



SCHOOLWIDE IMPROVEMENT PLAN (SIP) TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN TITLE I TARGETED ASSISTANCE (TA) PLAN

NAME OF SCHOOL/PRINCIPAL: Bethune Middle School/Danny McCoy
NAME OF DISTRICT/SUPERINTENDENT: Charlton County Schools/Dr. John Lairsey
<input type="checkbox"/> <i>Comprehensive Support School</i> <input type="checkbox"/> <i>Targeted Support School</i> <input type="checkbox"/> <i>Schoolwide Title I School</i> <input type="checkbox"/> <i>Targeted Assistance Title I School</i> <input type="checkbox"/> <i>Non-Title I School</i> <input type="checkbox"/> <i>Opportunity School</i>

DIVISION OF SCHOOL AND DISTRICT EFFECTIVENESS

Advancing Leadership | Transforming Schools

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

Submitted 8/30/2016 Revised 9/12/16 Approved 10/3/2016 Revised 12/14/16

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal *Ray my* _____ Date _____

Title 1 Director _____ Date _____
(Title 1 Schools only)

Planning Committee Members (SWP 8, 16)

Name	Position/Role	Signature
Dr. Teresa Bradley	Media Specialist	<i>Dr. Teresa Bradley</i>
Molly Gowen	Teacher/Parent	<i>Molly Gowen</i>
Dr. Heather Huling	Teacher	<i>Dr. Heather Huling</i>
Tamara Jackson	Guidance Counselor	<i>Tamara Jackson</i>
Lisa Johns	Teacher	<i>Lisa Johns</i>
Danny McCoy	Principal	<i>Ray my</i>
Haley Morgan	Teacher	<i>Haley Morgan</i>
Shauna Nazworth	Teacher/Parent	<i>Shauna Nazworth</i>
Dr. Natalie Newvine	Parent Involvement Coordinator	<i>Dr. Natalie Newvine</i>
Anna Roberts	Parent	<i>Anna Roberts</i>
Dr. Brent Tilley	Assistant Principal	<i>Dr. Brent Tilley</i>
Mandy White	Teacher	<i>Mandy White</i>
Nancy Zetmeir	Parent	<i>Nancy Zetmeir</i>

Title I only (SWP 10, 15, 19)
The Letter of Intent for Title I Schoolwide was submitted on _____.

Please indicate the programs that are consolidated in this plan: _____

School Designated as a Priority School _____ (Yes or No) School Designated as a Focus School _____ (Yes or No)

Needs Assessment/ Data Review Results (SWP 1, 11, 12, 13, 14, 17, 18)

Prioritized Needs	Data Source	Participants Involved	Communication to Parents and Stakeholders
Increase the percentage of students scoring at proficient or better on the ELA GMAS, Literacy/Reading Coach to improve reading foundation	GMAS, Classworks screeners, Reading Inventory results, benchmark exams	ELA/Reading teachers, School Administration All Students	GMAS scores, RI, STAR, and AR reports sent home for every student. Infinite Campus Portal is available to all parents. Teachers communicate through conferences, email, Remind .
Increase the percentage of students scoring at proficient or better on the Math GMAS	GMAS results, Classworks screeners, Benchmark exams	Math teachers, School Administration All Students	GMAS math scores sent home with each student. Infinite Campus Portal for parents. Teachers communicate through conferences, email, Remind.
Increase the percentage of students scoring at proficient or better on the Science GMAS	GMAS results, Benchmark exams	Science teachers, School Administration All Students	GMAS science scores sent home with each student. Infinite Campus Portal for parents. Teachers communicate through conferences, email, Remind.
Increase the percentage of students scoring at proficient or better on the Social Studies GMAS	GMAS results, Benchmark exams	Social Studies teachers, School Administration All Students	GMAS social studies scores are sent home with each student. Infinite Campus Portal for parents. Teachers communicate through conferences, email, Remind.
Decrease the percentage of students that are absent six or more days	Attendance reports from Infinite Campus	School Administration, School Leadership Team, Attendance committee Grade level teams All Students and Community Leaders	Attendance policy sent home with every student at the beginning of the year. Phone contacts, letters, conferences are held as needed.
Increase the use of technology in all academic areas	CCRPI results, usage reports from web based instructional support programs	School Administration School Leadership Team	Meetings, Data Wall, GMAS results
Improve parent involvement	Participation in previous year's parent involvement events. Feedback from Parent Involvement survey	School Administration, School Leadership Team, Parent Involvement Coordinator All Students and Community Leaders	One Call phone messages and Remind text messages are sent to inform about all parent involvement activities. Student folders in 4 th and 5 th . Agendas in 6 th , 7 th , 8 th

