



2026 – 2027

West Mifflin Area School District

Transition Plan

Contents

<u>Kindergarten Transition</u>	3&4
<u>Fourth Grade Transition</u>	4&5
<u>Sixth Grade Transition</u>	5
<u>Ninth Grade Transition</u>	5-10
<u>Titan Cyber Transition</u>	10&11
<u>Special Education Transition</u>	11&12
<u>District Administration</u>	13

Kindergarten Transition

Objective

To create an elementary transition plan for students to learn, discuss, and utilize skills while promoting family engagement to acclimate the academic, social, emotional, and structural demands of Homeville and Clara Barton Elementary.

Goal #1

To create a Kindergarten Transition plan that will ensure all incoming students have the necessary knowledge, skills, and resources to be successful at Homeville and Clara Barton Elementary.

Strategy 1: To implement orientation and transition activities for incoming Kindergarten students.

- **Action 1: Publish Transition Information for Parent Distribution**

Includes Kindergarten Registration, Transition Night, Readiness Testing, Kindergarten Orientation, and Little Titan Orientation.

Timeline: January–February

- **Action 2: Transition Night**

Parents **and** students attend to acclimate the school environment by exploring the building through interactive activities such as a school scavenger hunt and a welcome book.

Event includes teachers, speech and occupational therapy services, and PTA volunteers.

Timeline: End of April

- **Action 3: Readiness Testing**

Students evaluated with a customized assessment to identify strengths and deficiencies based on data.

Resources shared and explained to families to foster development of critical ready-to-learn skills.

Students should bring a photograph for inclusion in a new student profile.

Timeline: End of May

- **Action 4: Little Titan Orientation**

Summer program to holistically address academic and social-emotional needs at both Homeville and Clara Barton.

Fosters social-emotional development and establishes rules and routines in a small group setting.

Timeline: June–July

- **Action 5: Parent Workshop**

Parent-centered event (preferred adult only).

Information provided on daily routines, supplies, bussing, cafeteria, etc.

Parents receive child's laptop/learning device and tutorial; encouraged to download district apps.

District technology coordinators in attendance.

Timeline: First day of Little Titan Orientation

- **Action 6: Kindergarten Orientation**

Held on the morning of the second teacher in-service day.

Families and students ride the bus to/from orientation.

Activities include Storytime and classroom engagement; concludes with cafeteria snack.

Timeline: End of August

- **Action 7: Transition Day for Additional Services**

Meet and greet with support personnel.

Parents may schedule individualized meetings for additional information.

Timeline: End of August

- **Action 8: District Meeting with Local Childcare Providers**

Includes building principals, kindergarten teachers, pupil services coordinator, and local childcare personnel.

Timeline: February

Fourth Grade Transition

Objective

To help students get ready for fourth grade by learning, talking about, and using important skills. This will help them adjust to the academic, social, and structural aspects of Junior Middle School.

Goal #1

To create a plan that makes sure all new students have the knowledge, skills, and tools they need to do well at West Mifflin Area Middle School. Student of the Month assemblies are held monthly to recognize student achievement and academic success.

Strategy 1: Help students understand what a school day will be like.

- **Action 1:** Introduce students to programs that help them learn and grow.
- **Action 2:** Teachers will look at last year's student performance data to place students correctly.
- **Action 3:** Show students resources they can use, like the Cool Zone and Life Skills Room, to help them in school.
- **What is Cool Zone?**

Cool Zone is provided through UPMC in partnership with the Pittsburgh Penguins Foundation.

Shaped like an "igloo" to provide a safe space for children, The Cool Zone is a behavioral health intervention for young children who exhibit symptoms of or who currently have a behavioral health diagnosis.

UPMC staff provides individual and group sessions for students.

- **Action 4:** Preview of special classes in Junior Middle School.

Goal #2

Develop a transition social/emotional plan for fourth-grade students to ensure they possess the knowledge, skills, and resources needed for success at West Mifflin Area Middle School.

Strategy 1: Address all students' well-being needs.

- **Action 1:** District transportation will be provided for students to participate in transition activities.
- **Action 2:** All third-grade students will enjoy a group snack, allowing them to meet peers after the tour.
- **Action 3:** An assembly will be held to introduce school administration and teachers, outlining the daily schedule.
- **Action 4:** Students will receive string bags with tangible promotional materials.

Strategy 2: Introduction to fourth and fifth grade PBIS (Positive Behavioral Interventions and Supports).

- **Action 1:** Respectful, Responsible, Ready to learn.
- **Action 2:** Lessons taught on appropriate behavior in all areas of the building (*Classroom, auditorium, gymnasium, cafeteria, bathrooms, hallways*).
- **Action 3:** Introduction to school store procedures.
- **Action 4:** Super Star ticket redemption at school store for positive behaviors.

