



## ELEMENTARY SITE READINESS PLAN

CATEGORY	CRITICAL QUESTIONS	ACTION PLAN (WHAT WILL BE DONE AND WHO IS RESPONSIBLE?)	TIMELINE	BUDGET
<b>ACADEMIC &amp; EXTRA-CURRICULAR</b>		Academic and Extracurricular Decisions at TCKS are made according to our Decision Making Matrix.		
Achievement	<a href="#">How will you enhance your focus on student achievement and track your success toward that focus.</a>	<p>1) We will continue our current 5-Pillar model of excellence in education, with its focus on the Core Knowledge Curriculum, student responsibility, character education, parent partnership, and mature literacy.</p> <ul style="list-style-type: none"> <li>To maintain excellence in delivery of the complete scope and sequence of the Core Knowledge Curriculum (which includes Art and Music), Traut will maintain current certified staffing for all specials (outside-hire specials may be hired at a lesser percentage). In addition, we have the goal of maintaining support staff at current levels as well.</li> </ul> <p>2) We will continue all current assessment methods, tracking each student with the goal of ensuring that each one experiences a year's worth of growth each year. Additional progress monitoring around RtI will take place as well.</p> <p>3) We will maintain and enhance our focus on differentiated instruction to meet individual student needs by providing professional development and collaboration time in this area.</p> <ul style="list-style-type: none"> <li>The use of parent partners under the guidance of teaching staff plays an important and necessary role in supporting differentiation at all levels of student achievement</li> </ul>	<b>Ongoing</b>	
Academic program	<a href="#">Explain new academic programming you are planning because of this grade configuration change</a>	<p>1) ECO will be moved to fifth grade. Fifth grade teachers will collaborate to align their delivery of the Core Knowledge 5<sup>th</sup> grade scope and sequence with this event.</p> <p>2) The Human Growth and Development curriculum currently covered in 6<sup>th</sup> grade will move up with the 6<sup>th</sup> grade students into that grade level curriculum. Fifth grade will still cover the 5<sup>th</sup> grade portion that is currently part of their curriculum. We will work with Kinard to ensure that our 5<sup>th</sup> grade curriculum aligns with what they plan to teach during this 6<sup>th</sup> grade</p>	<p><b>May 08</b> – 5<sup>th</sup> grade teachers preview ECO options.</p> <p><b>Oct 08</b> – 5<sup>th</sup> grade teachers attend ECO with the 6<sup>th</sup> grade class and teachers</p> <p><b>2008-09</b> – Both 5<sup>th</sup> grade and 6<sup>th</sup> grade will attend ECO during this school</p>	<p><b>May 08</b> – Subs needed for 5<sup>th</sup> grade teachers</p> <p><b>Oct 08</b> - We will send 5<sup>th</sup> grade teachers to ECO with associated costs and release time.</p> <p>Estimated Substitute Teacher cost= \$800</p>

		<p>unit.</p> <p>3) To prepare our students for the transition from our math curriculum to the middle school math curriculum, we will:</p> <ul style="list-style-type: none"> <li>• Charge the curriculum committee with preparing an analysis of the similarities and differences between the curriculum philosophies, methods, and content.</li> <li>• Curriculum committee will communicate with relevant PSD Curriculum committees and staff.</li> <li>• Fifth grade teachers have collaborated to consider this analysis and they have determined that very few changes will be made in their delivery of our fifth grade math curriculum, as our current Math adoption requires meeting its content objectives, and any changes would not do much to ease our student’s transition.</li> <li>• This analysis will also be made available to parents so that they will know how to best support their student during this academic transition.</li> </ul>	<p>year</p> <p><b>Spring 08</b> – SBMC charges Curriculum Committee with math curriculum analysis</p> <p><b>Fall 08</b> – Curriculum Committee presents analysis to SBMC. It will then be made available to 5<sup>th</sup> and 6<sup>th</sup> grade teachers.</p> <p><b>Fall 08</b> – Communication using Curriculum Committee findings document to parents, including proactive measures parents can take to help the transition.</p>	
<p>Extracurricular program</p>	<p>Explain changes in the extracurricular offerings you are planning because of this grade configuration change.</p>	<p>Extracurricular program leaders will determine changes in their program on an individual basis. For information on specific EC offerings, please See “<u>Guidelines for Extra Curricular Activities at Traut</u>” document in appendix.</p>	<p><b>2008-09 school year</b> – Changes determined by each ECA</p> <p><b>2009-10 school year</b> – Changes implemented</p>	
