



Title I Addendum

2026 - 2027

School Name: James S. Rickards Middle School

School Location Number: 2121

Completed by / Position: Fatima De Leon Title1 Liaiso

COMPREHENSIVE NEEDS ASSESSMENT

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

The process Rickards uses to conduct a comprehensive needs assessment involves qualitative and quantitative data analysis. The process includes analyzing data from the prior year including FAST, EOC, SSA and any other formative and summative assessments that are dissected to determine action steps. For the PM1 in Math and ELA we will compare beginning data of the current year to beginning data of the past year to see what our school trend is indicating. Teachers and instructional staff members disaggregate the data and determine what achievement gaps are left in both subjects and devise a plan to close learning gaps and ensure all students obtain academic growth. Teachers will use excel data sheets as well as teacher profile sheets in addition to coaching assistance. Parents and community members will be updated regarding academic growth and success tips. Overall we are addressing issue to close gaps using teacher observations, feedback, and student scores.

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

Retaining and hiring quality educators is key to creating a positive school culture. Teachers feel they are well supported when working with a teacher mentor. Teacher candidates are interviewed and referred by the instructional staffing department. In addition, RMS will attend conferences, job expos, math events, literature nights looking to attract interested parties with a passion for content or learning. Each teacher receives a mentor-teacher is usually a veteran teacher who has grown in education and is willing to use their experiences to provide support. In addition, there is another T.I.E.R program which is provided on the district and teacher level. This program provides an additional layer of assistance which builds craft and relationships which can enable more individuals to enjoy their work setting. Another strategy is offering incentives throughout the year such as comp time and class coverage. During crunch time, support staff provides a "crunch Time Cart" which travels class to class to support the educators and recognize their hard work with a crunchy snack. Showing Educators you appreciate them helps build relationships. It is important to use a wide variety of strategies to attract teachers and then more importantly, retain quality teachers moving forward. To retain teachers they need to ensure educators feel valued, supported, and appreciated.

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 and parental development funds are used to bring in expert as well as provide necessary professional development to increase RMS Look-fors which include rigor. Parental involvement funds are used to purchase materials, activity supplies, or refreshments needed during a parent activity night. We embrace learning opportunities for our Rocket families by encouraging attendance and participation. We want families to have the proper tools to support daily learning at home while also understanding the district procedures and testing platforms such as FAST, EOC, etc.

- 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).***

One migrant student has been identified. Collaboration with the Federal Programs Department will take place to ensure that needed services and assistance are provided to identified students and families. Remediation and tutoring services will be provided as needed.

- 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 students or delinquent students will be provided with effective assistive resources. The students will immediately meet with the school social worker, admin member, and instructional coach. They will set up an ongoing schedule. In addition to the social worker the student will get acquainted with the guidance counselor to set up helpful services that will increase the students life. Lastly, the student will be provided with all necessary student services to provide school and district support or community resources such as shelters, student services, and family help.

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

RMS teachers participate in professional development linked to increasing student engagement, rigor, and station-based learning all linked to increasing student achievement. The math team received district training on Savvas, ALD's (DOKs) and Khan Academy. The ELA team received district training in language arts rigor, ESOL, and station-based learning. These professional developments provide educators and support staff with the necessary tools needed to help students increase learning and maximize understanding. We also have our ESOL district contact come out and provide schoolwide trainings to the entire staff on what strategies to use with ESOL students as well as how to enable them and increase confidence.

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

At RMS we have a large population of students who are identified as English language learners. With these demographics it is important that staff is well equipped to work with these students and create a fair and equitable environment. RMS has an ESOL coordinator who works with students and creates a plan working with their general education teacher. RMS has more than 80% of our students are currently identified as ESOL or have exited the ESOL program. We work towards closing the gap by minimizing the language barrier. When ESOL students are in mainstream classes they will succeed with the necessary support and with an educator who focuses on incorporating language strategies to increase proficiency. We provide power point translation, and English-second language translation dictionaries to students and families. Many technological pieces through power point, and google to increase communication ability. These tools are utilized with our ESOL students daily as well as with families during events or after-school activities. Translators are always required to assist at community events. Important documents also get translated and sent home to the parent in their native language. RMS major languages include Spanish, Haitian-creole, and English.