SMART GOAL #1 Increase by 2% the students scoring Level 3 or above on ELA GMAS in 2017 from 33% in 4th, 27% in 5th, 33% in 6th, 32% in 7th, and 42% in 8th on the 2016 GMAS.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Assessment 2	All	Use of ClassWorks, STAR, DIBELS, and Reading Inventory diagnostic assessments to identify skill deficits, and in class assessments to monitor improvement	ClassWorks report, RI reports Lesson Plans	School Leaders Demonstrate: Commitment to improved achievement through allocation of resources, expectations and goals developed with teachers, and feedback to teachers. Teachers Demonstrate: Deliberate, targeted, standards based instruction. Differentiated instruction based on student needs. Students Demonstrate: Steady improvement in reading/ELA skills. Parents Demonstrate: Support for students, cooperation with teachers in improving student performance	RTI Coordinator, School Administration	CW: district purchase RI –Cost: \$5,300 Source: SRG Budget
Instruction 6	All	Use of Accelerated Reader program to increase volume of student reading	AR reports		Grade Level Team Leaders, School Administration	AR Cost - \$5,100 Source – SRG Budget
Instruction 2, 4, 5	All	Small group, differentiated instruction and guided reading using leveled texts, and the Journeys reading/ELA curriculum	Lesson Plans, observations	Teachers Demonstrate: Deliberate, targeted, standards based instruction. Differentiated instruction based on student needs.	Classroom teacher School administration	No cost
Instruction 9	Struggling students, RTI Tier 2 and 3	Provide tutoring during school and after school for students with identified deficiencies and summer school	Tutoring rosters		School Leadership Team	Tutoring cost: \$18,000 Source: 20 day money
Instruction 9	Struggling students, RTI Tier 2 and 3	Provide additional support through the RTI lab and Read 180 to students with identified deficiencies, help fund paraprofessional position to assist students who are working below grade level in the RTI lab	RTI rosters ClassWorks reports	Students Demonstrate: Steady improvement in reading/ELA skills.	RTI Coordinator School Administration	Read 180 cost: TBD Source: SRG Budget. RTI paraprofessional: Title I budget
Instructional 4 and 5	All	Use Thinking Maps to address different learning styles and improve student learning and comprehension	Lesson Plans Observations Student work samples		Classroom teacher School Administration	Thinking Maps training for new teachers
Instructional 6	All	Technology resources are used to supplement instruction and remediate skills (ClassWorks, Study Island, Brain Pop, etc.)	Lesson plans CW and SI reports	Parents Demonstrate: Support for students, cooperation with teachers in improving student performance	Classroom teacher School Administration	CW – district purchase Study Island - \$9,000 BP- \$3,000 Source – Title I funds
School Culture Standard 2; Family and Community Standard 1 and 2	All	Use student planners and folders to improve communication with parents and support for student learning. GMAS scores are sent home upon arrival from the DOE. The scores are also displayed in the local newspaper	Planners and folders Score Reports		Classroom teacher	Planners/folders - \$1,800 – Title I

