

MIDDLE SCHOOL SITE READINESS PLAN

#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	ACTION PLAN (WHO IS RESPONSIBLE?)	TIMELINE	BUDGET	Asst Supt Comments
		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>1) Through common assessments and continued development of professional learning communities, we will ascertain student's achievement levels and base instruction on student needs. We will provide struggling students with opportunities (Saturday School, guided study, etc.) for extended learning time.</p> <p>2) By examining data derived from common assessments, we will target sub groups for intervention and provide additional support or advanced learning opportunities as needed.</p> <p>Responsible: Administrators, Counselors and Department Leaders</p>	Ongoing discussions with implementation in Fall of 2009		
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 you are planning because of this grade configuration change.	<p>1) We will consider possible schedule changes to best accommodate all students, but plan to continue with our current academic program which provides students with the standard PSD curriculum and a wide variety of elective classes to which 6th graders will now have access.</p> <p>2) Enhance literacy by partnering Read 180 as remediation and the current 6th grade curriculum including Open Court and Springboard.</p> <p>Responsible: Administrators, Counselors and Department Leaders</p>	Ongoing discussions with implementation in Fall of 2009		
8	S40, S47, S50	Extracurricular program	Explain changes in your academic program describing the extracurricular offerings you are planning because of this grade configuration change.	<p>1) In order for 6th graders to become involved in the Boltz climate and culture, we will continue to offer our current extracurricular opportunities to all students (Math Counts, Science Olympiad, Student Activities Team, Web Club, athletics and intramurals) and add offerings based on student interest.</p> <p>Responsible: Administrators and Club Sponsors</p>	Ongoing discussions with implementation in Fall of 2009		
9	S40, S46, S48, S49, S51	Athletic program	Explain changes in your academic program describing the athletic programs you are planning which are occasioned by this grade configuration change.	<p>1) The athletic program will continue for 7th and 8th graders and intramurals offerings will be available for 6th graders. Intramural offerings will be driven by student interest and our ability to find sponsors and facilities.</p> <p>Responsible: Administration, Athletic Director and District Athletic Personnel</p>	Ongoing discussions with implementation in Fall of 2009		
23	S14, S29, S31, S50, S51	6 th grade program	Explain changes in your academic program describing academic, extracurricular, and athletic offerings for the 6 th	<p>1) We do not plan to have recess but 6th graders will take physical education class and may choose physical education electives. Students also have time during their lunch period to be outside (in front of the school in a monitored area) for recreation and socialization.</p>	Ongoing discussions with implementation		

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			graders and how they will be structured. Will they have recess?	<i>Responsible: Administrators</i>	<i>on in Fall of 2009</i>		
28 A		"Special" academic programs	Explain changes in your academic program describing 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>1) We will continue to offer Pre-Advanced Placement courses, the Read 180 literacy program, Springboard and maintain our all school emphasis on writing in all content areas. Hours spent on literacy and numeracy will be reviewed and revised as needed to meet Essential Standards.</p> <p>2) Opportunities for gifted and talented students will be more rigorous course selections (such as creative writing, Jr. Great Books, Science Olympiad) will be offered at all grade levels.</p> <p><i>Responsible: Administrators, Counselors and Department Leaders</i></p>	<i>Ongoing discussions with implementation in Fall of 2009</i>		
28 B		"Special" academic programs	Explain changes in your academic program describing considerations the district special education and ELA staff consider as they work with you on these programs.	<p>1) We will apply Response to Intervention (RtI) as we examine the needs of our population and adopt the philosophies of RtI school wide.</p> <p>2) In addition to current English Language Acquisition (ELA) curriculum, we will offer a Spanish literacy class for ELA students to ensure literacy in both languages.</p> <p><i>Responsible: Administrators, Counselors and ELA Teacher</i></p>	<i>Ongoing discussions with implementation in Fall of 2009</i>		
29	S81, S82	Professional development	Explain changes in your academic program describing proactive professional development you are undertaking to ensure successful implementation of the middle school model.	<p>1) We will continue to develop Professional Learning Communities and implement Discovery (a school re-culturing Program) school-wide for the benefit of all students. Teams will need to be sent to training and workshops. Currently, our Professional Learning Communities are content teams which are identifying essential standards and developing common formative assessments.</p> <p>2) We will need to provide compensation and substitute coverage for teachers as they attend articulation meetings with both district elementary and high school staff.</p> <p>3) We will send teams to visit successful area middle schools.</p> <p><i>Responsible: Administrators</i></p>	<i>Beginning Fall of 2008 and continuing through Fall of 2009</i>	<p>\$6000 (PLC) \$1200 (Discovery) \$ 500 (Subs) \$ 500 (Compensation) \$8200 Total</p>	
		TRANSITION					
16	S2, S10, S34	Academic	Explain changes in your academic program describing proactive steps you are taking on your own and with your elementary school feeders 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>1) Our administrators will meet with feeder elementary administrators to gain knowledge which will enable our school to facilitate a smooth transition for incoming 6th graders.</p> <p>2) Using available standardized testing information, content area teachers and administrators will meet to evaluate areas of weakness that may need to be addressed in order to avoid a drop in academic achievement.</p> <p><i>Responsible: Administrators and Site Transition Team</i></p> <p>3) During the visits to feeder elementary schools, open dialog with parents will provide timely and ongoing information relative to students' academic transition at Boltz.</p> <p>4) One of the objectives of our current PLC teams is to work collaboratively with 6th grade teachers to develop curriculum and identify scope and sequence in each of the core courses.</p>	<i>Continuation through Fall of 2009</i>	<p>\$500 (Compensation and Subs)</p>	

