



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.

Monitoring of school-wide, grade level, and classroom assessment data is ongoing. Administration, instructional coaches and grade level teams analyze FAST, iReady, and formative and summative assessments to make changes in instruction to address the weakest areas. During each School Advisory Council (SAC) meeting, school-wide student achievement data is shared with parents. Additionally, stakeholders are given the opportunity to complete a survey on a yearly basis to gather information on communication, curriculum programs, and safety. This survey is used to develop our school improvement plan.

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

Our school works collaboratively with the Talent Acquisition & School Transformation Offices to recruit and retain highly qualified educators. Vacancies are filled using H.R. Connect, a District-based online system which advertises and tracks potential teacher candidates. Retention of teachers is a priority. Newly hired educators receive ongoing support from the Teacher Induction for Effectiveness and Retention (TIER) program, school based instructional support team and through professional learning communities.

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 funds are used to provide additional staff and resources to the school, such as a science and math coach that all provide instructional support to aide in closing achievement gaps. In addition, Title I funds are used to provide staff development for teachers to improve instructional practices, which will ultimately increase student achievement. Parental involvement funds are used to educate parents on strengthening the home-to-school connection in the areas of literacy, math and science.

- 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).***

For the 26-27 school year, Colbert Museum Magnet School does not have any identified Migrant Students.

- 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.**

In collaboration with our school's social worker, neglected or delinquent students are provided support and their families will have access to community resources as well as in-school resources to aide in counsel and recovery. The Response to Intervention team discusses appropriate tiered interventions to further support the student.

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

Teachers participate in professional learning to enhance their instructional practices and content knowledge, which will ultimately increase student achievement.

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

English Language Learners (ELL) receive reading and developmental language arts instruction by a certified ESOL and reading teacher. Students identified as ELL are provided additional small group instruction by Meta Paras to support their language and literacy development. Our school collaborates with the parents of the ELL students to support and provide the necessary accommodations needed for success. The parents of ELL students receive information from the school in their native language. Students also utilize Imagine Learning as an additional instructional supplemental tool.

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

Our staff members assist with identifying families that may be homeless. Once identified, the school counselor and social worker refer families to the Homeless Education Program to receive additional support.

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

9. Supplemental Academic Instruction (SAI)

For the 26-27 school year, Colbert Museum Magnet School does not have Supplemental Academic Instruction (SAI).

10. Violence Prevention Program

Our school provides a culture of acceptance and respect for all. Teachers implement life skills and wellness activities to build a sense of community in their classrooms. Bullying prevention, character education, and violence prevention programs are delivered annually. All staff members are trained in bullying prevention and identification, child abuse, and life skills and wellness. We host awareness weeks to promote peace, kindness, and awareness amongst stakeholders. Yearly, all stakeholders collaborate to develop a school-wide positive behavior plan.

11. Nutrition Program

Health education is taught through the physical education curriculum and initiatives through Broward County Public Schools.

12. Housing Programs

The school counselor and social worker assist families in need by linking them to community resources.

13. Head Start Program

The school supports two Head Start classes to ensure school readiness. Teachers provide instruction in all content areas and social emotional development through the Creative Curriculum. Our teachers' instructional practices are strengthened through the CLASS observation tool and the students' development is measured through My Teaching Strategies.

14. Adult Education Program

For the 26-27 school year, this program is not offered at Colbert Museum Magnet School.

15. Career and Technical Education Program

For the 26-267school year, this program is not offered at Colbert Museum Magnet School.

16. Job Training Program

For the 26-27 school year, this program is not offered at Colbert Museum Magnet School.

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

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

Our school offers one Specialized Pre-K ESE class, one Intensive Pre-K classes and two Head Start classes. These classes provide a standards based curriculum to ensure Kindergarten readiness. Kindergarten orientation is provided to parents to ensure a smooth transition into Kindergarten. Kindergarten teachers explain expectations and provide recommendations on how to best prepare their child for the upcoming school year. Our school collaborates with all schools in and outside of our zone to have our 5th grade students become orientated with their school selection process.

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.