

## MIDDLE SCHOOL SITE READINESS PLAN

	#	Number from Site Appendix	CATEGORY	CRITICAL QUESTIONS	ACTION PLAN	WHO IS RESPONSIBLE	TIMELINE	BUDGET
			<b>ACADEMIC &amp; EXTRA-CURRICULAR</b>					
1	6	S3	Achievement	How you will enhance your focus on student achievement and track your success toward that focus.	Kinard uses a variety of assessments to monitor student achievement and learning. We use the standardized tests, Colorado Student Assessment Program (CSAP) and Acuity, and common assessments within content areas to track and monitor student learning. We will replace Acuity with Measures of Academic Progress (MAPS)/Levels for 08-09. We also use data associated with attendance, discipline, positive behavior referrals, daily teacher attendance, grade distributions, enrollment numbers, library and media services use data, results of student, staff and parent surveys, teacher participation in professional development and parent involvement data. In addition, we have implemented Positive Behavior Support (PBS) which helps us coordinate interventions.	Administration Counseling Dept. Leadership Team All staff	Ongoing	Accounted for within the current budget
2	7	S8, S9, S11, S12, S13, S15, S16, S17, S18, S19, S20, S23, S25, S26, S27, S40, S41	Academic program	Describe the academic program you are planning because of this grade configuration change.	<p>Kinard will change to a common start time for 6-8 grades.</p> <p>Continue to align the Core Knowledge Sequence with the Poudre School District and state standards and develop clear expectations associated with the essential learnings for each content area and grade level.</p> <p>Continue to improve how students and teachers are engaged in the implementation of active learning models that help facilitate differentiated instructional strategies.</p> <p>Continue to assess, monitor and improve the</p>	Administration Counseling Dept. Leadership Team All staff  Input from learning groups (parent participation)	Ongoing  Initial Recommendations by Nov 08	

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					<p>effectiveness of the Honors Program and programs for advanced learners (see #5 for grade 6 implications).</p> <p>Continue to research, examine, analyze and improve the effectiveness grading practices that produce greater consistency, meaningfulness, communication with students and parents and effective instructional practices for student learning.</p> <p>Research, examine, analyze and implement the organizational structures that best accommodate, and enhance meaningful relationships and learning:</p> <ul style="list-style-type: none"> <li>a) An adult advocate for every student Extended Learning Opportunity (ELO)</li> <li>b) Team Planning opportunities at the grade level and in the content area (see #18 for more information)</li> </ul> <p>Implement transition strategies and high school preparation for 8<sup>th</sup> graders (i.e. grading practices, course selections, etc.) (See #11).</p>		Aug 08- May 09	Purchased Marzano Books for Book Study/ Will pursue CSU credit.
3	8	S40, S47, S50	Extracurricular program	Describe the extracurricular offerings you are planning because of this grade configuration change.	<p>6<sup>th</sup>-8<sup>th</sup> graders will continue to have access to the extra-curricular opportunities at Kinard:</p> <p>Art Club, Painted Magazine, Atlas Club, Book Club, Chess Club, Computer Club, Creative Writing, Fellowship Christian Teens, Kinard Chorus, Math Counts, Robotics Club, Spellbound, Student Council, Theatre Club, Threadz, We Care, Yearbook, Young Chautauqua, Hula Hoop, Dance, and Cartooning Club</p>	Administration Club Sponsors	Ongoing	Accounted for in budget
4	9	S40, S46, S48, S49, S51	Athletic program	Describe the athletic programs you are planning which are occasioned by this grade configuration change.	<p>The 7<sup>th</sup> and 8<sup>th</sup> grade athletic program will remain the same throughout PSD: Softball, Wrestling, Girls/Boys Basketball, Football, Volleyball, Track, Golf Club, Tennis Club</p> <p>At Kinard we have already implemented a 6<sup>th</sup> grade intramural program: Fall: game play, Spring: prep for Elementary Track Meet</p> <p>We will examine the current 6<sup>th</sup> grade intramural program, and explore the possibility of a 7<sup>th</sup>/8<sup>th</sup> grade intramural program</p>	Administration Coaches	Final draft – Nov 1, 2009  May 2008	\$1000 for intramural start-up and pay