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MIDDLE SCHOOL VERSION

17	S29, S31, S34	Emotional & Developmental	Explain changes in your academic program describing proactive steps you are taking with your elementary school feeders to ensure that the then 5 th graders are prepared emotionally and developmentally for the transition to sixth grade.	<p>1) The WEB (Where Everyone Belongs) program is in place at Boltz and will be utilized during the transition. Our counselors and student WEB leaders will work closely with the incoming 6th graders to ensure a successful transition.</p> <p>2) Guided Study class (on every block day) will give each student close contact with one staff member who monitors their progress and provides one-on-one support.</p> <p>Responsible: Administrators and Site Transition Team</p>	Continuation through Fall of 2009	\$500 (WEB supplies-t-shirts, planners, etc.) \$2000 (WEB coordinator training) \$2500 Total	
18	S2, S10, S34	Academic	Explain changes in your academic program describing proactive steps you are taking on your own and with your high school feeder to ensure that there is a smooth academic transition (excellent curricular articulation and no drop in academic achievement) for the then 8 th graders as they transition to 9 th grade.	<p>1) Content area teacher meetings, counselor meetings and feeder school meetings are being held on a regular basis to ensure that there will be a smooth academic transition for our 8th graders moving onto 9th grade at the high school.</p> <p>2) One of the objectives of our current PLC teams is to work collaboratively with 6th, 9th and 10th grade teachers to develop curriculum and identify scope and sequence in each of the core courses.</p> <p>Responsible: Administrators and Site Transition Team</p>	Continuation through Fall of 2009	\$500 (Compensation and subs)	
19	S34	Emotional & Developmental	Explain changes in your academic program describing proactive steps you are taking with your high school feeder to ensure that the then 8 th graders are prepared emotionally and developmentally for the transition to 9 th grade.	<p>1) Content area teacher meetings, counselor meetings and feeder school meetings are being held on a regular basis to ensure that our 8th graders moving onto 9th grade at the high school will be prepared emotionally and developmentally for the transition.</p> <p>2) One of the objectives of our current PLC teams is to work collaboratively with 6th, 9th and 10th grade teachers to develop strategies geared toward including and welcoming incoming students during early spring. These opportunities may include pep assemblies, community nights, open house, etc.</p> <p>Responsible: Administrators and Site Transition Team</p>	Continuation through Fall of 2009	\$500 (Compensation for transition team members)	
20	S30	2009 transition class opportunities	Explain changes in your academic program describing proactive steps you will be taking to ensure that the current 7 th graders (who will never be "top dogs" in middle school) have appropriate leadership opportunities.	<p>1) They will have the opportunity to serve as WEB leaders, participate on the Student Activities Team and many athletic teams, as well as any other extracurricular activity they choose.</p> <p>Responsible: Administrators and Site Transition Team</p>	Fall of 2008 through Fall of 2009		
21	S29, S31, S52, S53, S54, S55, S58, S59, S61, S62, S87, S88	Welcoming	Explain changes in your academic program describing proactive steps you may be taking to welcome the new members of your community (i.e., students, parents, staff).	<p>1) A main objective of the WEB program is to welcome incoming students and provide in-depth orientation. Prior to the first day of school, a special half-day orientation will be held for incoming 6th graders. The incoming students are placed in a small group with a student leader (in a higher grade). Throughout the school year WEB leaders and coordinators meet with their small group to touch base and do team building activities. We will also have a back to school night and after-hours family oriented activities to welcome both students and parents.</p> <p>2) New staff will be acclimated to Boltz through teacher orientation with administrators, all staff meetings prior to the first day of school, meetings with their department and social opportunities throughout the year.</p>	Fall of 2009		