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

The HEART contact at RMS is Mrs. Clarke, our seventh grade counselor. The students have already been identified under the Homeless Education Assistance Resource Team (HEART) program ran by Broward County. This program identifies students, helps with removing everyday barriers, focuses on education, attendance, and counseling. A survey is sent home at the beginning of each school year to have families complete to determine if any housing has changed without Broward County Schools being aware. These students will set up a meeting with the social worker and school counselor to keep a close relationship. Mrs. Clarke works with these students to identify teachers, available assistance programs, and resources necessary for educational success. The social worker will help the student maintain school as the students' stable environment.

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

9. Supplemental Academic Instruction (SAI)

For the 2026-2027 school year, this program is not applicable at James S. Rickards Middle School.

10. Violence Prevention Program

RMS lives by the RMS way where it stands for Respectful, Mindful, and Safe. Our student and staff embody this culture maintain a safe environment while abiding by the school positive behavior plan (SPBP). Our school enforces anti-bullying policy as well as the School-wide Positive Behavior Plan (SPBP) to increase positive behaviors and eliminate the negatives. At RMS we have peer counselors who work with peer students on academics and mental health. Our ELO camp, athletic department, MTL, and 500 role models all provide layers of support students need to stay engaged in healthy busy fun. Another strong tool to assist with classroom management is the CHAMPS method, it increases productivity and eliminates most negative student behavior. It is a positive behavior system and successful when implemented correctly

11. Nutrition Program

RMS students are taught about nutrition and healthy eating habits within their Physical Education classes quarterly. In addition, the cafeteria staff provide healthy eating tips, and options in school. These ladies teach students about healthy eating habits and when to say no. Health education is a mandatory important part of Rickards Middle School.

12. Housing Programs

For the 2026-2027 school year, the program is not applicable to James S. Rickards Middle School.

13. Head Start Program

For the 2026-2027 school year, the program is not applicable to James S. Rickards Middle School.

14. Adult Education Program

For the 2026-2027 school year, the program is not applicable to James S. Rickards Middle School.

15. Career and Technical Education Program

magnet and ACES school where we offer career and technical education options in aerospace dynamics, digital coding, and music literacy. RMS has an aviation and aeronautical program ran by our high school acceleration teacher who has a relationship with Embry Riddle Aeronautics program. The coding program is ran by an elective teacher who is certified in computer science. This teacher brings her students to Egmonts yearly and has been recognized on high level. The aerospace program tours facilities, visits airports, and work and speak with pilots. They also get real time practice by flying our plane simulators that are inside our aviation classroom. We host a magnet assembly as a magnet school and conduct many pipeline activities to increase enrollment and enlarge RMS advertising. RMS also hosts a career day, school-wide, where students rotate to various seminars and hands on presentations from adults highlighting a plethora of professions.

16. Job Training Program

For the 2026-2027 school year, the program is not applicable to James S. Rickards Middle School.

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

Our incoming sixth grade rockets receive a school orientation at the beginning of year. This orientation involved meeting the Rickards team, learning the campus, and receiving schedules, bookbags, and family support from neighboring community partners. This

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

James S. Rickards Middle School provides multiple programs and services designed to support the academic, social-emotional, behavioral, and personal growth of students. These supports include Extra Learning Opportunities (ELO), tutoring, mentoring, athletics, peer counseling, 5000 Role Models, MTL, student leadership opportunities, and schoolwide positive behavior supports through the RMS Way: Respectful, Mindful, and Safe. Students also receive support from guidance counselors, the school social worker, instructional coaches, and other support staff who work collaboratively to address academic, attendance, behavioral, and social-emotional needs. Through family engagement activities, community partnerships, career and technical education opportunities, and academic acceleration programs, RMS provides students with multiple pathways to remain engaged, build confidence, and achieve success.

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.