



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.

We will utilize multiple stakeholder surveys throughout the year to continuously assess the needs of our students, families, staff, and school community. These surveys will include the Annual and Semi-Annual Customer Service Survey, Title I Survey, RethinkEd Survey, and Quarterly Faculty Survey. Additional surveys will be conducted before the roll out of several initiatives as needed.

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

To attract and retain highly qualified teachers, the school will highlight its strong instructional vision, collaborative culture, leadership support, professional growth opportunities, and unique Pre-Law and Pre-Med Magnet programs. Recruitment efforts will emphasize the opportunity for teachers to work within specialized programs, develop innovative interdisciplinary lessons, participate in leadership opportunities, and contribute to a school focused on academic growth, rigor, and student success. The school will further strengthen instruction through a schoolwide Claim-Evidence-Reasoning (CER) framework. We will continue to provide assistance through our TIER program and opportunities for classroom teachers to build capacity and grow as building leaders.

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.

Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. These evening events will allow families to learn strategies in the classroom in order to support 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, it has not been reported that Migrant students are enrolled at our site.

- 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.**

Each student will be reviewed to determine the appropriate level of support and connected to services such as academic intervention, mentoring, counseling, attendance support, behavioral interventions, family outreach, community-based resources, and Extended Learning Opportunities. Particular attention will be given to identifying and reducing barriers that may be preventing the student from fully engaging in school. Monthly Safety, RtI/MTSS, and Guidance support meetings will be used to review student progress, coordinate services, identify additional interventions, and adjust supports as needed. Families will be engaged as partners whenever appropriate to strengthen communication between home and school.

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

Teachers participate in ongoing professional development focused on research-based instructional practices, data-driven instruction, and closing achievement gaps. Training has included MagicSchool AI, Microsoft Copilot, CER, Science of Reading, differentiation, and other high-impact strategies to strengthen instruction and improve student outcomes.

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

ESOL students receive targeted language and academic support through collaboration with district personnel, the ESOL Coordinator, and classroom teachers. Additional instructional time is built into the master schedule to provide remediation, enrichment, and language-development support. Families are also engaged through Title I events and School Advisory Council meetings to strengthen home-school partnerships and support student success.

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

Students and families experiencing homelessness may be identified during registration, through staff referrals, family conversations, or at any point during the school year. Once identified, the school works with BCPS HEART to connect families with needed supports such as transportation, enrollment assistance, academic resources, counseling, basic needs, and community services. The goal is to remove barriers that may affect a student's attendance, stability, and success in school.

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

9. Supplemental Academic Instruction (SAI)

Title I funds will support an 18-week Saturday ELO Academy, along with before- and after-school tutoring for Tier 3 students who need additional academic support. Students experiencing homelessness will also be prioritized for these opportunities and connected with needed school and district resources to help remove barriers to participation. In addition, students will have access to a one-to-one device so they can complete assignments, access instructional programs, and stay connected to learning both at school and at home.

10. Violence Prevention Program

We plan to promote a safe and supportive school environment through Peace Week activities, resiliency education, Trusted Adult Week, and schoolwide anti-bullying and anti-violence sessions for all grade levels. Students also participate in Wildcat Connections, a daily 10-minute opportunity focused on character development, positive behavior, social awareness, conflict resolution, and building healthy relationships with trusted adults. Staff receive training and resources to reinforce these practices consistently across campus.

11. Nutrition Program

In order to further support student wellness, cafeteria staff will also provide students with information about the importance of eating balanced meals. Students will be offered food choices representing the major food groups to encourage healthier eating habits and improve overall nutritional value. Staff will continue to receive training and resources to reinforce these practices consistently across campus.

12. Housing Programs

Families who may be experiencing housing instability will be screened during the registration process and may also be identified throughout the school year. The School Social Worker, Lenny Mujicia, who will follow up with identified students and families to assess their needs, provide support, and connect them with the School Social Work Department and community resources that may assist with securing stable housing and other basic needs.

13. Head Start Program

At this time, our school does not meet the criteria to implement this program.

14. Adult Education Program

At this time, our school does not meet the criteria to implement this program.

15. Career and Technical Education Program

Students enrolled in our Career and Technical Education (CTE) courses in Business and Career Orientation for students in grades 6 – 8. These courses align with the BCPS middle school business pathway by introducing students to career exploration, workplace skills, entrepreneurship, technology, financial literacy, and business concepts. Students are provided opportunities to build practical skills, explore future career options, and prepare for continued CTE coursework and career pathways in high school.

16. Job Training Program

Our Pre-Medical and Pre-Law Magnet programs provide students with early exposure to high-interest career pathways while building the academic, communication, and critical-thinking skills needed for future success. Pre-Medical students participate in health science learning, career exploration, and practicum-style experiences that introduce them to real-world healthcare settings, medical careers, patient care concepts, and professional expectations. Pre-Law students develop skills through mock trial activities, case analysis, legal research, public speaking, evidence review, and learning how courtroom proceedings are conducted. Both programs help students connect classroom learning to future college and career opportunities while strengthening problem-solving, collaboration, professionalism, and leadership skills.

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

At this time, our school does not meet the criteria to implement this program.

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

At this time, our school does not meet the criteria to implement this program.

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.