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				<i>Responsible: Administrators, Counselors and Site Transition Team</i>			
22	S5	Parent Expectation	Explain changes in your academic program describing how you will proactively address the expectations of the 6 th grade parents around school and parent/teacher communication and involvement that are often different in elementary school from middle school.	<p>1) Formal parent-teacher conferences will be put in place. Teachers are always happy to schedule meetings or correspond with parents at their request via a variety of methods.</p> <p>2) School newsletters, our website, PIV, teacher bulletins, and PhoneMaster messages will all be used as a means of communication.</p> <p>3) Our volunteer coordinator will provide information for parents to help them get involved and they will be encouraged to attend monthly School Improvement Team meetings.</p> <p>4) Administrators will send a monthly email update to parents and podcasts will be available.</p> <p><i>Responsible: Administrators and Site Transition Team</i></p>	Ongoing discussions with implementation in Fall of 2009	\$500 (supplies for meeting, communication supplies, etc)	
		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 less GT kids, etc.)?	<p>1) We will follow Board policy regarding school of choice. We will accept school of choice students as staffing allows based on the current ranking system.</p> <p><i>Responsible: Administrators</i></p>	Ongoing discussions with implementation in Fall of 2009		
11	S76, S77	SIT	What, if any, changes will be made to your SIT as a result of the grade configuration change?	<p>1) Parents will be encouraged to attend monthly evening SIT meetings held at Boltz. We will change as SIT board members see fit. With the exception of including the parents of 6th graders, we foresee no changes to the team.</p> <p><i>Responsible: Administrators</i></p>	Ongoing discussions with implementation in Fall of 2009		
25	S21, S22, S33, S65, S78	Scheduling	Explain changes in your academic program describing your scheduling paradigm for each grade level.	<p>1) Keeping in mind the need for increased literacy and numeracy time for 6th graders we would like to accommodate their social emotional needs by offering a schedule allowing 6th graders to take as many electives as possible.</p> <p>2) An “electives wheel” will be included in the 6th graders schedule to provide the students an introduction to the electives offered at Boltz. Those electives will be in line with the district required elective offerings.</p>	Ongoing discussions with implementation in Fall of 2009		

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				<i>Responsible: Administrators</i>			
26	S38, S67, S72, S74, S86	Counseling	Explain changes in your academic program describing what counseling services will be provided at each grade level (content and ratio). What special steps are you taking for the first year transition for registration and other counseling services when 66% of your students will be new to school?	1) Counselors will divide students by alphabet and provide support to those students from 6 th grade through graduation. By utilizing the Discovery model, guided study (adult advocacy), academic tutoring and Saturday school we will provide all students with counseling in academics, social emotional and behavioral areas. <i>Responsible: Administrators</i>	Ongoing discussions with implementation in Fall of 2009		
27		Middle School best practices	Explain changes in your academic program describing how are you implementing the recommendations of the middle school study team in your school.	1) We will be adjusting our schedule and class offering in accordance with research done by the middle school study team. <ul style="list-style-type: none"> • Additional time for Language Arts and Math • Exploration of electives built into student schedules • Adult/student mentoring (through guided study) • Grade level teaming <i>Responsible: Administrators</i>	Ongoing discussions with implementation in Fall of 2009		
30		Media	Explain changes in your academic program describing how will you ensure that the appropriate resources are available in the media center to meet the needs of the 6 th graders.	1) We have an award winning media center and the staff is currently adding to our collection by purchasing books and materials geared toward 6 th graders as well as moving along media utilized by our current 9 th graders. <i>Responsible: Administrators</i>	Ongoing discussions with implementation in Fall of 2009		
		COMMUNICATION		Please reflect a calendar of communication on the attached Site Readiness Timeline			
1	S4, S6, S7, S65, S68, S69, S89	Parent and communication 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?	1) We will have parent meetings at Boltz, a special informational bulletin will be mailed to 6 th grade families in fall of 2008 which includes our timeline, administrators will host a web podcast and our website will have a special area for 6 th grade parents with general information and access to our site readiness plan. 2) Principal and counselor attendance at feeder elementary PTO meetings will provide face-to-face communication opportunities. <i>Responsible: Administrators, Counselors, SIT and Teachers</i>	Beginning Fall of 2008 and continuing indefinitely	\$1500 (Compensation for counselors)	
2	S6, S7, S65, S68, S69, S89	Parent 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	1) We are aware that parents may be apprehensive during the transition and all staff will be sensitive to their need for increased communication and clear expectations. Assisting parents in making the adjustment to middle school is of great concern to us. 2) Principal and counselor attendance at feeder elementary PTO meetings will provide face-to-face communication opportunities. <i>Responsible: Administrators, Counselors, SIT and Teachers</i>	Beginning Fall of 2008 and continuing indefinitely		