<p>Athletic program</p>	<p>Explain changes in the athletic programs you are planning because of this grade configuration change.</p>	<p>There are no district athletic programs offered currently, and there will be no change at the elementary level.</p>		
<p>“Special” academic programs</p>	<p>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>	<p>1) Literacy information will be communicated from our Literacy staff to the Kinard Literacy staff as students move from 5<sup>th</sup> grade to 6<sup>th</sup> grade. Invite middle school teachers to attend IEP and transition meetings.</p> <p>2) Gifted and Talented program will continue to be staffed at its current level (Note: on April 2, 2009, the SBMC approved a transfer of GT funds and changes in the GT delivery model). Differentiation will be enhanced through professional development and collaboration.</p>		
<p>“Special” academic programs</p>	<p>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>	<p>1) Because Special Education funds do not come out of our site budget, special education services will remain at current levels.</p> <p>2) We have noticed an increase in ELL students over the past several years. We have also noticed an increase in reading difficulties in the primary grades. These issues, coupled with a higher student-teacher ratio may combine to create a need for more paraprofessional literacy support,</p>		

		<p>especially in the early grades. Funding for additional support will come through additional funds acquired through increased enrollment and all-day Kindergarten.</p> <p>3) As TCKS moves toward the PLC/RTI (Professional Learning Community/Response to Intervention) model, teams will be incorporating strategies and interventions to address student needs.</p>		
<p><b>TRANSITION</b></p>				
<p>Academic</p>	<p>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<sup>th</sup> graders as they transition to 6<sup>th</sup> grade.</p>	<p>1) As the Core Knowledge Curriculum is used by both Traut and Kinard, the best way to ensure a smooth academic transition is to ensure that the entire scope and sequence of the curriculum is taught at both sites.</p> <p>2) Members of our SBMC and our GRTAC are attending Kinard’s SBDMT meetings to provide input as they are preparing their Site Readiness Plan.</p> <p>3)We will provide input to Kinard that:</p> <ul style="list-style-type: none"> <li>• A newsletter with the biographies/photos/introductions to sixth and seventh grade teachers would give parents and students more familiarity with Kinard before the transition. These biographies could be available at the open house and on the Kinard web link. It should also be available at the January information meeting at middle school for incoming sixth graders.</li> <li>• Allowing sixth grade parents to fill out a “learning styles” form to go to Kinard would give sixth grade teachers some familiarity with the incoming students as they determine placement and work with students. This would provide necessary communication and fits with the middle school model.</li> <li>• The transition could be eased by Kinard providing home room teacher information and a list of classmates in June for sixth grade and send a welcome letter from homeroom teacher to incoming sixth graders.</li> </ul> <p>4) Leadership meetings in the FRHS feeder have been used to help find</p>	<p><b>March and April 08 –</b>  <i>Members of GRTAC and SBMC attend Kinard SBDMT meetings to provide input</i></p>	

		<p>ways to smooth this transition.</p> <p>5) We will have Kinard staff and administration come talk to students, staff, and parents as well.</p> <p>6) The FRHS feeder system was provided the opportunity to collaborate on transition questions during the February 18, 2008 Collaboration Day.</p> <p>7) The FRHS feeder system provided a reconfiguration discussion to the community on September 22, 2008</p> <p>8) See question 7 above for information regarding academic transition in the areas of math and human growth and development</p>	<p><i>Fall 08 – SBMC will invite Kinard's principal to parent information meeting</i></p>	
<p>Emotional &amp; Developmental</p>	<p>Explain the proactive steps you are taking with your middle school feeder to ensure that the then 5<sup>th</sup> graders are prepared emotionally and developmentally for the transition to sixth grade.</p>	<p>We will continue our focus on student responsibility and character education. (See question 12)</p>		<p><i>Extra costs will be incurred with double yearbooks, graduations, and ECO that will need additional funding. Estimated cost =\$100</i></p>
