



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.

The process utilized to conduct the comprehensive needs assessment starts with the prior year assessment data from the Florida Assessment of Student Thinking (PM3), Unit Assessment Scores, Grade 5 Statewide Science Results, internal assessments and diagnostic tests. All data is organized to show student names, individual teachers, grade level, and overall school-wide results. Individual students results are compiled and given to the classroom teacher during pre-planning week to begin reviewing for instructional needs. Administration meets with the Leadership team to discuss the plan of action with the instructional coaches in order to close the achievement gap. Parents are a vital part of this process as well, and their input is solicited. The spring parent survey sent home helps us to gather input concerning curriculum, environment, and communication. Results and feedback are used to help determine goals and objectives for the school. Parents are invited to meet with administration and coaches during SAC meetings or scheduled appointments to discuss student achievement results and strategies for improving scores.

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

At Watkins, the strategies used to attract high-quality, highly qualified teachers begins by ensuring we recruit teachers who meet all the qualifications and certification determined by the School Board. We need all Highly Qualified and certified in-field staff. We have a leadership team at Watkins that participates in the interview process. We attend all recruitment fairs offered by the district. We ensure when a position is available we advertise for the position and ensure that we interview all qualified candidates. All new teachers become a part of our TIER mentoring program. Many of our new staff are assigned a peer or induction coach. This person will work with them throughout the entire school year. If they do not qualify for an individual coach we still include them in our monthly TIER meetings for support. Throughout the school year all of our teachers are provided with professional learning to ensure they continue to grow in their craft. We provide motivational incentives and create a culture where staff feels like a family. Administration has an open door policy for any questions or concerns. Our goal is to retain all highly effective teachers at our school.

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.

Over the past several years, we have benefited from additional support and collaboration from the district. Now that we have achieved a school grade of A, district support will primarily be provided in response to specific areas of need identified by our school. We will continue to work closely with our Director to identify areas where additional assistance may be beneficial and, when appropriate, request support from the Elementary Learning Department.

At Watkins, our instructional coaches participate regularly in scheduled content-area meetings to continually strengthen their own instructional capacity and remain current with effective instructional practices. Our coaches also work collaboratively to identify and coordinate professional learning needs based on student data, teacher needs, and instructional priorities. These needs are used to develop a comprehensive professional learning plan designed to strengthen the delivery of instruction and address achievement gaps.

A key component of our work is ensuring that our lowest-performing students receive targeted, appropriate interventions based on their individual academic needs. We use student data to identify specific skill gaps and select resources and instructional strategies that align with those needs. Through intentional small-group instruction, progress monitoring, and the use of appropriate instructional resources, we are committed to providing students with the support necessary to accelerate their academic growth.

As we move forward, we will continue to build the capacity of our teachers and instructional coaches, use data to drive instructional decisions, and provide targeted professional learning and interventions that support continued student achievement. While our level of district support may change, our commitment to continuous improvement and closing achievement gaps remains a priority.

- 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).***

If a migrant student arrives at Watkins we will provide services. At this time we do not have 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.**

Students identified as being neglected and/or delinquent are referred to the school counselor and/or the social worker who will provide weekly small groups with the students. The School Counselor will provide immediate assistance for academic, and life skills and wellness needs to our students. If needed the students' family will be referred for additional services to provide additional support and community resources. Students who need additional assistance are tracked through our RTI/MTSS process. Any staff member can refer a student for RTI. Our RTI team is comprised of instructional staff, mental health professionals, and administration.

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

Teachers are encouraged to participate in professional development for reading to understand the Science of Reading and the B.E.S.T Standards. Next, teachers are encouraged to participate in Math training for a deeper understanding of the B.E.S.T standards. All learning for the teachers throughout the entire school year is geared to specific content area. A PLC committee is created at the start of the school year to help determine training teachers and staff would like, as well as facilitate the training. The coaches work with the teachers targeting the BEST Standards at each grade level. This year we have tiered the teachers based on content need. We want to ensure that they receive training appropriate to their needs. In addition, if there is professional learning provided by the district we ensure that we have representation from our school. We utilize our Title II dollars to purchase professional books for our teachers to use to improve their craft.

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

Services provided to the ESOL students are being done by our Dual Language teachers as well as general classroom teachers in grades K-5. Students are being instructed by certified ESOL teachers. The ELL Liaison serves as liaison between the school and ELL community and works closely with the student and family. Additionally we have two META teacher assistants that follow a daily schedule specifically supporting these students as they learn the language.

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

Homeless students are identified by the school's IMT. Administration and teacher are notified. Next, the homeless student is referred to the Homeless Education program offered by the district (HEART). The School Counselor and or Social Worker will work with our homeless families and connect them with community resources and collaborates and coordinates services through the HEART department. Our goal is to ensure that the students learning does not get impacted due to his/her learning. Our goal is to create a stable environment for the student.

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

9. Supplemental Academic Instruction (SAI)

At this time we do not have Supplemental Academic Instruction (SAI) funds.

10. Violence Prevention Program

Watkins Elementary school implements the County Student Code of Conduct and follows the District's Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Throughout the school year, the Assistant Principal and the School Counselor hold assemblies and classes around Bullying Prevention. The first assembly takes place in August. Additionally our students participate in Resiliency education lessons throughout the school year.

11. Nutrition Program

Nutritional programs and health education are an integral part of our school we continue to share the strategies we used when we were a part of the Wellness in Schools Program. Physical Educational curriculum and federal initiatives of the Broward County Public Schools Food & Nutrition Department. We are a Feeding South Florida school, so we can provide food to our families twice a month.

12. Housing Programs

When parents come to register students and express that they are in need. The front office gives the information to the school counselor and administration. Also, referrals are made to the school counselor and social worker when families need housing or food.

13. Head Start Program

Currently this program is not available at Watkins Elementary. However, we do provide information as to what the program offers like literacy, math, and science curricula that aligns with the standards to improve educational outcomes to the families and community about the Head Start programs that are available within the district.

14. Adult Education Program

Currently this program is not available at Watkins Elementary. The IMT, teachers, and staff are instructed to refer the parent to the school counselor and school social worker. However, we do provide information to the families and community about Adult Education programs that are available within the district. Additionally, our community liaison continues to build partnerships with local businesses and many have offered job support.

15. Career and Technical Education Program

We do not have career and technical education at our school. However, we do hold an annual Career Day where we bring many different guest speakers on to the campus to share information about their career with the students.

16. Job Training Program

Specific job training is not provided at our school site. However, we do hold an annual Career Day where we bring many different guest speakers to the school to share information about their careers with the students.

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

We hold two Kindergarten Round Up meetings in the spring to showcase our school programs. Kindergarten Orientation is held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and

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

Several additional programs that we have are the Watkins Dance team and safety patrols. These two programs help build students confidence and help to build stronger social skills. This year we will be starting a drone club. Our focus will be on academics as well as team building.

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.