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			information here.)				
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 around the changes associated with grade configuration. What avenues will be used? How often? What opportunities will there be for input from the staff?	<p>1) The need for an increase of instructional time for literacy and numeracy and the scheduling/staff implications are being discussed at School Improvement Team meetings (the equivalent of PTO). All stakeholders are being included in the decision making process in the above named venues.</p> <p>2) We have communicated our plan to department leaders who meet with their department to relay information.</p> <p>3) We will have additional staff meetings in order to pool best thinking toward grade configuration changes.</p> <p>4) We will also have a transition team representing different stake holder groups.</p> <p>Responsible: Administrators, Counselors, SIT and Teachers</p>	Continuation through Fall of 2009	\$500 (Stipends for transition team members)	
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.)	<p>1) The need for an increase of instructional time for literacy and numeracy and the scheduling/staff implications are being discussed at School Improvement Team meetings (the equivalent of PTO). All stakeholders are being included in the decision making process in the above named venues</p> <p>2) Probationary teachers are concerned about having a job</p> <p>3) Forced Transfers are a concern</p> <p>4) The ability to accommodate common planning</p> <p>5) Elective offerings</p> <p>Responsible: Administrators, Counselors, SIT and Teachers</p>	Ongoing		
		CULTURE/MORALE					
5	S84, S85	School atmosphere	Explain changes in your academic program describing proactive steps you are taking to ensure/maintain/reshape the school culture/atmosphere/morale in the face of the changes that will be happening at your school.	<p>1) We will maintain and continue our philosophy of "Where Everyone Belongs" by offering a safe, welcoming and educationally sound atmosphere. The WEB (Where Everyone Belongs) program welcomes incoming students and provides in-depth orientation.</p> <p>2) The need for an increase of instructional time for literacy and numeracy and the scheduling/staff implications are being discussed at School Improvement Team meetings (the equivalent of PTO). All stakeholders are being included in the decision making process in the above named venues</p> <p>3) We have communicated our plan to department leaders who meet with their department to relay information.</p> <p>4) We will have additional staff meetings in order to pool best thinking toward grade configuration changes.</p> <p>5) We will also have a transition team representing different stake holder groups.</p> <p>Responsible: Administrators, Counselors, and Discovery Teachers</p>	Ongoing		
24	S29, S32, S35, S36	Inter-grade interactions	Explain changes in your academic program describing how will you ensure the level and types of interaction between the 6 th graders and the older kids.	<p>1) The WEB program is in place at Boltz which is a support and leadership driven club. The WEB (Where Everyone Belongs) program welcomes incoming students and provides in-depth orientation.</p> <p>2) The principal will attend PTO meetings at the feeder elementary schools and information will be available on our website and updated frequently. Our newsletter will be sent to each elementary electronically to be added to their website and/or sent to families via student weekly folders (sometimes referred to as "Friday folders".</p> <p>3) Students have the opportunity to interact with members of other grades in</p>	Beginning Fall of 2009 and ongoing		

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MIDDLE SCHOOL VERSION

				<p><i>some academic and elective classes as well as social events.</i> <i>Responsible: Administrators, Counselors, and Discovery Teachers</i></p>			
		OTHER					
		Developmental Appropriate Practices	<p>Explain changes in your academic program describing what staff development will be conducted to assure staff and parents understand the unique characteristics of middle school children.</p>	<p>1) We plan to conduct staff development for staff and parents on the unique characteristics of 6th graders. 2) The most appropriate staff development topics will be generated through our transition team specifically under the direction of transitioning 6th grade teachers from feeder schools. 3) Counselors will offer additional meetings to acclimate 6th graders and their parents. 4) All teachers will be attending the National Middle School Conference in Denver, October 30-Nov. 1, 2008. 5) One of the objectives of our current PLC team is to work collaboratively with 6th grade teachers to increase understanding of the needs of 6th graders. <i>Responsible: Administrators</i></p>	Continuation through Fall of 2009		
		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>	<p>1) We are very excited and up to the challenge of the grade re-configuration and will make that apparent to our community. 2) The principal will attend PTO meetings at the feeder elementary schools and information will be available on our website and updated frequently. Our newsletter will be sent to each elementary electronically to be added to their website and/or sent to families via student weekly folders (sometimes referred to as "Friday folders"). <i>Responsible: Administrators</i></p>	Ongoing		

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