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5	23	S14, S29, S31, S50, S51	6 <sup>th</sup> grade program	Describe academic, extracurricular, and athletic offerings for the 6 <sup>th</sup> graders and how they will be structured. Will they have recess?	Kinard currently houses Zach 6 <sup>th</sup> graders. We are in continuous review of the effectiveness of our 6 <sup>th</sup> grade program. We are researching and exploring how we can incorporate additional time for Core Knowledge Music (which includes offerings in Band, Orchestra and Choir) and Art for the 2009-10 school year. We will be hiring 2-3 new sixth grade teachers this spring for the 2008-09 school year and will continue dialogue about school practices and programs. (e.g World Language, Gifted/Talented, recess, literacy, specials and teaming.) We will also elicit input/participation for the 6 <sup>th</sup> grade program "learning groups."	Administration Counseling Art/Music Teachers 6 <sup>th</sup> Grade Teachers Parents	Course offerings – Nov 2008  Master Schedule – April 2009	(See Professional Development and Scheduling Category)
6	28A		"Special" academic programs	Describe 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><u>Literacy</u></p> <ul style="list-style-type: none"> <li>Continue to implement the Read 180 program for students on an Individualized Literacy Plan (ILP)</li> <li>Research and examine hiring a part-time to full-time Literacy Specialist to help assess and coordinate reading/writing needs and interventions across all content areas.</li> <li>See #5 for literacy in 6<sup>th</sup> grade</li> </ul> <p><u>Gifted/Talented</u></p> <ul style="list-style-type: none"> <li>Research and examine hiring a part-time to full-time Gifted and Talented Coordinator to oversee Kinard's Gifted Education Plan (GEP) caseload.</li> <li>Continue to implement, evaluate and develop the Honors Program in English, History and Science, the accelerated math program and the advanced program in Music. (see # 5 for grade 6 implications)</li> </ul>	<p>Administration Literacy Teachers English Teachers Integrated Ed. Team</p> <p>Administration Counseling</p> <p>Administration Leadership Team</p>	<p>Ongoing</p> <p>May 2008</p> <p>May 2008</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Staffing compensation</p> <p>Staffing compensation budget</p> <p>Ongoing</p>
7	28B		"Special" academic programs	Describe considerations the district special education and ELA staff consider as they work with you on these programs.	Continue to develop and evaluate the special Education Program with input from all stakeholders. In 2009-10 Kinard will be staffed to service students grades 6-8 who require a "resource" program for support on their Individualized Education Program (IEP). We will continue to develop our vision for "inclusivity". In alignment with the state and district, we will continue to develop the "Response to Intervention" Program (RTI) to help meet the learning needs of students.	Administration Counseling Learning Center Parents Teachers	Ongoing	

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8	29	S81, S82	Professional development	Describe proactive professional development you are undertaking to ensure successful implementation of the middle school model.	<p>General: Throughout the past two years we have been assessing staff on the stages of implementation for the school practices outlined by the National Middle School Association (NMSA) for successful implementation of middle school research. This year, Kinard staff has focused and studied organizational structures, active learning strategies, shared leadership, and high expectations for students. Next year we will continue the above and focus on adult advocates, guidance and support, assessment and evaluation, health, wellness and safety and school-initiated partnerships. These middle school characteristics and practices will need to continuously be studied, implemented and assessed each year.</p> <p>We have developed "learning groups" with parent participation to study the essential components of middle school as they coincide with the emerging themes of the readiness plan.</p> <p>Staff "learning groups" will attend the Nuts/Bolts in Boulder this summer and the National Middle School Association (NMSA) Conference in Denver.</p> <p>Ongoing staff development on middle school components during faculty meetings, collaboration days, grade level and department level meetings.</p> <p>Staff "Professional Development Plans" will include a school goal associated with middle level school (6-8) implementation.</p>	<p>Administration Staff Parents</p> <p>Staff Parents</p> <p>Staff</p> <p>Staff</p> <p>Administration Staff</p>	<p>Ongoing</p> <p>Nov. 2008</p> <p>July 2008 Oct 2008</p> <p>Ongoing</p> <p>Sept. 2008</p>	<p></p> <p>\$500 (copies)</p> <p>\$3000 \$3000</p> <p>\$1000</p> <p>\$1000</p>
			<b>TRANSITION</b>					
9	16	S2, S10, S34	Academic	Describe 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 <sup>th</sup> graders as they transition to 6 <sup>th</sup> grade.	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>Teacher recommendation document from the feeder schools for placement into 6<sup>th</sup>/7<sup>th</sup> – provided by Kinard for feeder elementary teacher to fill out.</li> <li>District alignment of curriculum with standards at elementary grade level to develop pacing guide so different feeders cover the same standards.</li> <li>On a collaboration day schedule time to meet with feeder school for placement kid talk and best practices: Kinard and feeder school math teachers</li> </ul>	<p>Administration Counseling Department Leader Math Department</p>	<p>4<sup>th</sup> quarter 08/09</p> <p>4<sup>th</sup> quarter 08/09</p> <p>4<sup>th</sup> quarter 08/09</p>	<p>\$1000/subs for site visitation</p>

