

BAMS Parent Family and Engagement Plan (PFEP)

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- *Strength and Conditioning Period
- *Character Counts Education
- *Love and Logic
- *School wide Positive Behavior Support "BAMS Bucks"
- *We are BAMily slogan
- *Be Kind. initiative
- *Rachel's Challenge activities
- *Athletic Program
- *After School Clubs
- *Mentors
- *Guidance Services
- *Threat assessment interventions

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

BAMS employs various strategies to support incoming and outgoing cohorts of students in transition from one school level to another. Orientation meetings are held in the summer for incoming students and their parents. At this meeting, the administrative team, Guidance Department and Leadership Team share information and expectations for Middle School success. Families engage in activities around the school campus to become familiar with the school and staff.

Additionally, at the beginning of the school year counselors host 8th grade student and parents to discuss high school requirements and credit course histories (Advanced Courses, Virtual Course Completions, Program availability, and Timelines for applications to various programs available). Furthermore, the school also host various articulation events and activities throughout the course of the year to support secondary transition.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS/Rtl Leadership Team consist of the Principal, Assistant Principal, Guidance Counselor, ESE Facilitator and Select General Education Teachers.

Principal- provides common vision for the use of data-based decision-making; supervises the development of Rtl program; ensures that the school based team is implementing Rtl; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support Rtl implementation; develops a culture of expectations with the school's staff for implementation of Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school based Rtl plans and activities.

Assistant Principal: assists the Principal in all areas of the Principal's role in RtI

Select General Education Teachers: participate in data collection, delivers Tier 1 instruction/ intervention, and collaborates with other staff to implement Tier 2 interventions.

Exceptional Education Facilitator: participates in data collection and integrates core instruction into Tier 3 instruction.

Technology Specialist: The Technology Specialist provides technical support to teachers and staff regarding data retrieval and management; and provides assistance to staff through the installation and management of educational software programs for Tiered instruction.

Guidance Counselor: provides expertise in assessment and intervention with individual students and linking community agencies to support the child's academic and emotional success; provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; and communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

- Students participate in a variety of articulation opportunities which include: Sessions with representatives from various high school programs which explain the best course of study in order to align oneself for successful completion of high school requirements and college -
- Grade level counselors visit students and explain the pupil progression plan, credits one needs to complete studies, advanced classes available, and the grading system.
- Students complete college and career planning
- Junior Achievement courses taught
- ICT classes taught including- Robotics, Cyber security, Finance, Business, Gaming, Coding, and Communications to provide awareness and exploration of various college and career opportunities.
- AVID classes for all grade levels.