Sixth Grade Transition

Objective

To create a sixth-grade transition plan for students to learn, discuss, and utilize skills while assisting them to get acclimated to the academic, social, and structural demands of Middle School.

Goal #1

To create a sixth-grade transition plan that will ensure all incoming students have the necessary knowledge, skills, and resources to be academically successful at West Mifflin Area Middle School.

Strategy 1: Anticipated transition day during the month of May.

- **Action 1:** Provide students with a classroom supply list.
- **Action 2:** Share activities and extracurricular opportunities that are available.
- **Action 3:** Provide a schedule template discussing the different classes offered to our sixth-grade students.
- **Action 4:** Distribute a back-to-school document.

Ninth Grade Transition

Objective

To create a 9th grade transition plan for students to learn, discuss, and utilize skills while assisting them to get acclimated to the academic, social, and structural demands of the high school in a routine annual schedule. This plan will include 8th Grade students at West Mifflin Area Middle School and Duquesne City School District, as well as interested students from St. Therese Catholic School, Walnut Grove Christian School, Propel Homestead K-8, and other private/charter schools in the area.

Goal #1

To create a Ninth Grade Transition plan that will ensure all incoming students have the necessary knowledge, skills, and resources to be academically successful at West Mifflin Area High School.

Strategy 1: Familiarize 8th Grade students with classes available at West Mifflin Area High School.

- **Action 1: Elective Showcase Day**

(December–January during Keystones | Location: High School)

Students will spend a day going through “mini lessons” that introduce 8th Grade Students to elective options in our high school. They will receive a copy of the ninth-grade course offerings to review.

- **Action 2: West Mifflin Area High School Resource Fair**

(February)

We will host a Resource Fair that offers job opportunities, highlights businesses in our communities, showcases career-ready curriculum, and more from our schools, regional resources, and local organizations.

- **Action 3: Freshmen Orientation**

(August)

Students and parents review the code of conduct, opportunities for extracurricular activities, expectations, and tour the building one last time before the school year begins.

- **Action 4: Resources and Services for Students Struggling at Start of 9th Grade**

(August–June)

Students struggling with grades early in the school year will be identified and supported via Homeroom, the Activity/Resource period, and/or Tutoring Program.

Students will participate in Titan Learning Time (TLT) during period 6 for remediation.

We also offer Peer Mentoring (TLC).

This support can also benefit new students entering the district in Grades 10–12.

- **Action 5: SAP Overview**

(August–September)

There will be a review of all incoming 9th Graders who were in the Student Assistance Program (SAP) the previous school year during the first SAP Meeting among high school staff.

This will highlight students to refer immediately and/or assess periodically for continuation of services.

Students who do not sign up for the program can still be offered a teacher mentor to check in periodically.

Strategy 2: Inform, Assess, and Recommend Students to Individualize Their Academic Experience

- **Action 1: Create a Transition Link on the School District's Website**

This link will highlight course catalogs and course descriptions for students and parents to virtually personalize the experience.

- **Action 2: Placement Testing**

(January–February)

High School Departments will create placement tests that will be administered at the Middle School before next year's scheduling process begins.

An online version will also be available.

- **Action 3: Naviance-Directed Class Recommendations**

Naviance will be utilized to inform and guide students in selecting classes that align with their career interests.

West Mifflin Area School District students use Naviance in their Careers class in 8th Grade, as well as in 9th Grade.

- **Action 4: Scheduling Sessions with Students**

(Small group/1-on-1, February–March)

All three High School Counselors and the 8th Grade Counselor will advertise their availability to schedule sessions with Middle Schoolers to introduce the scheduling process, explain deadlines, and answer student questions.

- **Action 5: High School Departmental Presentations (Virtual/Video)**

Each department at the High School will create videos introducing the content, activities, and benefits of their subject area.

Videos will be uploaded to **Schoology** for incoming 8th Grade students, new students (Grades 10–12), and parents to watch.

Goal #2

To create a Ninth Grade Transition plan that will ensure all incoming students have the necessary social and emotional knowledge, skills, and resources to be actively engaged at West Mifflin Area High School.

Strategy 1: Create a Program to Introduce and Inform Middle School Students

Focus on expected behavior, school events, information access, and extracurricular activities available at the High School.

- **Action 1: Introductory PBIS Lessons**

Students will complete PBIS lessons that focus on behavior.

Our PBIS Tier 1 is represented by Team Titans at the High School. These students are trained to help with school-wide interventions.