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				<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Timeline for writing articulation meetings across grade levels, including Core Knowledge feeder schools. 5<sup>th</sup>-8<sup>th</sup> grade teachers meet to focus on common language, spiraling, organization, etc.</li> <li>• Integrating writing across the curriculum through the establishment of grade level teams, 6<sup>th</sup>-8<sup>th</sup> grade.</li> <li>• Discuss writing portfolios for 5<sup>th</sup>-8<sup>th</sup> grade. (expository, narrative, common prompts)</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Continue to implement the Read 180 program for students on an Individualized Literacy Plan (ILP)</li> <li>• Research and examine hiring a part-time to full-time Literacy Specialist to help assess and coordinate reading/writing needs and interventions across all content areas.</li> <li>• See #5 for literacy in 6<sup>th</sup> grade</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>• Create a transitional graph of skills that cover all core areas so that we can begin the transition of skills (academic and organizational skills) since we have a common content.</li> <li>• Focus on common language as well as delineated grade appropriate level of skill at feeder Elementary Schools and middle school. (example: writing a history paper and using correct citation...)</li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Share existing curriculum maps between Kinard and feeder elementary school</li> <li>• Share existing Unit Assessments between Kinard and feeder elementary schools.</li> <li>• Met during a Collaboration Day with Kinard and feeder elementary schools to discuss the following topics: a)Curriculum maps, common assessments, grade level skills, common practices; b) Connection between Core Knowledge standards and state and PSD standards.</li> </ul> <p><b>ART</b></p> <ul style="list-style-type: none"> <li>• Meet during a Collaboration Day with Kinard</li> </ul>	<p>Administration Counseling Department Leader English Department</p> <p>Administration Counseling Department Leader Literacy Department</p> <p>Administration Counseling Department Leader History Department</p> <p>Administration Counseling Department Leader Science Department</p>	<p>4<sup>th</sup> quarter 08/09</p> <p>1<sup>st</sup> Quarter 09/10</p> <p>1<sup>st</sup> Quarter 09/10</p> <p>4<sup>th</sup> quarter 08/09</p> <p>4<sup>th</sup> quarter 08/09</p> <p>4<sup>th</sup> quarter 08/09</p>	<p>\$1000/subs for site visitation</p> <p>\$1000/subs for site visitation</p>
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					<p>and feeder elementary schools to discuss the following topics: a) Core knowledge, State and Poudre School District (PSD) standards; b) Curriculum maps, common assessments, and interactive methods to learn art history.</p> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Study and understand the Elementary Core Knowledge curriculum. .</li> <li>• Learn the language/techniques used at the Elementary level to help student transition their knowledge</li> <li>• Create a schedule which allows 6<sup>th</sup> graders to take Choir, Orchestra, and Band</li> <li>• Study and understand the Middle School Core Knowledge Sequence/ensemble skills needed to prepare for transition.</li> <li>• Music teachers will help prepare elementary students for high-level skill acquisition.</li> <li>• Music teachers will collaborate to communicate the needs/opportunities/skills at the elementary &amp; middle school levels (articulation meetings/music group tours/etc).</li> <li>• Summer Band/Orchestra will be made available to incoming 6<sup>th</sup> graders to prepare for middle school instrumental music</li> </ul> <p><b>World Language</b></p> <ul style="list-style-type: none"> <li>• World language department will contact each feeder school and speak to the contact language person in regards to: a) the number of students involved in each program; b) the specific curriculum covered (delineation of levels – advanced vs. intermediate etc).</li> <li>• Placement – Kinard World Language Department and feeder schools: 5<sup>th</sup> – 6<sup>th</sup> grade: teacher recommendation from feeder schools in conjunction with Kinard staff. Possibly create honors courses for all levels (1A, 1B, II). Re-write placement tool to incorporate speaking, reading, writing, and listening. Counselors discuss with current and incoming students the process for the scope and sequence of the program. (Levels are not based on grade level, rather on the skill set of the individual student.)</li> <li>• Curriculum – Kinard World Language</li> </ul>	<p>Administration Counseling Department Leader Art Department</p> <p>Administration Counseling Department Leader Music Department</p> <p>Administration Counseling Department Leader World Language Department</p>	<p>2<sup>nd</sup> quarter 08/09</p> <p>Ongoing 08/09 Ongoing 08/09</p> <p>4<sup>th</sup> quarter 08/09</p> <p>1<sup>st</sup> quarter 08/09</p> <p>4<sup>th</sup> quarter 08/09</p>	<p>\$500/subs for site visitation</p>
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					<p>Re-assess delivery and presentation of all levels (1A, 1B, II) in order to fully meet the cognitive and emotional developmental needs of middle school students.</p> <ul style="list-style-type: none"> <li>Examine the way in which students transition from one level to the next.</li> </ul> <p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>Fitness testing will continue from 5<sup>th</sup> grade to middle school.</li> <li>Communication between feeder schools and Kinard in regards to curriculum maps.</li> <li>Special event communication. i.e.: Hoops for Heart, Jump, Field Days, Elementary Track Meet</li> <li>Physical Education collaboration day with feeder schools. (Feedback on transitions)</li> <li>Middle school teacher(s) to observe elementary Physical Education teacher(s) at the feeder school.</li> </ul> <p><b>Media/Tech</b></p> <ul style="list-style-type: none"> <li>Increase expectations for typing skills</li> <li>Word Processing</li> <li>Tech for Learning</li> <li>Presentations</li> <li>Excel - Intro to concepts 5<sup>th</sup></li> <li>File Management Saving</li> <li>Pinnacle Internet Viewer</li> </ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>Collaboration with feeder schools.</li> <li>Middle school teachers to attend annual Individualized Educational Plan (IEP) meetings and transition meetings.</li> <li>Articulation with feeder schools about specific and required curriculum.</li> </ul>	<p>Administration Counseling Department Leader PE Department</p> <p>Administration Counseling Department Leader Media/Tech Department</p> <p>Administration Counseling Department Leader SpEd Department</p> <p><i>*Note:</i> All areas will provide ongoing updates to SBDMT</p>	<p>Ongoing 08/09</p> <p>1<sup>st</sup> quarter 08/09</p> <p>1<sup>st</sup> quarter 08/09</p>	<p>\$400/subs for site visitation</p>
10	17	S29, S31, S34	Emotional & Developmental	Describe proactive steps you are taking with your elementary school feeders to ensure that the then 5 <sup>th</sup> graders are prepared emotionally and	Currently Kinard has operational systems in place which help facilitate transition for students moving from 5 <sup>th</sup> grade Zach to 6 <sup>th</sup> grade Kinard and from twenty-seven 6 <sup>th</sup> grade feeder schools to 7 <sup>th</sup> grade Kinard. We are in the process of examining our current systems through student and parent	Administration Counseling	By Nov 2008	\$3000 WEB training for counselors

