



***Title I Addendum
Question Guide and Sample Responses
2026 – 2027***

School Name: Crystal Lake Middle School

School Location Number: 1871

Completed by / Position: Amy R. Smith / Title I Liaison

COMPREHENSIVE NEEDS ASSESSMENT

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

All data derived from 2025-2026 assessments, which included FAST and other diagnostic assessments, such as I-Ready and based on content area, were compiled, analyzed and organized by subject, teacher, grade level as well as by school. Classroom teachers had an opportunity to review their students' levels of performance. Principal Harris gathered all the data and presented it to CLMS, describing and re-enforcing the need to develop strong instructional strategies to enhance the learning of students, particularly those who are still struggling. Data was compared to District and State levels of proficiencies to demonstrate the needs of our students. Parents are also a vital part of the process and are frequently encouraged to provide feedback that is used to address the needs of the school. A parent survey is sent home each spring to gather input concerning curriculum, environment, and communication. Results from this survey are used to help write goals and objectives for the school. Parents are invited to meet with administration to discuss student achievement results and strategies for improving scores. Suggestions are encouraged and discussed with staff and considered for inclusion in school-wide plans. Input is also welcomed at SAC meetings to aid in improvement based on the needs and perspectives of the wider community.

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

The District's Talent Acquisition and Operations Department as well as a district level Talent Recruitment Committee work collaboratively to retain and recruit Highly Qualified, Certified-in-Field educators. Candidates are interviewed at the recruitment fair or at the school location and referred by Instructional Staffing Department. Retention of teachers is top priority for our school. Teachers are supported and mentored to grow professionally by a veteran staff of teachers and assigned mentors as an instructional support system. We retain effective teachers in our New Educator, TIER program through district and in-school trainings. We also continually recognize our teachers with incentives for effective teaching practices and student gains. The school promotes a healthy environment and a growth mindset that demonstrates that our teachers are among the top levels in the district. Intense appreciation is showered on all members of staff and teachers who go the extra mile to ensure our students are learning in a highly structured environment that is conducive to learning. Many events are planned to encourage team building and collaboration among teachers. Teachers are instructed in the use of CHAMPS which promotes effective classroom management, resulting in successful teachers who feel confident about their classroom environment and encouraging them to maintain a safe environment for all. Teachers who feel secure will remain at CLMS and perform to their best ability. Professional Development is consistently provided to teachers to ensure that instruction is aligned with state standards and that teachers are kept up to date with the latest instructional strategies.

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. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters, conferences and workshops. Funds are allocated for morning and afternoon instruction through an Extended Learning Opportunity Program. These classes are led by highly qualified educators who can promote engagement and highly structured instruction for students based on their respective needs.

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).*

CLMS honors the needs of all migrant students and consistently ensures that all needed services and assistance are provided to all identified students and their families. Remediation, tutoring, mental health, bilingual services, and social services are provided based on the needs of individual students and their families.

5. Title I, Part D (Neglected and Delinquent Program). Please provide a description of

Neglected and delinquent students will receive appropriate services through the school's Guidance Director who will subsequently reach out to the Student Services Department to have a school social worker assigned to the respective students. These students will receive assistance, support and community resources. Our school social worker has been meeting with students providing an invaluable amount of services to those in need. We are fortunate to have on campus, a District employed Family Therapist who has also been an invaluable resource for our students and their families. CLMS also sponsors mentoring programs led by trained personnel who provide support and guidance to these students.

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

Teachers participate in professional development linked to improved student achievement and specific school improvement goals. Professional development sessions include Canvas, Project-Based Learning, Mental Health, , Differentiating Instruction, Supporting Student Writing, Classroom Management Trainings, RTI, MTSS workshops, Science of Reading Training, Content specific trainings, CHAMPS as well as various seminars and discussions designed to improve student academic performance. District facilitators are invited to the school location and teachers are permitted to use a TDA to take advantage of the trainings and staff development opportunities.

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

Parent ESOL Family Nights, the ESOL Contact/Coordinator accompanied by other staff members communicate with families in their native languages to disperse information and assistance to ensure services are delivered effectively. Communication to students and their families are provided in multiple languages to ensure equity and to strengthen bonds between school and families. During class instruction, students receive content specific glossaries and are given bilingual dictionaries during testing to aid in the comprehension of the material. ESOL students are tested separately from the general education students to allow a fair chance of doing well on standardized assessments.