- **Action 2: Club & Sports Fair**

(May–June & August–September)

Students will visit a fair highlighting all clubs and extracurricular activities available to them the following year. Videos of the fair and presentations will be shared on Schoology and the Transition Link.

Students can spend their first couple of Activity/Resource Periods participating in this.

- **Action 3: Parent Outreach Program / FAQ & Flowchart**

The High School will develop helpful/informative documents to upload to the Transition Link on the School District's website and/or send home.

Documents will include communication guidelines, job responsibilities, useful forms, and FAQs.

Mrs. Rowe, the 8th Grade Transition Coordinator/9th Grade Counselor, has a dedicated freshman webpage with a QR code for direct access to all freshman needs. Incoming ninth-grade parents

will be asked to join the advisory board to discuss school incentives. They will meet with 10th–12th grade parents, administrators, and school counselors at the High School.
(September)

Strategy 2: Create Mentoring Programs That Will Guide Underclassmen to Be Socially Responsible.

- **Action 1:** Beginning in 9th Grade, each staff member in the High School will be assigned 3–5 students with whom they will regularly check in/meet.
Students can visit their mentors in times of need outside of regularly scheduled meetings.
Each year, new 9th Grade students will be added to the teachers' mentor rosters, while keeping previous mentoring groups intact.
- **Action 2:** Student mentors will be pulled from Titan Leaders in the Community (TLC) and ROTC. Mentors will complete training and require three staff recommendations to participate in this program.
- **Action 3:** All upperclassmen mentors will visit 9th Grade mentor groups during the Activity/Resource periods. Mentors will implement lessons that promote social, emotional, and behavioral growth. Mentor meetings will rotate between: Social/fun activities, Lessons focusing on PBIS, Clubs, PowerSchool (including tutoring referrals to NHS), Schoology, Career Evidence Review in Naviance, Class schedules, and select mental/emotional/social health topics

Goal #3

To create a Ninth Grade Transition plan that will ensure all incoming students have the necessary career-readiness knowledge, skills, and resources to develop individualized post-secondary academic/career plans.

Strategy 1: Students Will Create an Academic/Career Plan to Shape Over the Course of Their High School Career

- **Action 1: Steel Center Tour for 9th Graders (January)**
The 9th Grade tour of Steel Center will focus on opportunities and demonstrations within each program offered at the technical school.
This opens options for 9th Graders moving forward throughout high school, while holding them accountable academically, attendance-wise, and behaviorally if they want to be considered for admission.
- **Action 2:** Students will begin preparing for potential academic/career plans by obtaining money through **scholarship programs**.
- **Action 3: Scheduling Presentations to 8th Graders (February)**
The Transition Counselor will visit 8th Grade classrooms throughout the year during their Library classes to highlight opportunities, procedures, and processes for scheduling 9th Grade classes.
- **Action 4: Scheduling Information Shared with Parents (February)**
The Guidance Department will send letters, instructions, and course selection sheets home to inform parents of upcoming scheduling processes and deadlines.

- **Action 5: Scheduling Sessions with Students** (*Small group/1-on-1, February–March*)
Follow-up scheduling sessions will take place after students have chosen their classes on PowerSchool for the following year to ensure students are on the correct/desired academic path.
- **Action 6: West Mifflin Area High School Resource Fair** (*February*)
Local members of the community from various workforce backgrounds will demonstrate and inform students about career opportunities.
The Transition Coordinator will collaborate with the School-to-Work Program.
- **Action 7: Informative Parent Meetings** (*February–March*)
The Guidance Department will offer informative meetings on scheduling, Steel Center, CHS classes, and future planning throughout the scheduling process.
These will be offered **in-person and virtually**, during evening hours.
- **Action 8: Mentoring Program Sessions** (*Feb.-March*)
Mentors will be responsible for assisting students in exploring their academic/career readiness paths for the next two years. Students will utilize Naviance, library resources, and specific academic/career websites to learn more. Mentors will inform them on the Junior Seminar class as well as Senior Project.

Strategy 2: Students Will Meet Career Standards

- **Action 1: Transition Counselor Visiting 8th Grade Careers Classes**
The transition counselor visits the Career Classes in 8th Grade to provide introductory information about the High School and answer initial questions on courses, activities, expectations, and opportunities.
- **Action 2: Work Permits (All 9th Grade Apply), Resume, Interview Lesson** (*March*)
Hold Career-Readiness Prep Sessions where students will finalize a resume from their Careers class, apply for a work permit, and engage in mock interviews or demonstrations.