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				developmentally for the transition to sixth grade.	surveys, to ensure that we effectively transition incoming students for 2009-10. One of the very successful transition programs that we will initiate and implement in 2009-10 is the We Each Belong (WEB) Program. Our counselors will be trained prior to 2009-10.			
11	18	S2, S10, S34	Academic	Describe 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 <sup>th</sup> graders as they transition to 9 <sup>th</sup> grade.	Continue to work on feeder readiness plan to help with curriculum articulation and other transitional issues for moving 8 <sup>th</sup> graders to all four high schools in 2009 (See Fossil Ridge High School feeder readiness plan for details).	Administration Counseling Special Ed All Staff Feeder groups	April 2008 (1 <sup>st</sup> draft) Nov. 2008 (final draft)	\$500/subs for site visitation
12	19	S34	Emotional & Developmental	Describe proactive steps you are taking with your high school feeder to ensure that the then 8 <sup>th</sup> graders are prepared emotionally and developmentally for the transition to 9th grade.	Large and small group student visitations to the high school. High school students visit the middle schools. Use Extended Learning Opportunity (ELO) time to continue to foster skill development in note-taking; test taking, organization and prioritization.	Administration Counselors ELO Teachers	Ongoing	\$300/subs for site visitation
13	20	S30	2009 transition class opportunities	Describe proactive steps you will be taking to ensure that the current 7 <sup>th</sup> graders have appropriate leadership opportunities.	Continue to provide leadership opportunities through Student Council, Leadership opportunities with Fossil Ridge and Fort Collins High School.  Research, study and review the proposal for an elective class in Leadership for 8 <sup>th</sup> graders in 2008-09.  Research, study and review the We Each Belong (WEB) program for peer mentoring opportunities.	Administration Student Council Leaders Counselor	Ongoing  Nov 2008  Nov 2008	   See (#10)
14	21	S29, S31, S52, S53, S54, S55, S58, S59, S61, S62, S87, S88	Welcoming	Describe proactive steps you may be taking to welcome the new members of your community (i.e., students, parents, staff).	Currently, Kinard has several systems in place to welcome new members to our community. Growing our student population from 200 to 400 to 600 to 850, and our staff from 15 to 30 to 45 to 60 over the last four years has provided us the opportunity to put those systems in place. We are currently reviewing those systems through parent, staff, and student surveys, and we make adjustments and improvements according to the feedback and input from the surveys	Administration Counseling Staff Parents Students	Ongoing	