SMART GOAL #2 Increase by 2% the students scoring Level 3 or above on Math GMAS in 2017 from 28% in 4th, 31% in 5th, 40% in 6th, 35% in 7th, and 40% in 8th on the 2016 GMAS.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Assessment 2	All	Use benchmark assessments coded to Depth of Knowledge (DOK) level to identify student areas for improvement and to guide instruction	Classworks reports	School Leaders Demonstrate: Commitment to improved achievement through allocation of resources, expectations and goals developed with teachers, and feedback to teachers	RTI Coordinator School Administration	CW: district purchase Existing labs for testing
Assessment 2	All	Give formative, in class assessments to monitor progress and guide instruction	Lesson plans Gradebooks/test scores		Classroom teacher School Administration	No cost
Instruction 6	All	Technology resources are used to supplement instruction and remediate skills (ClassWorks, Study Island, etc.)	Lesson plans, CW and SI reports	Teachers Demonstrate: Deliberate, targeted, standards based instruction. Differentiated instruction based on student needs.	Classroom teacher School Administration	CW: district purchase Study Island - \$9,000 Source – Title I funds
Instruction 4 and 5	All	Small group, differentiated instruction for students with skill deficiencies	Lesson Plans Observations		Classroom teacher School Administration	No cost
Instruction 9	Struggling students and RTI Tier 2 and 3	Provide tutoring during school and after school for students with identified deficiencies and summer school	Tutoring rosters	Students Demonstrate: Steady improvement in math skills	School Leadership Team	Approximately \$18,000 Source – 20 day money
Instruction 9	Struggling students and RTI Tier 2 and 3	Provide additional support through the RTI lab to students with identified deficiencies and help fund paraprofessional position to assist students who are working below grade level in the RTI lab	RTI lab rosters ClassWorks reports	Parents Demonstrate: Support for students, cooperation with teachers in improving student performance	RTI Coordinator School Administration	RTI paraprofessional: Title I Budget
School Culture 2; Family and Community 1 and 2	All	Use student planners and folders to improve communication with parents and support for student learning.	Planners and folders		Classroom Teacher	Planners/folders - \$1,800 – Title I
Instruction 4, 5	All	Fund an additional teaching position in order to reduce classroom size and fund subs for that teacher	Master Schedule		Principal	Source: Title I Subs: \$1,000
Family and Community 1,2	All	GMAS scores are sent home upon arrival from the DOE. The scores are also displayed in the local newspaper	Score Reports			

SMART GOAL #3 Increase by 2% the students scoring Level 3 or above on Science GMAS in 2017 from 35% in 5th and 18% in 8th on the 2016 GMAS.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Assessment Standard 2	All	Use benchmark assessments coded to Depth of Knowledge (DOK) level to identify student areas for improvement and to guide instruction	Lesson Plans Assessment Results	School Leaders Demonstrate: Commitment to improved achievement through allocation of resources, expectations and goals developed with teachers, and feedback to teachers	Classroom teacher School Administration	No cost
Instructional Standard 2 and 4	All	Utilize content reading strategies to improve student comprehension of science texts	Lesson plans Observations		Classroom teacher School Administration	No cost
Instructional Standard 4,5	All	Use Thinking Maps to address different learning styles and improve student learning and comprehension	Lesson Plans Student work samples, observations	Teachers Demonstrate: Deliberate, targeted, standards based instruction. Differentiated instruction based on student needs.	Classroom teacher School Administration	Thinking Maps training for new teachers Source: RESA
Instructional Standard 6	All	Use Study Island and/or Brain Pop as a supplement to instruction to allow students to review and remediate content.	Lesson Plans Observations		Classroom teacher School Administration	Study Island: \$9,000 Source: Title I funds Brain Pop: \$3,000 Source: Title I funds
Instructional Standard 2, 4, 5	All	Small group, differentiated instruction to improve student learning	Lesson Plans Observations	Students Demonstrate: Steady improvement in Science skills	Classroom Teacher School Administration	No cost
School Culture Standard 2; Family and Community Standard 1 and 2	All	Use student planners and folders to improve communication with parents and support for student learning.	Planners/Folders	Parents Demonstrate: Support for students, cooperation with teachers in improving student performance	Classroom Teacher	Planners/folders - \$1,800 – Title I
Instruction 4,5	All	Fund an additional teaching position in order to reduce classroom size and fund subs for that teacher	Master schedule		Principal	Source: Title I Subs: \$1,000
Family and Community 1, 2	All	GMAS scores are sent home upon arrival from the DOE. The scores are also displayed in the local newspaper	Score reports			

SMART GOAL #4 Increase by 2% the students scoring Level 3 or above on Social Studies GMAS in 2017 from 19% in 5th and 28% in 8th on the 2016 GMAS.

