



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.

Our assessment process is driven by data collected from multiple sources, including state Science assessments, formative assessments (such as Benchmark and Standards Mastery), and prior year results from FAST, BAFS, and other diagnostic tests. After each assessment, data is compiled and shared with teachers, students, and families to support instructional planning and student growth. Assessment results are carefully organized into graphs, tables, and charts to provide a clear picture at the individual, classroom, grade level, and school-wide levels. Teachers receive individual student data to review and use for targeted instructional support. Parents play a vital role in this process. Each spring, a parent survey is distributed to gather feedback on curriculum, school environment, and communication. The results help inform school goals and objectives. Parents are also invited to meet with administration to review student achievement results and discuss strategies for improving performance. Feedback and suggestions from families are shared with staff and considered for inclusion in school-wide plans.

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

Our district's Talent Acquisition and Operations Department, along with the Talent Recruitment Committee, work closely with schools to attract and retain highly qualified, certified educators. Candidates are interviewed at recruitment fairs and referred through the Instructional Staffing Department to ensure the best match for our school's needs. Retaining effective teachers is one of our top priorities. New educators receive structured support through the district's TIER program as well as school-based mentoring and coaching from experienced staff members. Veteran teachers provide guidance, serve as mentors, and help build a strong instructional support system. In addition, teachers are encouraged to grow professionally through ongoing professional development opportunities, including district trainings, workshops, and in-school coaching. We actively participate in district-sponsored recruitment events such as Experience Broward and BCPS Career Fairs to connect with talented candidates. At the same time, we focus on retaining our current teachers by recognizing effective teaching practices, celebrating student achievement gains, and offering incentives to highlight excellence. Through these efforts, our school fosters a culture that values teacher growth, support, and recognition—ensuring that we not only recruit strong educators but also retain them for the long term.

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 dedicated to providing a comprehensive training program that strengthens instructional practices. These funds support workshops and professional learning opportunities designed to enhance teacher pedagogy and, in turn, improve student achievement. Parental Involvement funds are used to host academic parent nights, where families learn strategies and skills to support student learning at home. These events not only build parent capacity but also foster stronger family engagement and promote literacy—core goals of the parental involvement program. To address learning gaps, we also offer an Extended Learning Opportunity (ELO) Camp for students in grades K – 5. This program focuses on ELA, Math, and Science and is held three days a week for one hour each session, providing targeted support to bridge the achievement gap. Instructional Coaches further strengthen teaching and learning by providing materials, conducting classroom observations, and offering feedback to guide instructional improvement.

- 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 2026-2027 school year, Westwood Heights Elementary does not have any migratory 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 neglected and/or delinquent will be connected to a school social worker through the Student Services Department. These students will receive comprehensive support through group and individual programs facilitated by the school's guidance counselor, community liaison, and social worker. The Student Services Department also provides access to additional support services and community resources to meet students' academic, social, and emotional needs.

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

Teachers at WHE engage in a wide range of professional development opportunities aligned with improved student achievement and school improvement goals. These opportunities include district-level trainings such as Canvas, eLearning, and the Science of Reading (SOR), which equip educators with evidence-based strategies for teaching reading effectively. Teachers also implement classroom management frameworks like CHAMPS to support positive learning environments. All professional development is designed to align with the Florida State Standards and directly support the school's targeted improvement goals.

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

English Language Learners (ELLs) receive targeted reading and language arts instruction from certified ESOL and Reading teachers. Additional support is provided by ESOL aides within general education classrooms to reinforce learning and promote language development. For beginning ELLs, the Imagine Learning program offers personalized instruction tailored to their language proficiency levels. During parent engagement events, district staff ensure accessibility by providing translations and sharing information in families' native languages, fostering inclusive communication and support.

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

All staff members play an active role in identifying students experiencing homelessness and connecting them with the district's Homeless Education Program. This program supports students by facilitating school enrollment, providing academic and counseling services, and helping maintain a stable and supportive learning environment. School-based community liaisons and social workers offer additional resources tailored to students' individual needs.

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

9. Supplemental Academic Instruction (SAI)

The Extended Learning Opportunity (ELO) Camp will use Supplemental Academic Instruction funds to help students who are struggling in English, math, and science. The funds were used to buy materials for the camp.