<p>Opportunities for 2009 transition class</p>	<p>Explain the proactive steps you are taking to ensure that the current 4<sup>th</sup> graders have leadership opportunities.</p>	<p>The structure of Student Advisory Board will be changed to include 4<sup>th</sup> – 5<sup>th</sup> graders for the 2009-2010 school year.</p>		
<p><b>ADMINISTRATIVE</b></p>				
<p>School of Choice</p>	<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>1) Our enrollment will remain 100% school of choice students.</p> <p>2) We will increase enrollment from 75 per grade level to 78 per grade level. This will result in a net change in enrollment from 525 to 468, so the make-up of our student body will not be significantly changed.</p> <p>3) Starting in 2009-2010, TCKS will offer full day Kindergarten option, with no more than 50% of the Kindergarten classes reserved for full day Kindergarten.</p> <p>4) There was extensive communication and opportunity for community input throughout this decision-making process, through newsletters, committees, public input, and written surveys.</p> <p>5) We have received approval from District Administration should we wish to go forward with the additional students. In addition, the principal has</p>	<p><b>2009-10 school year – enrollment will increase at each grade level from 75 to 78</b></p> <p><b>2009 – 10 school year – Up to two sections of Kindergarten will become all-day.</b></p>	<p><i>Extra costs for furniture, materials, and textbooks will be needed. In addition, some money will be needed to support additional administrative expenses related to purchasing and ordering.</i></p> <p><i>Some building modifications will be needed as we move classrooms to accommodate one more Kindergarten room. Additional furniture and supplies for one all day Kindergarten class will be needed.</i></p> <p><i>Release time for Kindergarten teachers will be needed to develop all-day Kindergarten program.</i></p> <p><i>Total estimated costs for Kindergarten Items = \$500 Estimated sub costs = \$100</i></p>

		worked with the budget manager from PSD administration regarding the budget scenarios.		
SIT	What changes, if any, will occur with your SIT team?	Our site governance model will remain as it is currently established in our Charter document.		As our site Reconfiguration Team has classified staff members on it, we need to compensate the hours they spent on this project. Compensation cost = \$550
<b>COMMUNICATION</b>				
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?	<p>1) Parents have had the opportunity to participate in the development of our Site Readiness plan as members of our GRTAC.</p> <p>2) Our Parent Advisory Board comprises half of the membership of our SBMC, the body that will have final site approval of our Site Readiness Plan.</p> <p>3) All meetings of the GRTAC, PAB, and SBMC are open to the public and have included (and will continue to include) community comment which may include grade configuration changes.</p> <p>4) A Parent Input meeting was held on March 11, 2008 to answer questions related to grade reconfiguration and to collect input from parents to determine concerns they have related to the transition. This information was considered as the Site Readiness Plan was prepared.</p> <p>5) A “Frequently Asked Questions” document related to the Grade Configuration based on questions and concerns of parents gathered from the above sources. This document is available on the school website.</p> <p>6) Grade reconfiguration was the central topic of our All-School meeting in September, with a specific focus on All Day Kindergarten (accompanied by a written poll requesting parent feedback on that proposal).</p> <p>7) A parent input meeting was held on October 14 will be held again in fall</p>	<p><b>4/2/08</b> – GRTAC concludes work on Site Readiness Plan draft and forwards to SBMC</p> <p><b>4/08</b> – SBMC will review, revise, and approve the Site Readiness Plan draft during their two April meetings.</p> <p><b>3/11/08</b> – Parent Input meeting held</p> <p><b>Spring 08</b> – PAB initiates FAQ document and posts to web.</p> <p><b>September 08</b> – An overview of current issues regarding the Site Readiness Plan was presented at our All-School Meeting</p> <p><b>October 08</b> – Parent input meeting held to collect information for final Site Readiness Plan</p> <p><b>September 08 – November 08</b> – GRTAC</p>	