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Assessment 2	All	Use benchmark assessments coded to DOK level to identify student areas for improvement and to guide instruction	Assessment Results	<p>School Leaders Demonstrate: Commitment to improved achievement through allocation of resources, expectations and goals developed with teachers, and feedback to teachers</p> <p>Teachers Demonstrate: Deliberate, targeted, standards based instruction. Differentiated instruction based on student needs.</p> <p>Students Demonstrate: Steady improvement in Social Studies skills</p> <p>Parents Demonstrate: Support for students, cooperation with teachers in improving student performance</p>	Classroom teacher School Administrator	No cost
Instruction 2, 4, 5	All	Small group, differentiated instruction to improve student learning	Lesson Plans Observations		Classroom Teacher School Administration	No cost
Instruction 2 and 4	All	Use of academic vocabulary strategies to build student vocabulary and knowledge	Lesson Plans Observations		Classroom Teacher School Administration	No cost
Instruction 2, 4, 7	All	Integrate writing in all social studies courses	Lesson Plans Observations		Classroom Teacher School Administration	No cost
Instruction 2, 4, 5	All	Use content reading strategies to improve student comprehension of social studies content and texts	Lesson Plans Observations		Classroom Teacher School Administration	No cost
Instruction 4, 5, 7	All	Use of Thinking Maps and PALS to improve comprehension and address students with different learning styles	Lesson Plans Observations		Classroom Teacher School Administration	Thinking Maps - new teachers Source: RESA
Assessment 2	All	Use of benchmark assessments to identify areas of student weakness and to guide instruction	Assessment results Lesson Plans		Classroom Teacher School Administration	No cost
Instruction 6	All	Use Study Island and/or Brain Pop as a supplement to instruction to allow students to review and remediate content.	Lesson plans Observations		Classroom Teacher School Administration	Study Island: \$9,000 Source: Title I funds Brain Pop: \$3,000 Source: Title I funds
School Culture 2; Family and Community 1 and 2	All	Use student planners and folders to improve communication with parents and support for student learning.	Planners/Folders		Classroom Teacher	Planners/Folders - \$1,800 – Title I
Family and Community 1,2	All	GMAS scores are sent home upon arrival from the DOE. The scores are also displayed in the local newspaper	Score Reports			

SMART GOAL #5 Decrease by 2% the number of students missing 6 or more days (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
School Culture 1,3,5	All	Consistent, positive recognition for good attendance through PBIS	Student Awards	School Leaders Demonstrate: Commitment to improved attendance through consistent enforcement of attendance policies and recognition for excellence in attendance	School Administration	Source: School based funds
School Culture 1,3,4	All	Conduct Attendance Review Committee monthly for students with excessive absences. Attendance is item of discussion at grade level meetings.	Committee meeting minutes, team minutes	Teachers Demonstrate: Consistent follow through with parent contacts and other components of the attendance policy	Guidance Counselor Team leader School Administration Social Worker	No cost
School Culture 1,3,4	All	Require students with excessive absences to make up school time	Committee meeting minutes	Students Demonstrate: Steadily improved school attendance and decreased discipline	Guidance Counselor School Administration	No cost
School Culture 1,3,4	All	Continue current interventions for students with excessive tardies	Tardy records Records of interventions	Parents Demonstrate: Cooperation with school staff and improved efforts to have children attend daily	Secretary School Administration	No cost
School Culture 1,3,4	All	Full implementation of PBIS to decrease numbers of students receiving out of school suspension.	Discipline reports		PBIS Coach and School Administration	Approximately \$1,000 for PBIS Conference registration, hotel, travel Source: Title I