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

The school's Guidance Department compiles and maintains a report of all students who are identified as homeless. Currently, there are two students identified as homeless, however, this number is expected to change and tends to increase as the year progresses. These students are then referred to the District's Homeless Education Assistance Resource Team (H.E.A.R.T.) The H.E.A.R.T Program is designed to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the student's 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)

Supplemental Academic Instruction (SAI) funds will be used to support before-school tutoring, Afterschool Camp, and Saturday Cougar Academy. These programs are implemented to provide targeted academic intervention for students performing below grade-level expectations and enrichment opportunities for students demonstrating higher levels of academic proficiency. Instructional support will be provided in Algebra, Geometry, Science, and Civics. Distance learning resources will also be utilized to enhance instruction and provide additional support in Mathematics, Algebra, and Geometry.

10. Violence Prevention Program

The school implements and enforces the County Student Code of Conduct as well as the school's Positive Behavior Plan. The school also supports the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying and violence prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies, reinforcement of the District's character traits as well as after school activities that contribute to a harmonious environment. Violence prevention begins at the very start of the school year when rules are explained and misconduct is met with a consequence that will deter further misbehavior by students. Students are constantly reminded of the need for proper conduct on school premises. In addition, students are praised for complying with regulations and policies and encouraged to maintain the behavior. Positive behavior is rewarded with entrance to after

school events, admission to clubs, refreshments and permission to attend and participate in our exciting field trips.

11. Nutrition Program

Nutritional programs and health education are an integral part of our school, specifically through the Physical Educational curriculum and federal initiatives of the Broward County Public Schools Food & Nutrition Department. The Science Department Head led an initiative to have a Food Forest installed at school. This exposes students to a variety of food products and allows them to create delicious, nutritious meals. This year parents and guardians are required to complete the Free and Reduced Lunch forms which will allow students to receive free, nutritious meals at breakfast, lunch and during after school programs. Students are encouraged to eat a well-balanced and healthy diet. Many online educational lessons emphasize the importance of a healthy diet and regular exercise.

12. Housing Program

When families who are in need of housing make a report to the school, the school's administrative team as well as the guidance counselors are informed. Subsequently, a referral is submitted to the school social worker who will provide support and assistance to these families in need. All students and their families are carefully guided to ensure that all their housing needs are met.

13. Head Start Program

For the 2026-2027 school year, this program /service is not offered at this school.

14. Adult Education Program

Our school is very fortunate to house a community school program at night. Parents and other adults of the community requesting ESOL, GED, or other continuing education programs are referred to the district's community school for services through our school social worker. This is a vibrant program designed to assist adults in gaining academic proficiency and is well attended by the community.

15. Career and Technical Education Program

CLMS is a STEM Magnet School that provides opportunities for students to examine careers in the fields of aviation, engineering, science, technology and math. The school works closely with

CTACE (Career, Technical and Adult Community Education) which partners with the Greater Fort Lauderdale Alliance to bring professionals to the school to present to students and expose them to various career pathways. Tech Gateway Day, which promotes awareness of the tech companies represented in the tri-county area, is recognized at school and brought to students and classrooms for interactive communication. Junior Achievement field trips also prepare students for career and technical education. Students enrolled in Computer Science classes have the opportunity to earn Industry Certification in PowerPoint, Word and Excel which prepare them to become college and career ready. Amazon Future Engineer partners with Project STEM to provide computer science curriculum to our students as well. This includes lessons in coding and artificial intelligence. A Business class has been added to this year's curriculum and will be critical in preparing our students in becoming career ready. Code.org provides an amazing technology program that serves our computer science students with coding and programming skills.

16. Job Training Program

Students are exposed to job training virtually as professionals guide students through the daily routine at a job site by taking them on a tour, describing the process along the way. Students also learn and experience the responsibilities and job description through the Junior Achievement Program offered by Broward College. Plans are being developed to sponsor field trips to colleges and work site in our community to provide additional exposure to our student body here at CLMS

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

6th Grade Orientation is conducted prior to the start of the school year where incoming 6th graders and their families are invited to the school to meet staff and faculty and learn about their new curriculum, schedules, bus information and become familiarized with the campus and school staff. Our school's Magnet Coordinator plans visits to local elementary schools to introduce students to our amazing programs here at CLMS. High schools visit CLMS to make presentations on their curriculum and advise students on how to complete their requests for high school courses and provide eligibility requirements to their clubs and sporting events.

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

N/A

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.