		<p>of 2008 to gather input which will be considered in the preparation of the final Site Readiness Plan.</p> <p>8) Information included in the final Site Readiness Plan will be provided to the community and opportunity for community comment will be provided at least 2 SBMC meetings before it is approved.</p> <p>9) Parents will be encouraged to attend the Kinard information meeting to find out the contents of their Site Readiness Plan on May 8, 2008.</p>	<p><i>meets to revise and prepare final Site Readiness plan</i>  <b>November 08</b> – Final Site Readiness Plan presented to SBMC for review, revision, and approval during 2 November meetings</p> <p><b>Spring 08</b> – Information regarding Kinard meeting publicized.</p>	
<p>Parent and community issues</p>	<p>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>	<p>Specific parent concerns as determined from avenues provided parents to express them include:</p> <ul style="list-style-type: none"> <li>• ECO Week changes             <ul style="list-style-type: none"> <li>○ Fifth Grade will take on ECO, but only for one night in the late spring. Curriculum and instruction will be provided primarily by our own teachers. Parent partners will be welcomed as additional chaperones.</li> </ul> </li> <li>• Funding Deficits             <ul style="list-style-type: none"> <li>○ With the addition of 3 students per grade level and all-day Kindergarten we do not anticipate funding deficits.</li> </ul> </li> <li>• Proposed changes in class size             <ul style="list-style-type: none"> <li>○ Our proposal is to increase class sizes in grades 1-5 to 26 per classroom, with Kindergarten classes being 19 or 20 per classroom (a total of 78 students per grade). This will be our primary means of continuing funding needed to keep current levels of service to our students.</li> </ul> </li> <li>• How will the empty rooms be used? Specifically, will we be able to provide all-day Kindergarten?             <ul style="list-style-type: none"> <li>○ To add all-day Kindergarten, 2<sup>nd</sup> grade classrooms will move to the current 3<sup>rd</sup> grade location, with the 3<sup>rd</sup> grade moving to the current 6<sup>th</sup> grade locations. This will free up 3 rooms in the primary wing, one of which would become all day Kindergarten. One of the other two rooms will be used for additional space for Literacy, other interventions, and the other room will be for an additional media lab.</li> </ul> </li> <li>• What TCKS traditions will we lose when sixth graders move to middle school?</li> </ul>		

		<ul style="list-style-type: none"> <li>○ ECO will change. The location will be at the YMCA of the Rockies, held for a single overnight in May. The content covered will also be adjusted to a 5<sup>th</sup> grade level.</li> <li>○ Graduation will change. Collaborative planning (staff and parents) will continue to develop an age-appropriate 5<sup>th</sup> grade TCKS graduation.</li> <li>○ Student leadership will change (4<sup>th</sup> grade will now share SAB with 5<sup>th</sup> grade).</li> <li>○ As a natural consequence of reconfiguration, we will lose practically all the myriad of traditions specific to 6th grade as we have known it at TCKS. Most of what will be lost relates directly to the 6<sup>th</sup> grade Core Knowledge curriculum. Whether any of these traditions are carried into middle school will be a Kinard decision. Most of these traditions cannot be absorbed into 5th grade, because 5<sup>th</sup> grade is already rich with its own curriculum-related traditions. Examples of some of the major 6<sup>th</sup> grade traditions lost include:             <ul style="list-style-type: none"> <li>▪ Julius Caesar</li> <li>▪ Living History Museum</li> <li>▪ Stock Market Project</li> <li>▪ Immigration Skits</li> <li>▪ Visiting Scientists</li> <li>▪ Design-a-House Project</li> <li>▪ Invention Project</li> <li>▪ Car Science Show</li> <li>▪ 6<sup>th</sup> Grade Mentors</li> <li>▪ Quiz Bowl</li> <li>▪ Starry Night Astronomy at Observatory Village</li> </ul> </li> <li>• How will the delivery of Human Growth and Development change when it is delivered in middle school?             <ul style="list-style-type: none"> <li>○ The 5<sup>th</sup> grade portion of HGD will be the same as currently offered. Sixth grade HGD will cover the rest at Middle School.</li> </ul> </li> <li>• What will 6<sup>th</sup> grade in middle school look like?             <ul style="list-style-type: none"> <li>○ Please refer to Kinard’s plan.</li> </ul> </li> <li>• What music, foreign language, and other elective offerings will our sixth graders have in middle school?</li> </ul>		