SMART GOAL #6 Increase in parent/teacher contacts and conferences

(SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
School Culture 2; Family and Community 1 and 2	All	Use the Remind text system to communicate critical information with parents at the classroom/grade level	Remind usage reports	<p>School Leaders Demonstrate: Commitment to improved communication and parent involvement through use of existing communication tools and planning, organizing, and promoting parent involvement activities.</p> <p>Teachers Demonstrate: Consistent use of various communication tools to keep open lines of communication with parents. Promote and encourage attendance at parent involvement events.</p> <p>Students Demonstrate: Increased attendance at parent involvement events.</p> <p>Parents Demonstrate: Increased communication with teachers and attendance at parent involvement events.</p>	School Administration	No cost
School Culture 2; Family and Community 1 and 2	All	Use the One Call phone system to communicate critical information with parents	One Call usage reports		School Administration	One Call system purchased by district
School Culture 2; Family and Community 5	All	Conduct grade specific parent nights to inform parents of critical information	Parent night attendance rosters		Parent Involvement Coordinator School Administration	\$100 for supplies and materials Source: Title I
School Culture 2	All	Examine feedback from Parent Involvement surveys to identify ways to improve communication and parent involvement	Survey feedback		Parent Involvement Coordinator School Administration	No cost
School Culture 2; Family and Community 5	All	Increase communication to parents about academics, programs, and parent involvement events.	Flyers and documents sent home		School Administration	Cost – \$1,400 for paper and toner Source – Title I
Family and Community 1, 2	All	Purchase 2 desktop computers for use as a parent resource in the media center	Computers		Principal	Cost: \$650 each Source: Title I budget
Family and Community 1, 2	All	Purchase a laptop for the parent involvement coordinator to ensure effective implementation of parent engagement plan and activities	Laptop		Principal	Cost: \$650 Laptop \$300 Printer Source: Title I budget
Family and Community 1,2	All	Parent Involvement Coordinator Stipend with FICA and Dental/Life insurance	Pay Roll		Principal	Cost: \$1,000 stipend, \$90 FICA, \$10 Insurance Source: Title I

SMART GOAL #7 100% of core content teachers (ELA, Math, Science, Social Studies) will use appropriate, current, instructional technology (SWP 2, 7, 9, 10)

Georgia School Performance Standard	Student Group (All or Subgroup, Parents, Teachers) (SWP 9)	Action /Strategies Include description of SWP 2, 7, 9, 10)	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
			Artifacts	Evidence		
Instruction 1, 5, and 6	All	Continue schoolwide use of Smart Board technology, replace projectors and bulbs and purchase Smart Boards as needed to ensure appropriate technology use	Lesson Plans Smart Board usage	School Leaders Demonstrate: Commitment of resources to equip every classroom with technology to allow teachers to effectively teach and to provide students with technology to enhance learning. Teachers Demonstrate: Consistent use of various types of technology as instructional tools and for administrative tasks. Students Demonstrate: Increased engagement with content and regular use of technology resources in the classroom.	Classroom Teacher	Cost – \$1500 per SB \$1550 per projector \$180 old bulbs, \$80 new bulbs Source –Title I & QBE
Instruction 6	All	Purchase or repair teacher laptops with appropriate software for use with Smart Boards	Laptops		Principal	\$650 per laptop, number to be determined. Source – Title I
Instruction 6	All	Purchase or repair Chromebooks, laptops, desktop computers, and headphones for student classroom use with instructional programs	Chromebooks, desktops, laptops, headphones		Principal	Cost – \$225 Chromebooks \$650 Laptops \$650 Desktops \$240 for headphones Source – Title I

Professional Learning Plan to Support School Improvement Plan

(SWP 4)

Professional Learning Strategy to Support Achievement of SMART Goals	Professional Learning Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/ Position Responsible	Monitoring Teacher Implementation of Professional Learning	Artifacts/Evidence of Impact on Student Learning
Teacher attendance at SRG Institute	Summer 2016 and Winter 2016 (2 sessions)	Cost: \$170 per teacher Source: SRG Budget	Literacy Team Leader School Administration	School Administration	Lesson Plans Observations Classroom Walkthroughs
Journeys Implementation Training – 4 th and 5 th grade ELA	May 2016	Cost: \$3,312 Source: SRG Budget	School Administration Teachers	School Administration	Lesson Plans Observations Classroom walkthroughs
Thinking Maps training for new teachers	Fall 2016	Cost: Subs Source: Title IIA	School Administration New Teachers	School Administration	Lesson Plans Observations Classroom walkthroughs
ClassWorks Training	June 2016	Cost: None Source: ClassWorks representative	RTI Coordinator School Administration	RTI Coordinator School Administration	ClassWorks reports
Curriculum Mapping, Scope and Sequence, and Benchmark Training	June 2016	Cost: \$3,900 Source: Title IIA	School Administration Teachers	School Administration	Curriculum Maps Benchmark Assessments
PBIS Conference	Nov. 30 – Dec. 1, 2016	Cost: Approximately \$1,000 for registration, hotel, and travel – Title I	PBIS Coach	School Administration	PBIS meeting minutes Discipline reports
Read 180 Training	July 2016	Source: SRG Budget	Literacy Team Leader School Admin Teachers	School Administration	Lesson Plans Observations Classroom walkthroughs

Highly Qualified Staff

(SWP 3, 5)

All courses are taught by highly qualified staff. YES (Yes or no)

If no, explain

List efforts to recruit highly qualified teachers to your school.