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15	22	S5	Parent Expectation	<p>Describe how you will proactively address the expectations of the 6<sup>th</sup> grade parents around school and parent/teacher communication and involvement that are often different in elementary school from middle school.</p>	<p>The organizing principle for Kinard’s action plan around understanding and addressing parent concerns, expectations, and desire for information is to establish dialog and relationship. We will communicate with those in the school and we will reach out proactively to potential families in feeder schools. Our intent is to establish long term relationships with the families and with the feeders so that, long after the grade configuration change has been made, Kinard will be able to support successfully the ongoing transition of fifth graders and their parents into our school family.</p> <p>Some of the specifics and timelines of that communication will be different depending on the topic/question at hand. (Those specifics will be covered under each question.) However, in general we will:</p> <ul style="list-style-type: none"> <li>• post detailed and timely information on our website</li> <li>• include detailed and timely information in our newsletters</li> <li>• send information and/or pointers to information to Kinard’s email list</li> <li>• dialog at Kinard parent coffees</li> <li>• host targeted informational meetings and dialogs at Kinard</li> <li>• proactively survey the Kinard community using, at least, survey monkey</li> <li>• provide updates at Kinard back-to-school nights</li> <li>• solicit input from and discuss what has been found through all channels at the Site Based Decision Making Team (SBDMT)</li> <li>• send invitations to feeder schools for distribution through email, newsletter, back to school night flyer, and/or Friday folder for parents to join us at Kinard for:             <ul style="list-style-type: none"> <li>a) specific scheduled informational meetings and dialogs</li> <li>b) any other forum that is appropriate to the issues and concerns at hand</li> <li>c) Site Based Decision Making Team</li> </ul> </li> </ul>	<p>Administration Counseling SBDMT Parents Staff</p>	<p>Ongoing</p> <p><i>*Note:</i> Many of the details are in process.</p>	

