Griffin-Spalding County School System-5th Grade Transition Framework

Transition Domains
Vertical Collaboration
Parent Engagement
Student Experiences
Transition Curriculum

Adopted July 2018

GSCS Strategic Plan Action Items Objectives
Counselors will conduct research on effective transition opportunities into middle and high school.
An action plan to implement effective transition activities will be developed and implemented.

Vertical Collaboration Objectives

1: Engage in meaningful cluster collaboration to discuss/analyze/identify supports for our transitioning students' needs, strengths, and challenges, to support their success in middle school.

2: To collaboratively plan for uniformed transition events, experiences, and timeframe, to support our transitioning students' success.

3: To ensure consistency and progression of practices related to college and career readiness education support for our transitioning students' success.

4: To enhance our elementary and middle school staff members' capacity to effectively support our students' transitions from elementary to middle school: academically, emotionally, and psychologically.

Action Steps –

A. Each cluster school (elementary schools and middle schools) should develop a staff-member Transition Team to interface with and collaborate with the cluster to engage in vertical collaboration experiences to support the transition.

B. Develop staff member questionnaire (at the cluster-level) to administer to current 5th grade teachers and current 6th grade teachers and elementary and middle school administrative teams to measure staff perceptions about transitioning 5th grade students' needs, strengths, and challenges as they prepare to enter middle school.

C. Administer the staff questionnaire (developed at the cluster-level) to appropriate and relevant staff members about transitioning 5th grade students' needs, strengths, and challenges as they prepare to enter middle school.

D. Determine how and whom will collect and analyze school-level questionnaire responses and how the response data will be utilized to drive vertical collaboration experiences and decisions, at the cluster level.

E. Develop vertical collaboration session participants (Transition Team members, Administrative Team members?), dates/times, agenda items and topics to support the transition.

F. Ensure vertical collaboration sessions, activities, and experiences align with the 4 Vertical Collaboration Domain Objectives.

  G. Determine appropriate staff experience possibilities to enrich vertical collaboration and common understandings about how to improve supports for transitioning students <u>such as (but not limited to)</u>:

- **Job shadowing possibilities (teachers, counselors, administrators, etc.).**
- **Middle school leaders dialogue with transitioning 5th graders at elementary schools.**
- **Collaboration around how to support elementary staff's, transitioning 5th graders,' and transitioning parents' understandings of middle school grading systems and grading expectations before arriving to middle school.**
- **Elementary and middle school teachers and counselors' collaboration.**
- **Elementary administrators' participation with transitioning 5th graders' on their class visits to middle schools.**
- **Current 5th grade teachers and next year's 6th grade teachers' vertical collaboration sessions around rising 5th graders' academic and social emotional needs, successes, challenges, and observations.**
- **Elementary and middle school counselor engagement with transitioning 5th grade students at the elementary schools around graduation plan development, scheduling assistance, tips for success, social emotional development, relationship building, etc.**
- **Elementary and middle school counselor collaboration to support elementary counselors' classroom instruction of college and career lessons.**

H. Administer Transition Team member survey instrument (for staff) to measure their perceptions of the vertical collaboration experiences and effectiveness during the concluded school year:

- **Develop staff survey instrument at the central office level and administer at the all-elementary school and all-middle school level (Transition Teams and Administrative Teams).**

I.   Determine funding needs and secure funding sources (if applicable) for Vertical Collaboration experiences- at the school-level, cluster-level, and in collaboration with central office leadership.

J. At the school-level and cluster-level, determine staff's professional learning needs in order for the school and the cluster to achieve the objectives of the Vertical Collaboration Domain:

- **At the school-level, at the cluster-level, and in collaboration with central office leadership, determine the most appropriate vehicles to provide staff with the appropriate professional learning experiences in order to achieve the Vertical Collaboration Domain Objectives (if applicable).**

Measure of Success –

Transition Team and Administrative Team members' questionnaire responses about their perceptions of transitioning 5th grade students' strengths, and challenges as they prepare to enter middle school (pre assessment).

Transition Team members survey responses about their perceptions of vertical collaboration experiences and effectiveness during the concluded school year (post assessment).

Eventual 6th graders' academic and behavioral outcomes data (as gathered through Infinite Campus, CCRPI Indicators, school-level reports, etc.)

Parent Engagement Objectives

1: To educate our parents on how to equip their transitioning 5th grade students for success in middle school, including items such as: academic success, personal organization, time management, interpersonal relationships, digital citizenship, emotional well-being, and positive self-advocacy.

2: To provide our parents with the knowledge and understandings that will allow them to become informed and confident about their transitioning student's upcoming middle school experience.

3: To provide our parents with opportunities to make connections, to become familiar, and to understand the upcoming middle school environment for their transitioning student's success.

Action Steps-

A. Determine appropriate parent engagement experiences and events at the school-level and at the cluster-level (determinations can be made via vertical collaboration sessions) to achieve the Parent Engagement Domain Objectives.

B. Create and administer a parent questionnaire (at the cluster-level) to measure transitioning 5th grade parents' perceptions of their children's needs, strengths, and challenges as they prepare to enter middle school:
   - Determine how and whom will collect and analyze school-level parent questionnaire responses and how the response data will be utilized to drive parent engagement decisions at the school-level and at the cluster level.

C. Interface with GSCS Parent Liaison to determine appropriate strategies and opportunities to promote and facilitate parent engagement experiences and events (at the school-level and at the cluster-level)- such as but not limited to:
   - Parent University Workshops.
   - Question and Answer Sessions.
   - Parent engagement events at upcoming middle schools (concerts, plays, tours, orientations, visitations, presentations, engagement with middle school staffs, parent and student testimonials, PTA membership, etc.).
   - Determine need and feasibility of quarterly parent meetings during 5th grade year for transitioning 5th grade parents and appropriate elementary/middle school staffs and current middle school parents (could be at school-level or cluster-level).
   - Determine/plan if Parent Engagement events could be added to agendas of already-scheduled school events and/or PTA events (elementary and/or middle schools).

D. Determine/plan actual content, topics, learning experiences, agendas, scripts (etc.) for parent engagement events and experiences, and whom will facilitate those- Options include but are not limited to:
   - Student-led conferences with parent participation.
   - Parent education sessions.
   - Parent orientations at upcoming middle schools.
   - Small group question and answer sessions.

Action Steps-

- Parent engagement brochures, pamphlets, articles to disseminate to parents to support 5th graders' transition.
- Including parent engagement events and experiences into already-scheduled school events.
- Pre-recorded parent engagement transition presentations to disseminate to parents to who cannot be present.

E. Engage with elementary school and middle school PTA executive committees to determine options to collaborate to achieve Parent Engagement Domain Objectives (at the school-level and/or cluster-level).

F. Interface with GSCS ESOL Office to determine options to address interpretation and translation needs for planed parent engagement events and experiences.

G. Determine funding needs and secure funding sources (if applicable) for planned parent engagement events and experiences- at the school-level, cluster-level, and in collaboration with central office leadership.

H. Determine and implement school-level and cluster-level plans to promote and advertise planned parent engagement events and experiences.

I. At the school-level and cluster-level, determine staff's professional learning needs in order for the school and the cluster to achieve the objectives of the Parent Engagement Domain:
   - At the school-level, at the cluster-level, and in collaboration with central office leadership, determine the most appropriate vehicles to provide staff with the appropriate professional learning experiences in order to achieve the Parent Engagement Domain Objectives (if applicable).

Measure of Success -

Parent Perception Questionnaire Responses (Pre & Post Assessments)

Parent Engagement Events/Experiences Attendance (numbers of attendees, numbers that access resources provided, etc.)

Middle School Transiency Rates (i.e. numbers of families entering and leaving the system during middle school years over time)

Eventual 6th graders' academic and behavioral outcomes data (as gathered through Infinite Campus, CCRPI Indicators, school-level reports, etc.)

Student Experiences Objective

1: **To provide opportunities for our transitioning students to make connections, to become familiar, and to understand the middle school environment in a positive manner, in order to support their success.**

Action Steps –

A. Determine appropriate student experiences and events at the school-level and at the cluster-level (determinations can be made via vertical collaboration sessions) to achieve the Student Experiences Domain Objective.

B. Create and administer a student questionnaire (at the cluster-level) to measure transitioning 5th grade students' perceptions of their own needs, strengths, and challenges as they prepare to enter middle school.
   - Determine how and whom will collect and analyze school-level student questionnaire responses and how the response data will be utilized to drive student experiences decisions at the school-level and at the cluster level.

C. Interface with cluster school Transition Teams and Administrative Teams to determine appropriate Student Experiences events and timeline (at the school-level and at the cluster-level) to achieve the objective of the domain - such as but not limited to:
   - Student Testimonials and Student Question and Answer Sessions.
   - Student tours/visitations of middle schools.
     - In-person and/or virtual tours/presentations/testimonials/discussion sessions with middle school staffs and current students
   - Student orientation events at middle schools.
   - Determine appropriateness/feasibility of transitioning 5th grade students' participation/invitations to middle school games, converts, performances, activities, etc. to familiarize them with middle school experiences and opportunities in advance of attending.
     - Determine need and feasibility of providing transportation to middle school events for transitioning 5th grade students and their families (if applicable).
   - Determine/plan if/how Student Experiences events could be added to agendas of already-scheduled middle school or elementary school events for transitioning 5th grade students.
   - Pre-recorded Student Experiences presentations/messages from middle school leaders/teachers/counselors/students to disseminate to 5th grade students preparing to transition to middle school.
   - Establish consistency across the cluster for how Student Experiences events are structured and facilitated for transitioning 5th grade students.

D. Determine/plan actual content, topics, structure, format, agendas, scripts (etc.) for Student Experiences events to occur, and whom will facilitate those.

E. Determine funding needs and secure funding sources for planned Student Experiences events and experiences (if applicable)- at the school-level, cluster-level, and in collaboration with central office leadership.

F. Determine and implement school-level and cluster-level plans to promote and advertise planned Student Experiences events and experiences.

G. Determine feasibility, format, components of "Middle School Success" pamphlet/resources to provide and educate transitioning 5th grade students on to support their eventual success in middle school (at cluster-level).

H. Determine need and feasibility of other academic experiences to engage transitioning 5th grade students to support their success in middle school, such a common student book study, etc. (at school-level and/or cluster-level) Determine funding needs and secure funding sources (if applicable) for planned Student Experiences- at the school-level, cluster-level, and in collaboration with central office leadership.

I. At the school-level and cluster-level, determine staff's professional learning needs in order for the school and the cluster to achieve the objectives of the Student Experiences Domain:

- **At the school-level, at the cluster-level, and in collaboration with central office leadership, determine the most appropriate vehicles to provide staff with the appropriate professional learning experiences in order to achieve the Student Learning Experiences Domain Objectives (if applicable).**

Measure of Success –

Student Experiences Questionnaire Responses (Pre & Post Assessments)

Student Experiences Events Attendance and Participation (numbers of attendees, numbers that access resources provided, etc.)

Middle School Transiency Rates (i.e. numbers of students entering and leaving the system during middle school years over time)

Eventual 6th graders' academic and behavioral outcomes data (as gathered through Infinite Campus, CCRPI Indicators, school-level reports, etc.)

Transition Curriculum Objective

1: To equip our transitioning students with strategies and understandings on how to support their own success in middle school, especially in the realms of: academic success, personal organization, time management, interpersonal relationships, digital citizenship, emotional well-being, and positive self-advocacy.

Action Steps –

A. Analyze questionnaire responses from staff (elementary and middle school), students (5th and 6th grade?) and parents (5th and 6th graders?) to inform on transitioning students' needs, successes, challenges, wants, and worries, to support their eventual success in middle school.
   - Analyze results to determine topics to create/select/plan Transition Curriculum components and learning experiences for students.

B. Determine/select/create the curriculum and/or resources to address your transitioning 5th grade students' needs to be successful in middle school (at school-level and/or cluster-level).

C. Ensure Transition Curriculum learning experiences that are facilitated align to the realms identified within the Transition Curriculum Objective:
   - Academic success, personal organization, time management, interpersonal relationships, digital citizenship, emotional well-being, positive self-advocacy.

D. Determine the timeline, order, and format for implementation of the Transition Curriculum learning experiences for students.

E. Determine faculty members to implement the lessons.

F. Implement the lessons and assess student understanding after implementation.
   - Determine appropriate responses and timeline if transitioning 5th grade students do not demonstrate understanding after implementation.

G. Determine curriculum resources to be secured/used.

H. Determine possible existing curriculum options.

I. Determine ways to assess student understanding for Transition Curriculum components
   - Determine whom/how Transition Curriculum components will be reviewed and revised annually (if applicable) based on eventual student results and outcomes.

J. Determine funding needs and secure funding sources (if applicable) for Transition Curriculum components and resources- at the school-level, cluster-level, and in collaboration with central office leadership.

K. Determine and implement school-level and/or cluster-level plans to share Transition Curriculum components/resources/information with 5th grade parents.

Action Steps –
At the school-level and cluster-level, determine staff's professional learning needs in order for the school and the cluster to achieve the objectives of the Transition Curriculum Domain:

- **At the school-level, at the cluster-level, and in collaboration with central office leadership, determine the most appropriate vehicles to provide staff with the appropriate professional learning experiences in order to achieve the Transition Curriculum Domain Objectives (if applicable).**

Measure of Success –
Results of transition curriculum assessments of student understanding
Observations and feedback from staff members who facilitate Transition Curriculum learning experiences for students
Student Experiences Questionnaire Responses (Pre & Post Assessments)
Parent Perception Questionnaire Responses (Pre & Post Assessments)
Staff Perception Questionnaire Responses (Transition Teams and Administrative Teams) (Pre and Post Assessments)
Middle School Transiency Rates (i.e. numbers of students entering and leaving the system during middle school years over time)
Eventual 6th graders' academic and behavioral outcomes data (as gathered through Infinite Campus, CCRPI Indicators, school-level reports, etc.)