Applicants are screened prior to being interviewed to ensure that he or she holds a current, valid, Georgia teacher certification. In the rare event that no highly qualified applicants can be found, district and school staff will use a variety of methods to identify and recruit highly qualified teachers for open positions. The Superintendent has attended college job fairs for the purpose of recruiting prospective teachers.

Percentage of BMS students scoring proficient or distinguished GMAS from 2015 to 2016

2016 GMAS	4th	5th	6th	7th	8th
ELA	33	27	33	32	42
Math	28	31	40	35	40
Science	33	35	28	35	18
Social Studies	47	19	19	33	28
2015 GMAS	4th	5th	6th	7th	8th
ELA	20	22	22	21	36
Math	13	19	21	22	48
Science	19	30	41	27	26
Social Studies	26	21	16	23	27

*From the School Content Area Summary GMAS Report 2015 and 2016

Transition Plan from Folkston Elementary to Bethune Middle (3rd to 4th grade)

In the spring of each school year, third grade students from Folkston Elementary visit Bethune Middle School for an orientation to meet administration and tour the school. Rising fourth graders are led on the tour by current BMS students, who inform them about all aspects of BMS. Teachers in fourth grade and the special education department consult with third grade teachers from FES to ensure effective communication about student needs and vertical articulation with curriculum and instruction. An Open House is held before school starts, allowing students and parents to locate their classroom and meet their teacher(s). Students entering our school after school begins are provided a student handbook, meet with administration, and tour the school. Transition Plans are written for all students with disabilities before the age of 16 or before leaving eighth grade and entering ninth grade in addition to students with disabilities graduation plan.

Transition Plan from St. George Elementary to Bethune Middle (6th to 7th grade)

In the spring of the school year, sixth grade students from St. George Elementary visit Bethune Middle School for an orientation to meet administration and tour the school. Rising seventh graders are led on the tour by current BMS students, who inform them about all aspects of BMS. Teachers in seventh grade and the special education department consult with sixth grade teachers from SGES to ensure effective communication about student needs and vertical articulation with curriculum and instruction. An Open House is held before school starts, allowing students and parents to locate their classroom and meet their teachers. Students entering our school after school begins are provided a student handbook, meet with administration, and tour the school. Transition Plans are written for all students with disabilities before the age of 16 or before leaving eighth grade and entering ninth grade in addition to students with disabilities graduation plan.

Transition Plan from Bethune Middle to Charlton County High School (8th to 9th grade)

Bethune Middle School students transfer to Charlton County High School upon successful completion of 8th grade. Several activities are conducted during the school year to prepare for the transition to high school. Eighth grade students complete interest inventories online in order to plan pathways in high school. The high school guidance counselor, CTAE director, and CTAE teachers hold an assembly to inform eighth grade students about types of diplomas, pathways in high school, and postsecondary options prior to registering for freshman classes. In addition, the high school guidance counselor holds a parent night to inform parents about types of diplomas, pathways in high school and postsecondary options. Each eighth grade student completes a graduation plan with parental input. In the spring of the school year students are transported by bus to the high school to meet administration and tour the school. Transition Plans are written for all students with disabilities before the age of 16 or before leaving eighth grade and entering ninth grade in addition to students with disabilities graduation plan.

Resources:

Georgia School Performance Standards – <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/default.aspx>

Professional Learning Plan Template Guidelines - <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/Professional%20Learning/Learning%20Forward%20Professional%20Learning%20Plan%20Template.pdf>

System for Effective School Instruction: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Documents/System%20for%20Effective%20School%20Instruction/System%20for%20Effective%20School%20Instruction.pdf>

Title 1 - <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

QCIS (Indistar) - <http://www.indistar.org/>

Statewide Longitudinal Data System (SLDS) - <http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx>