



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.

Cresthaven Elementary School conducted its comprehensive needs assessment through a collaborative review of schoolwide, grade-level, subgroup, classroom, and student data. The leadership team, instructional staff, School Advisory Council, families, and community stakeholders reviewed FAST PM1-PM3, STAR primary data, i-Ready diagnostics and growth-monitoring data, Benchmark Advance assessments, classroom formative assessments, student work, attendance data, MTSS records, walkthrough evidence, and stakeholder feedback.

Data were disaggregated for Students with Disabilities, English Language Learners, students in the lowest quartile, and students affected by chronic absenteeism. The review identified priority needs in Grades 3-5 literacy, mathematics achievement and learning gains, Grade 5 science, outcomes for Students with Disabilities, and attendance. These findings informed SIP goals, professional learning, intervention structures, resource decisions, and progress-monitoring routines.

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

Cresthaven will partner with BCPS Talent Acquisition and Instructional Staffing to recruit certified, in-field educators through district recruitment fairs, candidate referrals, and available staffing pipelines. The school will highlight its collaborative culture, clear instructional systems, coaching support, protected PLC structures, and opportunities for professional growth.

New educators will receive school-based onboarding, assigned mentoring, T.I.E.R. support, collaborative planning, model lessons, coaching cycles, and timely feedback. Leadership will promote retention through recognition, shared leadership opportunities, access to instructional technology and resources, supportive working conditions, and job-embedded professional learning aligned with teacher and student needs.

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, Part A resources are aligned with the school's highest-priority needs and are used to increase instructional capacity for students performing below grade-level expectations. School-based staffing and supplemental support are organized to protect grade-level Tier 1 instruction, provide targeted small-group instruction and intervention, strengthen literacy and mathematics support, and improve access for Students with Disabilities and English Language Learners.

Staff and resources support data-driven intervention, progress monitoring, collaborative planning, coaching, family engagement, and extended or supplemental learning opportunities when funded. Final staffing positions and expenditures will be implemented in accordance with the approved 2026-2027 Title I school-based budget.

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).*

The school's IMT will verify whether migrant students are currently identified. Any identified migrant student and family will be referred to the BCPS Federal Programs Department for assistance, resources, and coordination of services.

Cresthaven will collaborate with the department and the student's family to remove barriers and provide appropriate academic support, tutoring or remediation, family outreach, and referrals based on documented need.

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 referred through Student Services to the school social worker and other appropriate district personnel. The school will coordinate academic, counseling, attendance, behavioral, and community-resource supports; monitor access to instruction; and maintain continuity of services in accordance with district procedures.

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

Cresthaven staff participate in district and school-based professional learning linked to student achievement and SIP priorities. Planned professional learning includes: Benchmark Advance implementation, Science of Reading and CERP alignment, i-Ready and Magnetic data-informed instruction, PLC data cycles, Standards-based planning, Small-group intervention, Mathematics discourse and problem solving, Grade 5 science, MTSS and BPIE inclusive practices, Accommodations for Students with Disabilities, Classroom walkthrough calibration, Behavior and compliance training, Canvas and Microsoft tools, Instructional coaching cycles. Implementation is monitored through PLC artifacts, coaching logs, walkthrough evidence, student work, progress-monitoring data, and follow-up support.

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

English Language Learners receive grade-level instruction with language supports from appropriately certified or endorsed teachers and additional assistance from school-based and district Bilingual/ESOL personnel. Teachers use explicit vocabulary instruction, visuals, modeling, structured student discourse, sentence frames, differentiated small groups, and progress monitoring to support language development and access to grade-level content. The school coordinates ESOL classification, accommodations, and required assessments; communicates with families through translated materials and interpretation when appropriate; and connects families with district resources. ESOL and classroom staff collaborate during PLCs and MTSS reviews to adjust instruction and intervention based on current evidence.

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

Teachers and staff help identify students who may qualify for McKinney-Vento services and promptly refer concerns to the school IMT and the district Homeless Education Assistance Resource Team, H.E.A.R.T. Cresthaven works with H.E.A.R.T., the school social worker, counselor, and family to remove barriers related to enrollment, attendance, transportation, supplies, academic access, counseling, and other basic needs. The school supports continuity of instruction and maintains the school as a stable educational environment whenever possible.

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

9. Supplemental Academic Instruction (SAI)

When SAI resources are allocated, Cresthaven uses them to supplement instruction for students who are academically fragile or below proficiency. Supports may include:
Targeted intervention during WIN and small-group blocks
Progress monitoring
Reteach and reassessment cycles
Supplemental instructional materials
Before-school, after-school, or other extended-learning opportunities when approved and funded
Student placement and instructional adjustments are based on multiple data sources and reviewed through PLC and MTSS processes.

10. Violence Prevention Program

Cresthaven implements the BCPS Student Code of Conduct, District Discipline Matrix, anti-bullying requirements, threat-assessment procedures, and the Schoolwide Positive Behavior Plan. Prevention activities include PBIS expectations, classroom Life Skills and Wellness instruction, respectful communication, conflict-resolution and responsible decision-making lessons, active supervision, student-reporting procedures, counseling supports, and staff training. Behavior and discipline data are reviewed by the integrated MTSS/PBIS team to identify trends, strengthen prevention, and assign supports.

11. Nutrition Program

Nutrition and health education are supported through the physical education and health curriculum and BCPS Food and Nutrition Services. Cresthaven promotes access to school breakfast and lunch programs, communicates meal information to families, and coordinates with cafeteria staff and student-support personnel when a family reports food insecurity or another nutrition-related barrier.

12. Housing Programs

Families who report housing instability or related basic-needs concerns are referred to the school social worker, counselor, IMT, administration, and appropriate district or community resources. Staff document the concern, protect family confidentiality, and help connect families with housing, food, transportation, McKinney-Vento, and other available supports.

13. Head Start Program

Cresthaven serves Head Start classes that provide structured early-learning experiences in literacy, mathematics, science, oral language, social-emotional development, motor development, and school-readiness routines.

Teachers use ongoing observation and assessment to plan differentiated instruction and communicate student progress. Head Start staff collaborate with families and kindergarten personnel to support a smooth transition, share relevant readiness information, and familiarize families with kindergarten expectations.

14. Adult Education Program

Parents and community adults requesting ESOL, GED, literacy, workforce, or continuing-education opportunities are referred by the counselor, social worker, front office, or administration to an appropriate BCPS community school or district program.

The school shares available information and assists families in locating the appropriate district contact.

15. Career and Technical Education Program

For the 2026-2027 school year, a formal Career and Technical Education program is not applicable at Cresthaven Elementary School.

Career awareness is embedded through standards-aligned instruction, STEM and technology experiences, guest speakers, community partnerships, and age-appropriate opportunities for students to explore how academic skills connect to future careers.

16. Job Training Program

For the 2026-2027 school year, a formal job-training program is not applicable at Cresthaven Elementary School. Students receive age-appropriate career-awareness and employability-skill development through collaboration, communication, problem solving, leadership, digital literacy, classroom responsibilities, STEM learning, and career-focused enrichment activities.

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

Cresthaven provides preschool transition supports for children entering kindergarten from VPK, Head Start, Pre-K Intensive, Specialized Pre-K ESE, and other early-childhood settings.

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

Cresthaven supports the whole child through: MTSS; ESE services; Counseling; Attendance intervention; PBIS; Life Skills and Wellness; Safety and threat-assessment systems; Family engagement; SAC and SAF Academic family nights; Community partnerships; Instructional coaching; Tutoring or intervention opportunities; Enrichment through art, music, physical education, media, science, and technology.

School leaders and staff coordinate with families, district departments, business and civic partners, and community agencies to reduce barriers, strengthen school culture, and expand resources 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.