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					<p>(SBDMT) meetings</p> <ul style="list-style-type: none"> <li>• visit each major feeder school for an informational meeting and dialog with the parents of potential incoming students</li> <li>• designate representatives from our Site Based Decision Making Team (SBDMT) to visit the School Improvement Teams (SIT) of each of the major feeders on a regular basis and provide updates and solicit input from that school</li> <li>• invite representatives from the School Improvement Teams (SIT) of each of the major feeders to join our SIT on a regular basis to understand what is going and to participate in the discussions</li> <li>• discuss with the principals at each of the feeders what other communication vehicles are effective within the norms and culture of that feeder and then use those vehicles as appropriate</li> </ul> <p><u>Specific Concerns of your Parents and Community AND Communication Plan around Grade Configuration</u></p> <p>March through May 2008: Administration and Site Based Decision Making Team (SBDMT) in partnership: Use communication vehicles documented above to collect input. Ensure that current 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade parents of feeders are reached. Use the 6<sup>th</sup> grade experience at Kinard to help anticipate and frame some of the questions. Put Kinard's readiness plan draft on our website in anticipation of some of the questions and refer parents to it using the communication vehicles. Develop answers to the questions and document them on the website as we go along. Ask our School Improvement Team (SIT) reps to solicit input from the School Improvement Teams (SIT) they visit. Post information on web site describing the growth and development of students in the middle school years and describing the middle school concept.</p> <p>Fall 2008- Fall 2009: Continue to post answers on the website along with our readiness plan drafts and eventually final. Use the communication vehicles to communicate the availability of that information. Be clear that questions continue to be welcome even after the readiness plan is "final."</p>			
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					<p>Answers will continue to be posted and communicated generally. We will use the questions asked to help update the standing sections of our website so that the information is also available on an ongoing basis – outside of the context of the grade configuration change.</p> <p>See notes on Parent Expectations around Transition for more details on specific outreach for incoming families.</p> <p><u>Parent Expectations around Transition</u>                  Each Fall: Schedule at least one meeting at each of the major feeders for all potential incoming parents (first year (2008) 5<sup>th</sup> and 6<sup>th</sup> grade attending). Ask some Site Based Decision Making Team (SBDMT) parent members and 6<sup>th</sup> (and in the first year 7<sup>th</sup>) grade teachers and students to attend. At that meeting, describe all aspects of Kinard life (e.g., academics, extra-curricular, scheduling, a day in the life of a student, the role of parents in the success of the school and the students). Dialog about the parent expectations including around the experience that the kids will have at the school, the role the parents seek, and the parents' interactions/communications channels with the teachers. If there are questions that cannot be answered on the spot, commit to getting back with an answer. Use the dialog from these meetings as potential input to update our web site so that the desired information is available on an ongoing basis. (By the way, we are currently in the middle of discussions on how to encourage more parent participation in the classrooms in our school. Greater participation is more consistent with what parents may expect in elementary school.) SBDMT will help to plan the meetings and will have discussions on how the meetings went - both in preparation for the year after and for consideration of any possible changes at Kinard in the communication norms with parents and the role they play in the school.</p> <p>We expect to keep up the general communication with our feeders all year round – with regular updates and invitations and the exchange of School Improvement Team (SIT) representatives. The channels of communication should always be</p>			
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					open.			
			<b>ADMINISTRATIVE</b>					
16	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.)?	Kinard is a 100% School Choice school for grade 7-9 and a neighborhood school for Zach 6 <sup>th</sup> graders. Currently for 2007-08, we have 769 students enrolled, 87 of whom are Zach neighborhood 6 <sup>th</sup> grade students. For the 2008-09 school year, we are expecting approximately 840 students, 96 of whom are Zach neighborhood 6 <sup>th</sup> graders. In 2008-09 we will shift from a 7-9 school choice, 6 <sup>th</sup> grade Zach neighborhood school to a 6-8, 100% school choice school. We expect approximately 250 students per grade level, for a 750 student total count. 750 students is the "optimal capacity" for the Kinard facility.	Administration Counseling SBDMT	Ongoing	
17	11	S76, S77	SIT	What, if any, changes will be made to your SIT as a result of the grade configuration change?	The structure of our Site Based Decision Making Team (SBDMT) will not change as a result of grade reconfiguration. We welcome all parents to participate actively. We seek diversity of representation in grade level, gender, feeder schools, socioeconomic status, and student ability level. In support of those goals, we will use our communication channels (documented elsewhere in these questions) regularly to invite more parents to join us. We will post additional information on the activities of the Site Based Decision Making Team (SBDMT) on the website (including agendas and minutes). Also, as documented elsewhere, we will ask each of our major feeders to send a representative to our Site Based Decision Making Team (SBDMT) meetings so we can establish relationship, share ideas, and generally learn from each other. Having said all that, we periodically review the structure and operations of our Site Based Decision Making Team (SBDMT) and so are open to change and growth as circumstances warrant.	Administration SBDMT	Ongoing	