10. Violence Prevention Program

Westwood Heights Elementary School is committed to fostering a safe, inclusive, and positive learning environment through a comprehensive violence prevention and character education framework. The school offers a variety of programs such as No Place for Hate, Peace Week, National Bullying Prevention Month initiatives, and Anti-Bullying Training for both staff and students. These efforts are supported by the implementation of a School-wide Positive Behavior Plan, and a Conflict Mediation Program. Classroom instruction includes lessons in anger management, conflict resolution, bullying prevention, and the Broward County-adopted character traits. All teachers and staff receive training on the district's Anti-Bullying Policy and CHAMPS, ensuring consistent and proactive behavior management strategies across the campus.

11. Nutrition Program

Nutritional programs and health education are integral to the student experience at Westwood Heights Elementary School. These initiatives are primarily delivered through the Physical Education curriculum and supported by federal programs administered by the Broward County Public Schools Food and Nutrition Department. Together, these efforts promote healthy lifestyles, balanced nutrition, and overall student well-being.

12. Housing Programs

When families need assistance with housing, food, or other essential services, they are referred to the school social worker for support and connection to community resources. Additionally, front office staff play a vital role in identifying families in need by notifying school administration, the guidance counselor, or the social worker, ensuring timely and appropriate support is provided.

13. Head Start Program

The Head Start program at Westwood Heights Elementary supports school readiness by providing Literacy, Math, and Science instruction aligned with national K – 3 standards. This alignment ensures that children are better prepared for success in Kindergarten by building foundational academic skills. At the end of the school year, a Creative Curriculum report—documenting each student’s progress through ongoing assessments—is added to their cumulative folder. Kindergarten teachers review these folders to gain insight into the academic and developmental growth of incoming Head Start students, allowing for a smooth instructional transition.

14. Adult Education Program

Parents, guardians, and community members seeking ESOL, GED, or other continuing education opportunities are referred to the district’s Community Services Department by the school social worker. This ensures families are connected with appropriate programs and resources to support lifelong learning and personal development.

15. Career and Technical Education Program

For the 2026-2027 school year career and technical education is not offered at Westwood Heights Elementary.

16. Job Training Program

Westwood Heights will participate in the CTACE Job Training Program for the 2026-2027 school year.

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

Westwood Heights Elementary School offers a variety of early childhood education programs, including two Early Head Start classes, one Specialized Pre-K ESE class, and four Head Start classes. To support a smooth and effective transition into Kindergarten,

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

Additional Programs and Services
Academic Intervention and Enrichment: Targeted small-group instruction, intervention programs, tutoring, and enrichment opportunities provide additional support for students who need remediation, acceleration, or opportunities to extend their learning.
MTSS/Student Support Services: A multi-tiered system of support helps identify students’ academic, behavioral, and social-emotional needs and provides increasingly targeted interventions based on student data and progress monitoring.
School Counseling and Social-Emotional Learning: Counseling services and SEL activities help students develop self-awareness, responsible decision-making, positive relationships, conflict-resolution skills, and strategies for managing emotions and challenges.
Exceptional Student Education (ESE) Services: Specialized instruction, accommodations, related services, and individualized supports are provided to ensure students with disabilities have meaningful access to the curriculum and opportunities for academic success.
English Language Learner (ELL) Support: Students developing English proficiency receive language-development support and instructional accommodations designed to strengthen both language acquisition and academic achievement.
Mental Health and Wellness Supports: Students may have access to school-based mental health professionals, community partnerships, wellness activities, and referrals to additional services when more intensive support is needed.
Behavioral Support: Positive behavior systems, restorative practices, behavior interventions, and individualized behavior supports promote a safe, respectful, and productive learning environment.
Family and Community Engagement: Parent conferences, family engagement activities, workshops, community partnerships, and communication initiatives strengthen the connection between school, home, and community.
Clubs, Leadership, and Enrichment Opportunities: Extracurricular activities, student leadership opportunities, arts, STEM, physical education, and other enrichment experiences allow students to explore interests, develop talents, build confidence, and strengthen collaboration skills.
Attendance and Student Engagement Supports: School teams monitor attendance and engagement patterns and work with families to identify barriers and connect students with appropriate resources.

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.