	<p>5th and 6th grade teams are discussing "rotating" of classes with students to prepare them to be successful for middle school model.</p> <p>With the leadership of the counselor, the 5th and 6th grade students will self-assess their readiness for being "middle school ready" to be independent, organized with advocacy skills for what they might need to be successful.</p> <p>Parent programs will be arranged to assist parents in being prepared for a "middle school learner" at home to include depression signs, alcohol and drugs and the impact on brain development, and cyber bullying. Additional support groups will be offered to parents as needed to help them support their children in this transition. Teachers will extend these concepts as the year progress to support students who may show any areas of emotional need.</p> <p>Counselor will assist in preparing for all levels of transition between schools, between students, between students and adults. Counselor has created Middle School Pen Pals this year to provide even more direct communication between students.</p>	<i>On going</i>	
14	S30	Opportunities for 2009 transition class	Explain the proactive steps you are taking to ensure that the current 4 th graders have leadership opportunities.	<p>Survey sent to 4th grade families resulted in some ideas from spring 2008.</p> <p>Spring of 2009, fourth graders will be offered new opportunities to be prepared for leadership roles at school (including live and daily TV production of announcements, student council, choir, bus buddies, and outdoor sign changers.)</p> <p>Counselor/principal/teachers will continue to assess the issues facing 4th graders and respond appropriately with the needed instruction and experiences to prepare them as School Leaders in fall of 2009.</p>	<p><i>Spring 2008</i></p> <p><i>On going</i></p>	\$100

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		ADMINISTRATIVE				
10	S37, S40, S44, S45	School of Choice	<p>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>	<p>A marketing team continues to actively work on ways to share the educational program offered at Shepardson. Two open houses will be offered as well as personalized individual tours. SIT serves to guide and support the Marketing Team as they seek new ways to promote Shepardson in our community.</p> <p>As a school, we are beginning to discuss possible ways to “brand” Shepardson that fits with our unique values for helping all children be successful as global citizens in 21st century, for providing instruction that actively engages students in learning, for recognizing and developing the unique gifts of the “whole child”, and for a culture that values diversity and where children feel they can make a difference in our world.</p> <p>The actual impact of these initiatives will be unknown until the SOC deadline. We have reason to believe that the current SOC families will be inclined to stay at Shepardson.</p>		
11	S76, S77	SIT	<p>What changes, if any, will occur with your SIT team?</p>	<p>Staff representatives on SIT will need to change to a K-1 rep, 2-3, and 4-5. No changes will be needed among the parent representatives; our bylaws already support such changes.</p> <p>Efforts have begun to intentionally include our new Preschool Program.</p> <p>Fewer POD reps and room parents will be needed to support PTO functions.</p>	<p><i>On going</i></p>	
		COMMUNICATION				
1	S4, S6, S7, S65, S68, S69, S89	Parents and community channels	<p>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?</p>	<p>Parent input is received monthly through PTO and SIT channels. Changes are made monthly to address any concerns.</p> <p>A comprehensive Parent Friendly Site Readiness Plan and Timeline for parent needs were submitted to the district for publication.</p> <p>In November, about 50 parents attended a special session to create the questions and address any issues they are facing. A parent night with Boltz and Leshner principals and counselors was a huge success.</p> <p>Website keeps parents easily connected with these schools’ events and transition activities.</p>	<p><i>See timeline presented in Parent Readiness format.</i></p>	

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				We sent Boltz and Leshar a copy of our main school-wide events in hopes that they can schedule to avoid events around our few annual family and graduation events.		
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>Concerns have been mostly around the differences in curriculum, extra curricular, and general procedures/expectations. Meetings with feeder middle schools have addressed these concerns. Additional information will be gathered as the year progresses.</p> <p>Plan to use Survey Monkey if issues begin to surface immediately.</p> <p>We are also looking at ways to create an active list serve for parents with internet access and then providing equal opportunities for parents without such access. Timeliness and good information will assist us in responding quickly and effectively.</p> <p>Use of automatic calling has increased this year to ensure that communication with parents for opportunities to be involved in activities is effectively reaching them.</p>	<p><i>Spring 2008-on going</i></p> <p><i>See Parent Friendly timeline</i></p>	\$1982.00
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>A comprehensive Parent Friendly Site Readiness Plan and Timeline for staff needs were submitted to the district for publication.</p> <p>Staff issues are brought forward at Policy (leadership team) and staff meetings.</p> <p>Principal meets weekly with specials' team.</p> <p>An open communication recording system is available to staff in staff lounge for sharing and for new ideas to develop.</p> <p>A timeline for specific activities that must be addressed continues to be developed along with the process and who will be in charge. Policy managed this process.</p>	<p><i>On going</i></p> <p><i>See Parent Staff Friendly Timeline</i></p>	
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>Specials: Reduction in staffing is an issue that can't be resolved until spring when district makes decisions and creates expectations for school. However, creative conversations are already surfacing among both staff and parents.</p> <p>Scheduling for fewer classrooms: While spring is when such issues will be formally discussed, we are looking at creative ways to use empty classrooms (such as science labs).</p> <p>Reduction in Special Education numbers and ELA numbers will naturally reduce staffing. Creative conversations are occurring now with more specific plans occurring when numbers are presented to Shepardson.</p> <p>Supplies movement between schools and classrooms will be addressed in spring. District has created a listing of what will and will not move from a school. This listing has simplified this process.</p>	<p><i>On going</i></p>	\$2000

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				<p>Movement of staff to other buildings and to other classrooms may result in a fun Staff Moving Day Party for the team to support each other.</p> <p>Assisting staff interested in pursuing a middle level position has been an ongoing process for staff who wants to move to Middle School. We have supported their needs for growth.</p> <p>A team will meet in April with Dr. Michael Rettig, a national expert on scheduling, to assist us specifically in making our best changes in scheduling this spring.</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>We will invite EAS to add support sessions on site if needed.</p> <p>Continue to keep the flow of information going. Encouraging “rumors” to be known so they can be understood with current reality. Systems for sharing information in multiple ways exist to assist us in knowing what staff is thinking.</p> <p>A year of celebration! Loss of 6th grade students means that each event will be very special this year. The potential loss of some of our long-term staff next year makes this year also very special and a need to celebrate this year together! It has also been a great year for sharing of stories to keep the memories alive.</p>	<i>On going</i>	
		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>			

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