



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.

To support data-driven decision-making and continuous school improvement, the following instruments, procedures, and processes were used to collect and analyze student performance and school-wide data: Academic Assessments: FAST Assessments (1, 2, and 3), Growth Measure, System 44 Reading Inventory, Performance Matters, Success Maker, and Imagine Learning for English Language Learners (ELLs). Language Proficiency Assessment: WIDA (World-Class Instructional Design and Assessment) for ELL students.

Stakeholder Feedback and School Records: Parent and staff input, discipline reports, attendance records, and historical demographic and enrollment data.

Data collected from these sources was disaggregated and organized by individual teachers, grade level, and content area. This allowed for the identification of trends, strengths, and areas in need of improvement. Action plans were developed and implemented based on this analysis, targeting specific academic and behavioral needs as outlined in the School Improvement Plan. To support these efforts, professional development for staff focused on differentiated instruction, flexible grouping, and the effective use of data to inform instruction. These strategies aim to improve student achievement across all subject areas and subgroups.

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

The school's leadership team works collaboratively to recruit and retain Highly Qualified, Certified-in-Field educators. Recruitment efforts include participation in district-sponsored recruitment fairs, where candidates are interviewed and referred through the Instructional Staffing Department. Teacher retention is a top priority. To support and retain effective educators, the school provides a structured system of professional mentorship and instructional support. New educators are paired with experienced mentor teachers who guide them through their first years in the profession. In addition, teachers participate in the district's TIER (Teacher Induction for Effectiveness and Retention) program, which offers ongoing professional development and coaching.

Professional growth is further supported through both district-level and school-based training opportunities. These initiatives ensure teachers are continuously developing their instructional skills and remain committed and effective in the classroom.

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 strategically allocated to support a comprehensive professional learning program aimed at improving instructional practices and increasing student achievement. These funds are used to provide a variety of workshops and training sessions designed to help teachers move toward instructional mastery and implement best practices in the classroom.

Parent Involvement funds are utilized to strengthen the school-to-home connection by supporting academic family engagement nights. These events equip parents with practical strategies and tools to reinforce learning at home, fostering a collaborative approach to student success.

Title I funds are used to enhance communication and engagement by:

- Purchasing student agendas to facilitate consistent communication between parents and teachers.
- Providing stipends for teacher presenters who lead parent engagement events, ensuring staff participation and high-quality presentations that benefit families.

These coordinated efforts are designed to support both staff and families in contributing to improved student outcomes.

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 actively collaborates with community agencies to ensure that students and their families have access to essential services, including health care, nutrition, and other support resources. These partnerships help address non-academic barriers to learning and promote student well-being. In addition, remediation and tutoring services are provided to support students who require additional academic assistance. These services are offered based on identified needs and are designed to help students meet grade-level expectations and close achievement gaps. Our school currently has 4 migrant students enrolled.

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 school social worker through the Student Services Department. The social worker provides individualized support and connects students and their families with appropriate community resources to address their social, emotional, and academic needs. This coordinated approach ensures that vulnerable students receive the assistance necessary to succeed in school and beyond.

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

Teachers participate in ongoing professional development aligned with the Florida State Standards and focused on strategies proven to enhance student achievement. Key areas of training include:
Diversity, Equity, and Inclusion
English for Speakers of Other Languages (ESOL)
Literacy-Based Instruction
Florida's Assessment of Student Thinking (FAST)
Science of Reading
In addition, teachers engage in district-provided professional development to support the effective integration of instructional technology platforms such as Canvas, Nearpod, SAVVAS, and others. These tools are used to enhance classroom instruction, promote student engagement, and improve learning outcomes.
By participating in these targeted trainings, teachers are better equipped to meet the diverse needs of students and ensure high-quality instruction across all content areas.

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

English Language Learners (ELLs) receive targeted instruction in Reading and Developmental Language Arts delivered by certified ESOL and Reading teachers. Instruction is designed to develop both academic language proficiency and literacy skills aligned with grade-level standards. In addition, ESOL aides provide supplemental one-on-one and small group language support within mainstream classrooms. This collaborative model ensures that ELL students receive the individualized attention and scaffolding needed to access core content, develop English proficiency, and achieve academic success.

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

The program is designed to identify students experiencing homelessness and remove barriers to their education, including immediate school enrollment and access to essential services. Identified students are provided with supplemental academic support, counseling, and case management services to address both academic and non-academic needs. Students are also connected to the school social worker for additional support and referrals to community resources. The goal is to ensure that school remains a stable and consistent environment, promoting educational continuity and student well-being despite housing instability. Identified students are referred to the districts Homeless Education Program (HEART).

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 (SAI) funds are allocated to provide additional teaching staff to support targeted instruction and intervention, helping to improve student achievement and close learning gaps.

10. Violence Prevention Program

Deerfield Beach Middle School strictly implements the County Student Code of Conduct and adheres to the District Discipline Matrix to maintain a safe and respectful learning environment. The school enforces the District's Anti-Bullying Policy with a zero-tolerance stance toward bullying and violence. Bullying prevention is actively promoted through a variety of initiatives, including Social Emotional Learning (SEL) programs, Conflict Mediation, guest speakers, and student assemblies. These efforts foster a positive school climate and equip students with skills to manage conflicts and build respectful relationships.

11. Nutrition Program

Nutritional programs and health education are integral components of our school's curriculum and community initiatives. These efforts are embedded within the Physical Education curriculum and supported by federal programs through the Broward County Public Schools Food & Nutrition Department. Our partnership with the Flipany program provides weekly activities focused on promoting healthy nutrition, physical activity, and overall wellness among students. Additionally, staff have initiated a community garden project to teach students about sustainability and healthy food choices. The Parent Student Teacher Association (PTSA) further supports the community by operating a food pantry, which provides nutritious food weekly to families in need, helping to address food insecurity and promote

12. Housing Programs

Referrals are made to the school social worker when families express needs related to housing, food, or other essential resources. The front office staff plays an active role in identifying families in need by noting concerns shared by parents and promptly communicating this information to school administration and/or the guidance counselor. To support student well-being, the school also provides donated uniforms to students in need, helping to reduce barriers to attendance.

13. Head Start Program

For the 2026/2027 school year this program is not offered at Deerfield Beach Middle School

14. Adult Education Program

The guidance department and school social worker support students and families by providing referrals for individuals interested in Adult Education opportunities, including GED preparation, English Language Learner (ELL) programs, and other continuing education options. These referrals are directed to the district's community schools or other appropriate educational providers to promote lifelong learning, family empowerment, and continued personal growth

15. Career and Technical Education Program

Students are provided opportunities to explore various career pathways through programs such as the Device Configuration and Management Computer Program and participation in STEM classes. To further support career exploration, the guidance department holds quarterly assemblies that inform students about career options, technical schools, and post-secondary opportunities. The school collaborates with community agencies to ensure that essential services, including health and nutrition, are available to students and families. Additionally, remediation and tutoring services are provided as needed to support academic success and career readiness.

16. Job Training Program

For the 2026/2027 school year this program is not offered at Deerfield Beach Middle School.

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

Our school utilizes Title I resources to support professional learning programs for staff, as well as targeted reading and math reteach programs designed to address student learning gaps and improve academic achievement.

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

Guidance counselors and assistant principals visit feeder elementary schools each spring to share important information with incoming students and their families, helping to ease the transition to middle school. Prior to the start of the school year, students and parents are invited to a schedule pickup event, where they receive their class schedules and have the opportunity to take a tour of the school. These efforts are designed to familiarize families with the school environment and support a smooth start to the academic year.

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.