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<p>Staff channels</p>	<p>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>	<p>1) Throughout the 2007-2008 school year, staff has been provided the following opportunities for gathering information and providing input:</p> <ul style="list-style-type: none"> <li>• Our first collaboration day morning, September 17, 2007, was spent brainstorming questions, solutions, and scenarios related to the grade reconfiguration transition.</li> <li>• Ongoing discussions at TAB.</li> <li>• Opportunity for inputs at TAB/Staff Issues meetings.</li> <li>• Staff involvement in planning collaboration days.</li> <li>• Staff involvement on GRTAC and SBMC.</li> <li>• Additionally, all means of communication listed in question 1 will be available to staff as well as parents.</li> </ul>	<p><b>9/17/07</b> – Staff collaboration on grade reconfiguration</p> <p><b>Ongoing</b> – discussions at TAB and staff meetings and staff involvement in groups developing and approving Site Readiness Plan</p> <p><b>April 08</b> – TAB issues meeting to inform and elicit input on preliminary plan from ALL staff. Begin staff discussion and elicit input on room usage.</p> <p><b>Oct 08</b> – Prior to final approval GRTAC shares final plan with staff to inform and elicit input.</p>	
<p>Staff issues</p>	<p>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>	<p>1) Major concerns of staff include:</p> <ul style="list-style-type: none"> <li>• With the 6th grade movement, how will the classified staff be affected?             <ul style="list-style-type: none"> <li>○ We anticipate no changes to our classified staffing plan in terms of positions and hours. There will be some shifting of resources to lower grades as we lose 6<sup>th</sup> grade.</li> </ul> </li> <li>• How are elementary specials teachers' needs going to be met?             <ul style="list-style-type: none"> <li>○ We plan to keep our specials teachers at 100%.</li> </ul> </li> <li>• How will the quality of our program be affected by enrollment or staffing changes?             <ul style="list-style-type: none"> <li>○ We plan to keep the same or higher levels of staffing such that the impact will be minimal.</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"><li>• How will job duties change as a result of enrollment or staffing changes?<ul style="list-style-type: none"><li>○ Job duties will generally be the same, although there will be some shifting of time to assist the lower grades once 6<sup>th</sup> grade goes.</li><li>○ Specials teachers will have 15% more time with the loss of 6<sup>th</sup> grade. This time will be used to assist, either directly or indirectly, with interventions for students.</li></ul></li> <li>• How will we provide support for an increase in class size?<ul style="list-style-type: none"><li>○ We will have the same staffing allocation, but with fewer students. Some of the time freed up for classified staff and specials teachers will go toward this end. In addition, we anticipate enough extra funding such that more instructional paraprofessional assistance will be available.</li></ul></li> <li>• If a 6<sup>th</sup> grade teacher chooses not to go to middle school, does he/she bump a probationary teacher or go to another site? How do we address a situation in which none of the sixth grade teachers wish to leave a site?<ul style="list-style-type: none"><li>○ We will follow District traditions such that non-probationary staff with greater seniority will be granted a job at TCKS, even if it means bumping a probationary teacher. Probationary teachers in good standing who have to move will receive support from the office and principal to assist them in finding another job in PSD.</li></ul></li> <li>• What can be done to ensure common planning times for teachers?<ul style="list-style-type: none"><li>○ According to our teacher survey, the majority of teachers did not see as a priority to reschedule specials times to allow this, especially since it meant breaking up our currently preferred mode wherein specials are on a 3-week rotation. However, there may still be occasions where specials teachers take all 75 students at a grade level to provide these opportunities.</li></ul></li> <li>• Who is moving 6<sup>th</sup> grade materials to middle school? When, cost, packing materials, time for packing and unpacking, actual</li></ul>		
