



Title I Addendum 2025 - 2026

School Name:

School Location Number:

Completed by / Position:

COMPREHENSIVE NEEDS ASSESSMENT

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

Prior year assessment data is used from 2024-2025 school year. Assessments include: FAST- Florida Assessment of Student Thinking, Envision initial placement tests, and other beginning of year diagnostics. Information was organized into graphs and charts and displayed via an online OneDrive database system accessible to Collins Elementary leadership and teachers. Parents are also a vital part of the process. A parent survey is sent home each Fall to gather input concerning curriculum, environment, and communication. Results from that survey are used to help write goals and objectives for the school. Parents are invited to meet with administration, leadership and teachers to discuss student achievement results and strategies for improving scores. Suggestions are then conversed with staff and considered for inclusion in school wide plans

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

To attract high quality and high qualified teachers our district/school offers a structured tier program. This provides a supportive system for teachers to develop and improve instructional skills. In addition, we encourage team teaching and the sharing of best practices, promoting a collective environment where educators can learn from one another and enhance their teaching effectiveness. Our school also provides teaching mentors, professional development opportunities, and a positive and inclusive school culture.

ADDITIONAL REQUIREMENTS - Coordination and Integration

Title I, Part A

3. Describe how Title I funds are used to staff additional teachers to assist students, particularly low performing students.

Title I funds were used to hire a resource teacher, math coach and part ELO camps. The employees mentioned, provide targeted support in areas like reading and math and English language development. These specialists work with small groups or one on one to give intensive help to low performing students. We also ensure that all teachers including those hired with Title I funds, are equipped to help low performing students.

Title I, Part C- Migrant

- 4. Provide a description of services provided to identified Migrant Students at your school location. **(School IMTs have been notified via email, by the Title I Migrant 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 Federal Programs Department for assistance and resources.

Title I, Part D

- 5. Neglected and Delinquent students. Please provide a description of service provided to these students.**

Students identified as neglected and/ or delinquent will be referred to a school social worker and/ or guidance counselor through the student services department who will also provide support and community resources.

Title II

- 6. District professional development**

Teachers participate in professional developments linked to improving student achievement and specific school improvement goals. Teachers also participate in canvas, e learning, Science of Reading and Positive Behavior Interventions and Support.

Title III

- 7. (ESOL) Provide a description of services provided to these students.**

Our ESOL contact is Mrs. Smantha Roque. ELL students receive reading and developmental language arts instruction by certified ESOL endorsed teachers. ELL students also get the opportunity to participate in an extended learning opportunity camp program from January to April 2026. Collins Elementary also has a paraprofessional who works closely with our ELL population. This staff member delivers support and assists with intervention programs, including the Imagine learning language program.

Title IX- Homeless

8. Homeless Students. Provide a description of service school level contact, identification process and services provided to these students.

Teachers and staff members are responsible for helping to identify homeless students and referring them to the district's Homeless Education Assistance Resource Team (H.E.A.R.T). The purpose of this Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, providing them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as students stable environment.

9. Supplemental Academic Instruction (SAI)

SAI funds will be used to provide additional school tutoring for fragile students.

10. Violence Prevention

Collins Elementary school implements the district student Code of Conduct and follows the District Discipline Matrix. Our school enforces the districts anti bullying policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through SEL lessons with the guidance counselor and homeroom teacher, Youth Crime Watch, peer counseling/conflict mediation programs, guest speakers and student assemblies. Collins Elementary implements a violence prevention culture through classroom instruction, anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teacher and staff members receive training on the anti bullying policy.

11. Nutrition Program

Nutritional programs and health education are an essential part of our school, specifically through the physical educational curriculum and federal initiatives of the Broward County public schools food and nutrition department.

12. Housing Programs

Referrals are made to the school social worker when parents are in need of housing or food assistance. Additionally, the front office staff takes note of families expressing a need and passes this information on to administration and/ or the school guidance counselor.

13. Head Start

The head start program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. At the end of the year a creative curriculum continuum report, detailing students ongoing assessments, is placed in the students curriculum cumulative folder to familiarize the kindergarten teachers with a head start students progress in the program.

14. Adult Education

Parents and other adults of the community requesting continuing education programs such as ESOL, GED or other continuing education programs are referred to the district's community school for services through our school social worker.

15. Career and Technical Education

Students will participate in monthly career introductions as well as career day to explore different career options. Career day includes professional speakers from various fields who educate students on their profession and qualifications. All fifth-grade students will receive instruction through the Junior Achievement Biztown program. At Collins we also do a career students project, where students research a career they are interested in and present.

16. Job Training

Students will participate in career day to explore different career options. Students also participate in an annual trip to Junior Achievement Biztown to explore career options and receive training in selected fields. In addition, all students participate in a weekly har

17. Other

Collins Elementary School services one class of specialized Pre-K ESE and one Head Start class. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program

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

At our school, we support smooth student transition through several initiatives. Each April, we host a kindergarten roundup where preschool families can visit classrooms, meet teachers and learn about kindergarten expectations. In addition, our fifth-grade students visit local middle schools before the end of the school year to familiarize themselves with their new environment and ease the transition into middle school.

19. High Quality and Ongoing Professional Development (Aligned to Title I, Part A School-Based Budget)

Upload this completed Title I Addendum plan to the eBinder (B1), your school's assigned Specialist will upload the 25-26 Title I budget document(s) to BCPS Central for further review and approval.