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18	25	S21, S22, S33, S65, S78	Scheduling	Describe your scheduling paradigm for each grade level.	<p>Kinard is in the process of researching the most effective scheduling structures that will support district and school goals.</p> <p>Our priorities for scheduling include:</p> <ul style="list-style-type: none"> <li>• Maximizing our staffing compensation budget to provide students with the greatest range of opportunities for learning.</li> <li>• Maximizing the percentage of time teachers have contact with students each day while adhering to the Employee Agreement.</li> <li>• Creating opportunities for teachers to collaborate horizontally at the grade level, and vertically in content areas.</li> <li>• Remain committed to the Core Knowledge Sequence and its alignment to Poudre School District and state standards.</li> <li>• Create “teams” within each grade level to provide the opportunity for “smaller learning communities” so that the needs of students can be recognized and adjustments made to maximize learning (i.e. support, challenge). Teams establish a shared responsibility for student learning that reduces the stress of isolation for students and teachers. Teams provide the platform for greater coordination, collaboration and integration of learning.</li> </ul>	Administration with input from all stakeholders	Nov 2008 (1st draft) May 2009 (final draft)	\$1000 possible consulting
19	26	S38, S67, S72, S74, S86	Counseling	Describe 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?	Our current counseling program is guided by the American School Counselors Association (ASCA) National Model. The four major components include: classroom instruction, responsive services, individual planning and system support. The role and responsibilities of the counselor will continue to support these components and will incorporate the Response to Intervention (RTI) model for student interventions both academically and behaviorally. Example: Adult Advocacy will be facilitated by counseling.	Administration Counseling	Ongoing	
20	27		Middle School best practices	Describe how are you implementing the recommendations of the middle school study team in your school.	Please refer to “Professional Development” category (#8)			

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21	30		Media	Describe how you will ensure that the appropriate resources are available in the media center to meet the needs of the 6 <sup>th</sup> graders.	Acquisition of media funds from district allotted mill levy funds. Consult the following: <ul style="list-style-type: none"> <li>Core Knowledge Sequence – content guidelines for Grades K-8.</li> <li>Media personnel at Traut, O’Dea, and Moore for highly circulated 6<sup>th</sup> grade materials (Core).</li> <li>6<sup>th</sup> grade teachers at Kinard and feeder schools.</li> </ul> District personnel: District media personnel and meetings for collection development Journals/Professional development : Continued research of media professional journals and American Library Conference (Denver 09) Instructional strategies: Delivery of media literacy skills, access of print and electronic materials, integration of units, team teaching	Administration Media Team Teachers Parents	July 08 July 09  Aug 08- May 09  Feb 08- May 10	
			<b>COMMUNICATION</b>		Please reflect a calendar of communication on the attached Site Readiness Timeline			
22	1	S4, S6, S7, S65, S68, S69, S89	Parent and communication 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?	Please refer to “Parent Expectation” category (#15)			
23	2	S6, S7, S65, S68, S69, S89	Parent issues	Describe 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.)	Please refer to “Parent Expectation” category (#15)			
24	3	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87	Staff channels	Describe 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?	We have been surveying staff, engaging in large/small group discussion, and having one-on-one meetings since May 2007. We have invited high school principals to meet with staff at faculty meeting, visit classrooms at Kinard, and staff have visited high schools. We are in communication with Human Resource to coordinate staff information, requests and interest. We strive to	Administration Staff	Ongoing	

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					create an environment of “opportunity” for staff to explore career choices in a culture rooted in safety, transparency and openness.			
25	4	S22, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S65, S69, S75, S87	Staff issues	Describe 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>The specific concerns that have arisen thus far are:</p> <ul style="list-style-type: none"> <li>• Highly Qualified status and transcript updates.</li> <li>• Teachers assessing whether they want to teach at the middle school level or high school.</li> <li>• Job security.</li> <li>• Which grade/subject will teachers teach.</li> <li>• Time for professional development.</li> </ul> <p>We are dealing with these issues openly in collaboration with other junior highs, central administration, and human resources.</p> <p>Please refer to “staff channels” category (#24)</p>			
			<b>CULTURE/ MORALE</b>					
26	5	S84, S85	School atmosphere	Describe 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>Continue to survey all stakeholders regarding culture and change</p> <p>Please refer to categories #2, #24</p>	Administration Counseling SBDMT	Ongoing	
27	24	S29, S32, S35, S36	Inter-grade interactions	Describe how you will ensure the level and types of interaction between the 6 <sup>th</sup> graders and the older kids.	<p>Kinard will have implemented a 6<sup>th</sup> grade program over the course of the last three years of operation. We have systems in place for bully-proofing, locker assignments, passing periods, mentoring to promote safety and inter-grade relationships. We will continue to elicit feedback to improve our systems. We are also going to implement the We Each Belong (WEB) program which creates a systematized peer to peer mentoring program for 6<sup>th</sup> graders and students in 7<sup>th</sup>/8<sup>th</sup> grade. (See #8)</p>	Administration Counseling 6 <sup>th</sup> Grade Team		
			<b>OTHER</b>					
28			Developmental Appropriate Practices	Describe what staff development will be conducted to assure staff and parents	Please refer to category #15.			

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				understand the unique characteristics of middle school children.				
29			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?				

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