



Title I Addendum

2026 - 2027

School Name:

School Location Number:

Completed by / Position:

COMPREHENSIVE NEEDS ASSESSMENT

1. Describe the process utilized to conduct comprehensive needs assessment for your school.

The comprehensive needs assessment was completed by reviewing schoolwide data with the leadership team, instructional staff, and other school stakeholders. As a K – 8 school, we reviewed data across elementary and middle school grade levels to identify areas where students are performing well and areas that require additional support. Data reviewed included FAST PM data, STAR data for primary grades, classroom and district assessments, progress-monitoring data, attendance, discipline, ESE data, and performance of our ESSA subgroups.

During grade-level PLCs, data chats, and leadership meetings, we looked closely at student proficiency, learning gains, and the performance of our lowest-performing students. Particular attention was given to mathematics, reading achievement for students needing additional support, students with disabilities, and chronic absenteeism. We also reviewed the effectiveness of Tier 1 instruction, WIN/intervention time, small-group instruction, and the interventions currently being provided through MTSS.

The information gathered through this process was used to identify our schoolwide priorities and determine where additional resources and support are needed. Because we are identified as an ESSA and RAISE school, our planning includes a strong focus on strengthening Tier 1 instruction, providing targeted intervention, monitoring student progress frequently, and ensuring that students who are not making adequate progress receive timely support. These needs guide our School Improvement Plan, professional learning, intervention planning, and the use of Title I funds throughout the school year.

2. Describe strategies that will be used to attract high-quality, highly qualified teachers.

The school works collaboratively with the district 's Talent Acquisition Department to recruit highly qualified and certified instructional staff through district recruitment opportunities, candidate referrals, and school-based interviews. To support retention, new and developing teachers receive ongoing support through administration, instructional support staff, mentoring, collaborative planning, PLCs, modeling, coaching, and professional learning. Teachers are provided opportunities to strengthen instructional practices based on student data and identified school needs. School leadership also maintains regular communication with staff and provides feedback and support through classroom walkthroughs and instructional coaching.

ADDITIONAL REQUIREMENTS – Coordination and Integration

3. Title I, Part A Program. Describe how Title I funds are used to staff additional teachers to assist students, particularly low performing students.

Title I funds are used to provide additional academic and instructional support for students, with an emphasis on students who are not meeting grade-level expectations. Resources support intervention, small-group instruction, progress monitoring, instructional materials, professional learning, and supplemental academic opportunities. Student data are used to identify students requiring additional support and to determine appropriate interventions through the MTSS process. Title I resources also support family engagement activities designed to provide families with strategies and resources to support student learning at home.

- 4. Title I, Part C (Migrant Program). Provide a description of services provided to identified migrant students at your school location. **(School IMTs have been notified via email, by the Federal Programs Department, if there are Migrant students identified at the school).***

At this time, no migrant students have been identified at the school. If a migrant student is identified, the student will be referred to the district Title I Migrant Education Program to ensure access to appropriate academic, social-emotional, and family support services.

- 5. Title I, Part D (Neglected and Delinquent Program). Describe the services and supports provided to students participating in the Title I, Part D Neglected and Delinquent Program.**

Students identified as neglected and/or delinquent are referred to the appropriate Student Services personnel, including the school social worker and school counselor. The school works collaboratively with district personnel, families, and community agencies to provide academic, behavioral, social-emotional, and community-based resources based on the individual needs of the student.

- 6. Title II, Part A Program (District Professional Development). Provide a description of services rendered using these funds.**

Teachers participate in district and school-based professional learning aligned to identified student and instructional needs. Professional development includes implementation of the B.E.S.T. Standards, Science of Reading, mathematics instruction, standards-based explicit instruction, benchmark deconstruction, data analysis, small-group instruction, MTSS, ESE accommodations, and effective use of district instructional resources. Professional learning is reinforced through PLCs, collaborative planning, coaching, modeling, classroom walkthroughs, and feedback from school and district instructional support staff.

- 7. Title III (ESOL Program). Provide a description of services rendered to support ESOL students.**

English Language Learners receive instruction from ESOL-endorsed or appropriately certified teachers using research-based instructional strategies and accommodations based on students' language proficiency levels. Teachers incorporate appropriate ESOL strategies and supports into daily instruction, including visual supports, vocabulary development, comprehensible input, and content-area language supports. Imagine Learning is used as a supplemental resource for identified English Language Learners requiring additional language-development support. Student progress is monitored through classroom performance, district assessments, and required English language proficiency assessments.

