



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.

For the current school year, baseline benchmarks will be determined using the Florida Assessment of Student Thinking (FAST). These benchmarks will be used to establish instructional goals and guide targeted support in reading and mathematics. At the start of each school year, staff members are provided with a detailed review of prior-year student achievement data, including standardized assessment results and diagnostic testing information. This data is analyzed collaboratively through Leadership Team meetings, grade-level planning sessions, and Collaborative Problem-Solving Team (CPST) meetings to identify areas of need and inform instructional decision-making. Family feedback, collected through the annual Title I Parent Survey each spring, is an important component of the school's planning process and helps shape school-wide goals and priorities. In addition, families are encouraged to participate in discussions regarding student achievement and academic supports through conferences and meetings with teachers, counselors, and school administrators.

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

To ensure students are taught by highly qualified and certified educators, the district's Talent Acquisition and Operations Department works in partnership with the Talent Recruitment Committee to recruit and retain exceptional instructional staff. New Renaissance Middle School participates in teacher recruitment initiatives and hiring events to meet staffing needs and attract talented professionals. Newly hired teachers are matched with experienced mentor teachers who provide ongoing guidance, encouragement, and support as they develop their instructional practice. Professional growth is further supported through school-based and district-sponsored training opportunities, active participation in Professional Learning Communities (PLCs), and staff recognition programs that acknowledge and celebrate employee achievements and contributions.

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.

Funds designated for professional development are used to support a comprehensive training program designed to enhance instructional practices and promote higher levels of student achievement. Parent and family engagement funds are utilized to provide educational events and workshops that equip caregivers with valuable strategies, resources, and skills to support their children's learning and academic success 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).***

Currently, no migrant students have been identified. When migrant students are identified, they will be placed in contact with the Title I Migrant Department for assistance and resources.

- 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 or delinquent will be connected with an appropriate school-based support specialist, such as a counselor, social worker, or family therapist, who can provide assistance and help connect the student with relevant community resources. Students may also receive interventions through the school's Response to Intervention (RTI) process, which provides support for academic performance, attendance issues, and behavioral concerns to promote student success.

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

As part of its dedication to the International Baccalaureate Middle Years Program (IB-MYP), New Renaissance Middle School prioritizes continuous professional learning that supports student achievement and advances the school's improvement goals. During this school year, the school will continue emphasizing the implementation of the Science of Reading framework within Reading and Language Arts classrooms to enhance literacy instruction and improve student reading outcomes.

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

Students who are acquiring English language proficiency receive Reading and Language Arts instruction from teachers who are ESOL endorsed and specially trained to support language development. Additional support is provided through an ESOL paraprofessional and the district's Bilingual/ESOL Department, which work collaboratively to assist students in developing their academic and English language skills. These supports are delivered through individualized and small-group instruction within the general education setting. To promote strong partnerships with families, the school provides translated documents and communicates with parents in their home languages during the school day and through family engagement activities and events.

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

Teachers and school staff play a key role in recognizing and referring students experiencing homelessness to the district's Homeless Education Assistance Resource Team (HEART). This initiative is designed to identify students in unstable housing situations, eliminate obstacles to their education—such as enrollment delays—and offer additional academic and emotional support. Students are also connected with the school's social worker to help maintain a consistent and supportive learning environment. At New Renaissance Middle School, the designated HEART contact is the 6th grade school counselor. To help identify needs early, all families were asked to complete the Student Housing Questionnaire (SHQ), which was included in the first-day packet this year.

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

9. Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund Saturday Academies to assist struggling students.

10. Violence Prevention Program

New Renaissance Middle School is committed to maintaining a secure, respectful, and nurturing learning environment by following the Broward County Student Code of Conduct and the District Discipline Matrix. The school takes a proactive approach to student well-being through programs and activities such as behavioral awareness assemblies, bullying prevention campaigns, and education on healthy relationships and dating violence prevention. Mentoring initiatives, including Mentoring Tomorrow's Leaders and Honey Shine Club, connect students with positive adult mentors who offer individualized support, encouragement, and opportunities to develop leadership abilities. These meaningful connections help strengthen students' sense of belonging and contribute to reducing the risk of school violence. Additional violence prevention efforts are reinforced through programs such as Choose Peace/Stop Violence. Faculty and staff receive training to recognize and address concerns quickly and effectively, while students are encouraged to communicate any issues promptly so they can be addressed in a timely manner.

11. Nutrition Program

Nutrition and wellness initiatives are integrated into the Physical Education and Health Education curriculum and are further supported through federally funded programs administered by the Broward County Public Schools Food and Nutrition Services Department. This year, all students receive free breakfast and lunch through the Community Eligibility Provision (CEP).

12. Housing Programs

Teachers and staff work closely with families by listening to their concerns and identifying areas where support may be needed. This information is shared with school administrators or the appropriate grade-level counselor, who can then connect families with the school social worker for assistance in accessing community resources and support services. New Renaissance Middle School also supports the broader community by participating in disaster relief efforts and organizing seasonal food drives to help families experiencing financial or personal hardships.

13. Head Start Program

For the 2026-2027 school year, this program/service is not applicable at New Renaissance Middle School.

14. Adult Education Program

For the 2026-2027 school year, this program/service is not applicable at New Renaissance Middle School.

15. Career and Technical Education Program

Technology and career-focused learning are embedded throughout the curriculum in all subject areas. Selected students will engage in programs such as the VEI Business Curriculum, Coding in Minecraft, and Microsoft digital technology courses while working toward industry-recognized IC3 and ITS Programming certifications during their three years at New Renaissance Middle School. Upon transitioning to Miramar High School, students will have the opportunity to continue their participation in this career and technical education pathway.

16. Job Training Program

Career exploration is provided through Xello and Junior Achievement (JA) fieldtrips.

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

NRMS is an International Baccalaureate Middle Years Program (IB-MYP) School and part of the John F. Kennedy Center for Performing Arts Turnaround Arts Program.

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

Prior to the start of the school year, New Renaissance Middle School welcomes incoming sixth-grade students and other new enrollees through a student orientation event. This program gives families the chance to connect with administrators, counselors, and teachers while becoming familiar with key school policies, expectations, procedures, and available resources to support a successful transition into middle school.

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.