Goal #4:

To create a Ninth Grade Transition plan that will ensure all incoming students enrolled in Special Education and/or have 504 accommodations have the necessary knowledge, skills, and resources to be academically, socially, and career-ready successful at West Mifflin Area High School (in addition to the overall 9th Grade Transition Plan's first 3 Goals).

Strategy 1: Familiarize students with IEPs and 504 Plans with staff between 8th and 9th Grade, ensuring an efficient transition academically, socially, and for career readiness.

- **Action 1: Communicate IEPs and 504s** (*Aug.–June*)
The transition coordinator and projected case managers for the following year will attend all IEP and 504 meetings at the 8th and 9th grade level.
- **Action 2: Life Skills Transition Events** (*April–May*)
The HS Life Skills classroom will host two school-day activities with the incoming 8th Grade Life Skills students and one evening meet-and-greet/tour for students and parents.

- **Action 3: Student-Led Transition (May)**
9th Grade students in Special Education (chosen and with parent permission) and Case Managers will host step-up day activities for incoming 8th Grade students in Special Education.
- **Action 4: 504 Plan Updates (February–April)**
Counselors will send out letters home recommending updated diagnoses, gather teacher feedback on current 504s of their students, and offer meetings to parents/guardians with current staff to update 504s for the following year. This process will allow the most applicable and current accommodation to be provided based on student needs, with potential updates available each year.
- **Action 5: Meet-and-Greet (August)**
High School Special Education Staff will hold an evening Meet-and-Greet for incoming parents and students just prior to the start of the school year for a short tour and Q&A Session. Invitations will be mailed home at the end of the ESY program.
- **Action 6: Personal Tours (August)**
Students/parents will be invited to reserve a spot for a one-on-one 20-minute tour during the beginning of the year in-service days.
- **Action 7: Teacher Collaboration Time (May)**
During a full day prior to step-up day, 9th Grade teachers and case managers will meet with 8th Grade teachers and case managers for a brief overview of each incoming student with special needs.
- **Action 8: Ensure Correct Placement of Students with IEPs and 504s in Classes**
After Action 7, 9th Grade case managers will create a written schedule with correct pullout/inclusion/regular education scheduling suggestions to be given to guidance to ensure the best possible scheduling for step-up day.

Titan Cyber Transition

Goal #1: Ensure that all incoming K–12 students/families fully understand how to access and utilize all technology resources associated with our cyber program.

Strategy 1: Explain all components of Titan Cyber Academy K–12 cyber technology

- **Action 1:** Brochure or handout listing all resources and how to access and employ.
(*The brochure pertains to K–3, 4–8, and 9–12.*)
- **Action 2:** Meeting (virtual/in-person) to walk through resources.
- **Action 3:** Website video demonstrating all technology resources.
(*Video designed for K–3, 4–8, and 9–12.*)

Goal #2: Ensure that all incoming K–12 students/families understand the differences between online learning and traditional in-person learning.

Strategy 1: Demonstrate unique aspects of online learning

- **Action 1:** Student/family testimonial videos explaining the ins and outs of online learning.
- **Action 2:** FAQs page (online and print) for common questions that arise for new students/families.
- **Action 3:** List of common mistakes that online learners make (online and print).

Special Education Transition:

To create a Ninth Grade Transition plan that will ensure all incoming students enrolled in Special Education and/or have 504 accommodations have the necessary knowledge, skills, and resources to be academically, socially, and career-ready successful at West Mifflin Area High School (in addition to the overall 9th Grade Transition Plan's first 3 Goals).

Strategy 1: Familiarize students with IEPs and 504 Plans with staff between 8th and 9th Grade, ensuring an efficient transition academically, socially, and for career readiness.

- **Action 1: Communicate IEPs and 504s** (August –June)
The transition coordinator and projected case managers for the following year will attend all IEP and 504 meetings at the 8th and 9th grade level.
- **Action 2: Life Skills Transition Events** (April–May)
The HS Life Skills classroom will host two school-day activities with the incoming 8th Grade Life Skills students and one evening meet-and-greet/tour for students and parents.
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- **Action 6: Personal Tours** (August)
Students/parents will be invited to reserve a spot for a one-on-one 20-minute tour during the beginning of the year in-service days.
- **Action 7: Teacher Collaboration Time** (May)
During a full day prior to step-up day, 9th Grade teachers and case managers will meet with 8th Grade teachers and case managers for a brief overview of each incoming student with special needs.

- **Action 8: Ensure Correct Placement of Students with IEPs and 504s in Classes**

After Action 7, 9th Grade case managers will create a written schedule with correct pullout/inclusion/regular education scheduling suggestions to be given to guidance to ensure the best possible scheduling for step-up day.

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