

### ELEMENTARY SITE READINESS PLAN

#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	ACTION PLAN (WHAT WILL BE DONE AND WHO IS RESPONSIBLE?)	TIMELINE	BUDGET
		<b>ACADEMIC &amp; EXTRA-CURRICULAR</b>				
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.	<ul style="list-style-type: none"> <li>• Implementation of our Response to Intervention team (principal, special education teacher, two literacy teachers, two general education teachers, speech pathologist, counselor, and school psychologist) – Fall 2008 focus will be on research based interventions and progress monitoring for students struggling in tier one – core curriculum</li> <li>• Implementation of winter MAPs assessments in reading and math to progress monitor our student achievement and steps made towards meeting school improvement plan goals</li> <li>• Maintaining our STAR, Accelerated Math and DRA assessments as other progress monitoring tools to ensure that our students are making progress towards reading and math goals</li> </ul>	<p>Fall 2008</p> <p>12/2008</p> <p>Ongoing Fall/Spring 2008/09</p>	
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.	<ul style="list-style-type: none"> <li>▪ The team is considering uses for our extra space/classrooms that will become available as our sixth graders transition out. The goal being to increase our space available for small group interventions and individualized instruction. We are hoping to leave a room available for after school programs and homework help.</li> <li>▪ The Master Schedule for 2009 – 2010 will include an intervention block of time for each grade level. This intervention block will provide opportunities for assessment, intensive instruction and intervention for students, and will provide that “double dip” that they may require.</li> <li>▪ We have added an extra .75 literacy support to reduce the size of our strategic reading groups in Kindergarten and first grade as well as to provide classroom support in our third and fifth grade literature circles</li> <li>▪ Our goal is also to use space to reduce classroom size due to our increased numbers. We currently cannot reduce classroom size due to a lack of space available. We will consider using the extra space to move some grade levels from a two track to a three-track model.</li> <li>▪ This year we have added our fifth graders to our ECO week visit to transition the program and the students to this new model</li> <li>▪ This year we will add more 5<sup>th</sup> and 6<sup>th</sup> grade students to our Young Scholars Gifted and Talented team</li> </ul>	<p>Fall 2009</p> <p>Fall 2009</p> <p>1/2009</p> <p>Fall 2009</p> <p>Fall 2008</p> <p>Fall 2008</p>	

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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.	<ul style="list-style-type: none"> <li>The extra curricular activities will predominately remain the same. We will maintain our after school clubs run by school personnel. These clubs will include: Art club, Running Club, Lego Club, National Geographic Bee (4/5/6<sup>th</sup> grades), Odyssey of the Mind, Girl Scouts, Boy Scouts, French Club, Homework Help (4/5/6<sup>th</sup> grades) Rams Club and Bears Club (1<sup>st</sup> grade)</li> <li>Our lunchtime intramurals schedule will expand to include fifth grade students for intramurals teams run by our Physical Education teacher.</li> </ul>	Fall 2008  Fall 2008	
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)		
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?)	<ul style="list-style-type: none"> <li>We will continue to accelerate our 6<sup>th</sup> grade students to Boltz Middle School for advanced math sessions</li> <li>Our Gifted and Talented program will expand to include more 5<sup>th</sup> grade students in our Young Scholars program</li> <li>We will expand our current literacy support to our fifth grade classrooms to ensure that our current fifth graders are well prepared for the literacy challenges that may lie ahead for them. This will include both classified and certified support</li> </ul>	Fall 2008 Fall 2008 Fall 2008	
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?	<ul style="list-style-type: none"> <li>Transition meetings will be held for students with IEPs or students who are actively receiving ELL support as they move to the next educational level</li> <li>Our Response to Intervention team will document and brainstorm interventions for each child who has moved through our team and will provide any additional transition information as needed</li> </ul>	Spring 2009  Fall 2008	
		<b>TRANSITION</b>				
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 <sup>th</sup> graders as they transition to 6 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>Middle school counselor and O’Dea counselor will stay connected on student choice and parent questions and concerns. Will connect during district wide counselor meetings and individually as needed</li> <li>Weekly counselor sessions with 5/6<sup>th</sup> grade students will focus on transitions, changes and move to the middle school</li> <li>Communication with middle school teachers regarding student levels and achievement for placement in classes for the fall 2009</li> </ul>	Ongoing Fall/Spring 2008/09  Ongoing Fall/Spring 2008/09 Spring 2009	
13	S34, S35	Emotional & Developmental	Explain changes in your academic program describing proactive	<ul style="list-style-type: none"> <li>Middle school visits to Boltz, Kinard and Leshner to familiarize the 5/6<sup>th</sup> grade students with each of the schools</li> </ul>	Spring 2009	

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			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.	<ul style="list-style-type: none"> <li>▪ Middle School counselors from Boltz, Leshner, Kinard will visit O'Dea and meet the 5/6<sup>th</sup> grade students and be available for questions</li> <li>▪ Weekly counselor sessions with 5/6<sup>th</sup> grade students will focus on transitions, changes and move to the middle school</li> </ul>	Spring 2009	
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 <sup>th</sup> graders have leadership opportunities.	<ul style="list-style-type: none"> <li>▪ The spring of 2008 school year, staff identified all leadership opportunities for 4/5/6<sup>th</sup> grade students at O'Dea Core Knowledge</li> <li>▪ Plan was generated with how to implement these leadership opportunities through student council and grade level opportunities.</li> <li>▪ SIT team will work to gather input from parents regarding leadership opportunities for students</li> </ul>	Spring 2008 Fall 2008 Spring 2009	
		<b>ADMINISTRATIVE</b>				
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.)?	<ul style="list-style-type: none"> <li>▪ An O'Dea School/Community Design team will be created to work with the school and the surrounding community to help build community connections and to articulate our mission and vision to the community at large</li> <li>▪ Monthly updates will be provided to parents during PTA meetings regarding the status of our school numbers and our marketing strategies for O'Dea – we are currently not heavily affected by losing our sixth graders as our numbers have been strong in 2008 – 2009 with a strong predicted enrollment in 2009 – 2010 as well</li> <li>▪ Entire school community will be updated regularly regarding plans for the 2009 – 2010 school year and the possibility of moving from a two strand 3 – 5 to a three strand 3 – 5</li> </ul>	Fall 2008  Ongoing Fall/Spring 2008/09  Spring 2009	
11	S76, S77	SIT	What changes, if any, will occur with your SIT team?			
		<b>COMMUNICATION</b>				
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	Information to the school community and surrounding area will include, but is not limited to: <ul style="list-style-type: none"> <li>▪ Monthly school newsletter</li> <li>▪ Monthly PTA meetings</li> <li>▪ Information in grade level newsletters</li> <li>▪ Work with the School/Community Design team</li> </ul>	Ongoing	

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			be used? How often? What opportunities will there be for input from these groups?	<ul style="list-style-type: none"> <li>▪ Work with SIT team</li> <li>▪ Announcements at assemblies and evening events</li> <li>▪ Middle School principal visits in the spring</li> <li>▪ O'Dea Core Knowledge website will embed links to middle school web pages and post middle school events</li> </ul>	Spring Ongoing Fall/Spring 2008/09	
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.)	<ul style="list-style-type: none"> <li>• Site visits by the Middle School principals will hopefully alleviate most of the concerns of the parents – it will also provide opportunities for questions and comments and feedback</li> <li>▪ O'Dea Core Knowledge website will embed links to middle school web pages and post middle school events</li> <li>▪ Monthly PTA meetings</li> <li>▪ Information in grade level newsletters</li> <li>▪ Work with the School/Community Design team</li> <li>▪ Work with SIT team</li> <li>▪ Announcements at assemblies and evening events</li> </ul>		
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?	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Collaboration Days</li> <li>• Fall staff retreat</li> <li>• Weekly “notes for the week”</li> <li>• Weekly feedback collection forms</li> <li>• Monthly grade level meetings</li> <li>• Monthly design team meetings</li> </ul>	Ongoing Fall/Spring 2008/09	
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.)	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Collaboration Days</li> <li>• Fall staff retreat</li> <li>• Weekly “notes for the week”</li> <li>• Weekly feedback collection forms</li> <li>• Monthly grade level meetings</li> <li>• Monthly design team meetings</li> </ul>		
		<b>CULTURE/MORALE</b>				
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.	<ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• Collaboration Days</li> <li>• Fall staff retreat</li> <li>• Weekly “notes for the week”</li> <li>• Weekly feedback collection forms</li> <li>• Monthly grade level meetings</li> <li>• Monthly design team meetings</li> <li>• We will spend considerable time building culture, revisiting our mission</li> </ul>	Ongoing Fall/Spring 2008/09	

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				and vision statements, rewriting our collective commitments and norms through our Professional Learning Community development. This will assist us as we move through the changes that will be occurring and will help us have a stronger foundation.		
		<b>OTHER</b>				
		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?	<ul style="list-style-type: none"> <li>That we would love the opportunity to have more time to collaborate (release time) as teachers to continue to brainstorm ideas and opportunities for our fourth grade students. As we begin to prepare our students for the shift to middle school at an earlier age, we would like to be able to provide increased researched based interventions to shore up their academic success and to increase their self confidence. Much of this work will be completed with our fourth grade teachers and our Response to Intervention team.</li> </ul>	Ongoing Fall/Spring 2008/09	\$2000

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