Broward County Public School
Federal Programs Department

Title I Addendum

2026 - 2027

School Name: Pembroke Pines Elementary School

School Location Number: 1221

Completed by / Position: Mariette Donate/Counselor

COMPREHENSIVE NEEDS ASSESSMENT

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

RTI/CPST/ MTSS Team weekly now to review PM1-PM3 and other school-based assessment results for every student and modify the curriculum to address skills deficits. They also meet with the School Counselor, School Psychologist, Social Worker other Mental Health professionals to address Life Skills and Wellness for all students, as well as attendance and HEART concerns In addition, the Administrators track curriculum results and behavior management closely with the teachers, Support Staff, and Resource Team. Resource staff meet with students daily to address their skills and strengthen student abilities. Staff also receives training on how to engage in effective Parent Conferencing. The BTA team meets monthly to review ongoing BTA data and students.
Prior year's assessment FSA data was used for Preplanning week team discussions and to modify curriculum to best address any skills deficits among students. iReady, BAFS scores reading (previous school year), internal (school-based) assessments, and diagnostics tests were organized with graphs, tables, and charts. Information was organized to show individual teachers, grade levels, and school-wide results. Teachers met to review achievement gaps among groups and to utilize curriculum mapping development during pre-planning 26-27 school year. Parents are also a vital part of the process. Surveys are given throughout the year and the data is used to address any areas of concern in the curriculum, Life Skills and wellness, College and Career Readiness and home-to-school communication.
Results from this survey are used to help write goals and objectives for the school. The School Counselor met with the Administrators to review and develop School Counseling Mission Goals to address the number of discipline and bullying referrals. A Parent Orientation and Title I Meeting were held at the beginning of the year and Parents are always encouraged to meet with the administration to discuss student achievement results and strategies for improving academic scores, behaviors, and overall Life Skills and Wellness Development
The School Assistant Principal, School Counselor, and School Social Worker on working on a new plan to address Attendance. We have a mission to reduce the number of students arriving late, being pulled early, and not showing up to school.
The School Staff

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

The School Counselor works closely with Administration to ensure that letters goes home to share if there are any staff members who are not highly qualified yet and how we are working to achieve Highly Qualified status. The District's Human Resources and Staff Development departments, as well as a district-level Teacher Recruitment Committee, work collaboratively to retain and recruit highly qualified, certified-in-field, effective teachers, especially with the lardge amount of surplused, certified teachers in the district this school year. The district also has a website used to attract teachers. Vacancies are filled with candidates interviewed at the recruitment fair and referred by the district's instructional staffing department. Retention of teachers is a top priority of our school. Teachers are cultivated and nurtured at Pembroke Pines Elementary School to grow professionally. Our welcoming environment, is one of the reasons that we retain highly qualified, certified-in-field, effective teachers in our school, we also utilize the TIER Program – Teacher Induction for Effectiveness and Retention -- (formerly New Educator Support System or NESS Liaison), Professional Learning Communities (Literacy Coach), District Trainings (District Personnel), School-Based Professional Development (Leadership Team / Team Leaders), Teacher Recognition and Incentives have been an effective way to attract and retain highly qualified educators along with our new A school rating.

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 used to develop a comprehensive professional training program to improve the delivery of instruction through a variety of workshops and webinars designed to move teachers to mastery and improve student achievement, such as B.E.S.T. Standards, s, College and Career Readiness XELLO, 21st Century/Digital Learning, and LIfe Skills & Wellness,
This year we have added trainings such as; Benchmark Advance, Envision Math, Acaletics, and Science Discovery, and Cambridge. Teachers also received training with the School Counselor on Positive Pathways for Life Skills and wellness, and the Reading and Math Coaches conducted curriculum traning. We also worked on the development activities for the overall child and ASCA standards Positive Behavior Intervention Support (PBIS) Program resources,CHAMPS and Behavior Threats Assessment Training. Teachers were also trained by the School Counselor & the Life Skills and wellness Team assigned to the school on the move in the District towards Life Skills and wellness and on the Harmony Toolkit, and much emphasis is being placed on Professional Learning Communities to make sure that all expectations, norms, PLC documentation, UFLI, SCOPE & Sequence, Materials are fully understood, tracked and implemented by staff.
The Autism Coach trains teachers on intervention programs available through the District such as; Touch Math, SMILE, Unique Learning, and TEACCH.
The school will invite vendors to Academic Night in September as follow: Teeny Viollini, Art Prevails Project, South Florida Chanber Ensembl, Developing Dreams

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).***

Pembroke Pines Elementary does not have migrant students. If a migrant student were to register, the school would give them the migrant information as well as the Migrant Education Harvest of Hope identification and recruitment referral form. The form will then be submitted to the migrant contact immediately via the school counselor. A referral would be made immediately to the school Social Worker.

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 our School Counselor and our School Social Worker. In some cases they will be referred to the Behavior Health Partners for additional therapy and services. If additional assistance is needed, the Student Services Department will provide support and community resources. The school may also reach out to the Department of Children and Families and School Resource Officer/Local Law enforcement as needed. The School Counselor and Social Worker work closely with the Foster Care and HEART student population to ensure they are receiving all services and help needed. All Student Housing Questionnaires are reviewed closely by the School Counselor and Social Worker to identify students and parents in need.
This the School Counselor, Assistant Principal, and Social Worker are working closely on HEART students and identifying more parents in need. We are observing that parents/guardians are regularly reaching out for more assistance.