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		<p>movement?</p> <ul style="list-style-type: none"> <li>○ There may be a need to hire individuals/get district employees to help with this project.</li> <li>• Movement within building (same questions as above).             <ul style="list-style-type: none"> <li>○ The teachers will be responsible for packing their materials and most of the light moving. Other staff and Parent Partners will likely be available to assist. Any furniture or other heavy items to be moved may be arranged through custodial staff.</li> </ul> </li> </ul> <p>2) The means listed in question 3 will be used to communicate the following messages to staff:</p> <ul style="list-style-type: none"> <li>• TCKS will follow District protocols regarding placement of “overage” staff (staff that are being cut due to program/population changes—in our case 6<sup>th</sup> grade teachers). These protocols indicate that non-probationary (tenured) staff will be accommodated in their current building if at all possible, even if it means a probationary (non-tenured) staff member would not be renewed.</li> <li>• We intend to create a scenario wherein specials teacher positions retain their current FTE status.</li> <li>• Specials teachers’ schedules and duties will be affected by vacancies created by the loss of 6<sup>th</sup> grade, and we will investigate ways to use these resources effectively.</li> </ul>		
<b>CULTURE/MORALE</b>				
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>All members of our community will be reminded to demonstrate our character qualities throughout this transition.</p> <p>Parents, teachers, and staff will be reminded that it is imperative they model a positive attitude about these changes in school, home and in the community.</p> <p>Staff Meetings this year and next year will provide information about the</p>	<p><i>Ongoing</i></p>	

		<p>grade reconfiguration, as well as coaching teachers on the answers to common questions. Again, this should help stop rumors and aid teachers in providing a professional, positive attitude towards the reconfiguration. PAB members and principal will use Friday note letters during the 2008-2009 school year to educate/remind our school community of our school vision/mission and founding principles, which will remain the same even when our enrollment changes.</p> <p>Communication with students, staff, and parents is critical. See Communication sections.</p>		
<p><b>OTHER</b></p>				
<p>Additional information</p>	<p><a href="#">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?</a></p>	<p>1) The Core Knowledge Curriculum is specific in its scope and sequence for both fifth and sixth grade. Fifth graders cannot simply “take on” the many TCKS traditions that we will be losing when sixth grade moves to middle school.</p> <p>The only activities that historically belonged at sixth grade which will be moved to fifth grade are ECO (a district decision) and TCKS graduation.</p> <p>2) Classrooms will undergo reconfiguration shifts as rooms currently used by 6<sup>th</sup> grade are utilized for new purposes.</p> <ol style="list-style-type: none"> <li>1. Move 2<sup>nd</sup> grade to current 4<sup>th</sup> grade rooms, 4<sup>th</sup> to 6<sup>th</sup></li> <li>2. Convert one 2nd grade room to an all day Kindergarten room, another to a tech lab/flex room, and the third to a learning center.             <ol style="list-style-type: none"> <li>a. Fold-down tables around the perimeter of tech lab/flex room.</li> <li>b. Dividers for small group breakout areas in learning center.</li> </ol> </li> <li>3. Soundproof the walls between the two adjoining 6<sup>th</sup> grade rooms.</li> </ol>	<p><b>Summer 2009 –</b> Structural changes necessary to change room use and necessary teacher/classroom moves will be made.</p> <p><b>2008-09 school year –</b> Technology Committee plans technology space/use of flex room/tech lab.</p>	<p><i>There will be costs associated with changes of room use.</i></p> <ol style="list-style-type: none"> <li>1. Move 2<sup>nd</sup> grade to current 4<sup>th</sup> grade rooms, 4<sup>th</sup> to 6<sup>th</sup></li> <li>2. Convert one 2nd grade room to an all day Kindergarten room, another to a tech lab/flex room, and the third to a learning center.             <ol style="list-style-type: none"> <li>a. Fold-down tables around the perimeter of tech lab/flex room.</li> <li>b. Dividers for small group breakout areas in learning center.</li> </ol> </li> <li>3. Soundproof the walls between the two adjoining 6<sup>th</sup> grade rooms.</li> </ol> <p><i>Estimated costs for room changes = \$5130</i></p>