8. Title IX (Homeless Program). Provide description of services and supports provided to homeless students.

School staff assist with identifying students who may be experiencing homelessness and refer eligible students and families to the Homeless Education Assistance Resource Team (H.E.A.R.T.). The school counselor, social worker, administration, and other Student Services personnel work collaboratively to remove barriers that may interfere with enrollment, attendance, academic achievement, or access to school services. Identified students are connected with appropriate academic, counseling, transportation, and community resources as available.

For questions 9-17, Explain how the funding source is used and how program activities and services are implemented.

9. Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction is provided to students identified through assessment and progress-monitoring data as needing additional academic support. Students receive targeted support through WIN/intervention blocks, small-group instruction, MTSS interventions, tutoring, and supplemental instructional programs. FAST, STAR, classroom assessments, and progress-monitoring data are used to identify students and adjust support based on student response to intervention. Additional academic support may also be provided before, during, or after school based on student need and available resources.

10. Violence Prevention Program

The school follows the BCPS Student Code of Conduct, Discipline Matrix, Anti-Bullying Policy, and established safety and threat-management procedures. Violence prevention includes schoolwide resiliency instruction, bullying prevention lessons, Start With Hello activities, conflict mediation, counseling supports, and instruction focused on positive relationships and responsible decision-making. Staff are reminded to immediately report concerning behaviors so they can be reviewed and addressed by administration and the Behavioral Threat Assessment team when appropriate. Students also have access to school counseling and other behavioral and social-emotional supports.

11. Nutrition Program

Students have access to breakfast and lunch through the BCPS Food and Nutrition Services program. Nutrition, wellness, and healthy lifestyle concepts are also incorporated into Physical Education and other appropriate instructional activities. School staff work collaboratively with Food and Nutrition Services to address student dietary needs and ensure students have appropriate access to meals during the school day.

12. Housing Programs

Families who communicate a need for assistance with housing, food, utilities, or other basic needs are referred to the school social worker, counselor, administration, or appropriate district and community resources. Staff communicate identified family needs to the appropriate school personnel so that families can be connected with available support services.

13. Head Start Program

The school does not currently operate a Head Start program. Families requiring information regarding available early childhood programs and services are referred to the appropriate district resources.

14. Adult Education Program

Parents and community members seeking adult education opportunities, including ESOL, GED preparation, or continuing education programs, are referred to appropriate BCPS adult and community education programs. The school social worker, counselor, and front office staff assist families with accessing information and available resources.

15. Career and Technical Education Program

The school does not currently offer a formal Career and Technical Education certification program. Students are provided opportunities to develop college and career awareness through classroom instruction, career exploration activities, guest speakers, and other age-appropriate learning experiences.

16. Job Training Program

Students participate in age-appropriate college and career readiness activities that develop an understanding of careers, financial literacy, citizenship, and workforce skills. Junior Achievement resources and career exploration opportunities are incorporated when available. Students also have opportunities to learn about a variety of professions through Career Day, guest speakers, and classroom activities that connect academic learning to future careers.

17. Preschool Transition/Middle and High School Orientation(s)

The school supports students during key transition points. Pre-K students participate in transition activities to prepare for kindergarten. As a K - 8 school, fifth-grade students receive support transitioning into middle school, while eighth-grade students receive guidance for high school.

18. Other. Describe the additional programs and services available to support students' overall well-being, academic achievement, and personal growth.

The school utilizes a Multi-Tiered System of Supports (MTSS) to identify and support students demonstrating academic, behavioral, attendance, or social-emotional needs. Student data are reviewed regularly to determine appropriate interventions, monitor student response, and adjust supports as needed. School counselors, instructional staff, ESE personnel, administration, and other support staff collaborate to provide coordinated services for students.

19. High Quality and Ongoing Professional Development (Aligned to Title I, Part A School-Based Budget)

Once the Title I Addendum is complete, upload it to BCPS Central for review and approval. The school's assigned Federal Programs Specialist will upload the FY 2026–2027 Title I budget document(s) to the eBinder to support the final review and approval of the School Improvement Plan (SIP) process.