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 improving student achievement in B.E.S.T. and Florida Standards. Trainings have included Online Competence, Learning Goals and Performance Scales, Rigorous Assessments and Tasks, 21st Century Skills, Calendar Math, Small Guided Reading Groups, DBQ Writing, BAS Running Records, Making Words & Phonics, Math Small Group Training, Canvas training, Introduction to Curriculum Based Elementary Science, Singapore Math, Life Skills and Wellness. There is also continued exposure to Equity and Diversity Training, ADL training, and training in Diversity and Cultural Awareness throughout the year. Staff are also encouraged to participate in District-based training through the Diversity, Prevention, and Intervention Department. Several staff members have also taken Civics training. The school is working on adding trainings this year on Teaching Science & Progress Learning, UFLY, and more CHAMPS training to address behavior. We were a "Priority" school and have added; Benchmark Advance, Envision Math, Acaletics, and Science Discovery.

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

English Language Learners (ELL) students receive subject area services from a certified English Speakers of Other Languages (ESOL) teacher . The school's ESOL Contact Coordinator and Literacy coach work closely with this population. Students also receive pull-out small-group intruction. In order to further address our ELL population we are having the ELL School Liaison push into classrooms for services and we had a District person from the ELL Department conduct a staff training on Imagination Learning last year, and will continue to implement those strategies with support of the ELL Department though our support person is no longer in that role.

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

Staff are responsible for helping to identify homeless students and referring them to the Homeless Education program offered by the district. They collect the SHQs and make sure to turn them into the School Counselor/HEART Liaison. The purpose of the Homeless Education Program is to identify families in transition/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. They have added Nutrition, Technology and accessibility, School supplies, and other indirect needs to the services and resources offered. Transportation is requested when necessary. The School Counselor/Homeless Liaison and front office staff must also check the registration and Student Housing Questionnaire form for specific questions that target families in transition. The School Counselor and Social Worker are working closely with the HEART department for all services, including transportation, as of the beginning of the 2026-27 school year.
The School Counselor, Social Worker, and Assistant Principal are working closely with the HEART families to ensure that everyone's needs are met.

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 have been reallocated. Students have laptops in school that align with the updated District-wide limited usage, and when needed to support some at home.
The school is holding ELO Camp for 3-5 for at risk students.

10. Violence Prevention Program

Anti-Bullying and implementation of the school counseling program, and the BCPS Mindfulness videos. Threat Assessments and Student Risk Assessments are used as a proactive approach to identify possible counseling, peer mediation, and intervention needs. The Assistant Principal is working closely with the School Counselor on reducing the number of Behavior Referrals and to address any Mental Health needs that students are experiencing. The district is also working on specific screenings that will help identify students in need of help. All teachers have delivered the Anti-bullying lesson via Resiliency Lessons this year. The School Counselor and Assistant Principal have a mission to eliminate threats.

11. Nutrition Program

The school has free breakfast for all students. Our school has a Physical Education teacher and programs such as Jump Rope For Heart to keep students' hearts healthy. Additionally, our school participates in the Young Athletes Program aligned with Special Olympics Florida for eligible students.

12. Housing Programs

Referrals are made to the School Counselor/HEART Liaison when parents are in need of housing or food. We provide families with a list of resources for HEART families. The School Counselor/HEART Liaison works closely with the School Social Worker on an individual case-by-case basis. Additionally, the front office staff takes note of families expressing a need and passes this information on to the administration and/or the School Counselor (HEART Liaison). We also work closely with the Our District HEART community liaison. As we are a site for the Mobile Food Pantry, we also refer families to and/or encourage families in need to participate in this program. We also participate in Pack A Sack, a program providing weekly snacks to our needy families. The Program began this month and will add students as needs arise. District Food Distribution has resumed at the school.
The School Counselor, Social Worker, and Assistant Principal are working closely with HEART and all parents to identfiy and address families in need.

13. *Head Start Program*

The School does not have a Head Start program, but we refer families to the Early Childhood Department for additional information. We have a Voluntary Pre-school Program (VPK).

14. *Adult Education Program*

We do not have Adult Education classes at PPE. 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.

15. *Career and Technical Education Program*

The School Counselor joined a pilot school project for XELLO Career Awareness program two years ago.implemented district-wide Teachers provide lessons within the classroom focusing on career and college readiness. There are also activities such as College Week and Career Day. The School Counselor shares information with staff from the College Readiness Program. Student in fifth grade go to Biz Town on a field trip. We use many online career awareness programs and are looking into a new very popular animated program to adopt this year. XELLO is used in the classrooms and mostly Media time.

16. *Job Training Program*

No job training program/service is offered at Pembroke Pines Elementary.

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

Notes:All budget line items with functional area code starting with 6400 are Professional Developmentallocations for Teachers.All budget line items with functional area code starting with 7732 are Professional Developmentallocations for Administrators.

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

We utilize the HEART program; Shoes for schools where we provide new or almost new shoes for students, we have in house new and gently used clothing for clothing bank in addition to school supplies and bookbags; we offer the Dental Sealant program for students; We do pack a sack-sending food home to our needy families along with Harvest drives; Home alone Safe Alone where we teach safety tips for students, Laurens Kids and Resiliency Education schoolwide; Overall Health screenings (Vision, BMI) to support student wellbeing. We also re-introduced a drug awareness program with our SRO that is academic based.

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.