



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.

Prior year assessment data from FAST, iReady, and Common Formative Assessments were organized with graphs, tables, and charts to show individual teacher, grade level, and school-wide results. Teachers were given individual student results to review to be used in the implementation of their small group. Parents are a vital part of the process. A survey is conducted with parents each spring to gather input concerning curriculum, the school/classroom environment, and communication. Results from this survey are used to help write goals and objectives for the school. Parents are invited to meet with administration to discuss student achievement results and strategies for improving scores. Parents are also asked to meet with their child's teacher to set goals and to work collaboratively to meet student needs. Suggestions are discussed with staff and considered for inclusion in state-wide plans.

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

The district's Talent and Acquisition and Operations Department as well as district level Talent recruitment committee work collaboratively to retain and recruit Highly Qualified, certified-in-field educators. Candidates are interviewed at recruitment fairs and referred by instructional staffing department. Retention of teachers is a top priority for our school. Teachers are supported and mentored to grow professionally by a veteran staff of teachers and assigned mentors as an instructional support system. New educators are part of a TIER program through the district and in-school trainings. Teachers are recognized with various incentives for effective teaching practices and student gains. Additionally, each week an educator is selected and highlighted for their exceptional work that they do.

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 instructional delivery through workshops designed to move teachers to mastery and improve student achievement. Parental involvement funds are utilized to fund academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation as well as literacy and math skill are goals of family literacy and math nights. Funds are used to purchase supplies/materials, to provide stipends for teacher/presenters, and to purchase food for the participating parents.

- 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).***

Currently, no migrant students have been identified. When migrant students are identified, they will be placed in contact with the Title I Migrant Department for resources and assistance.

- 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 referred to a school social worker through the Student Services Department who will provide support and community resources. We will also provide in-house support in any way we can to assist the family in need such as utilizing the guidance counselor as well as any additional resources required to help improve their quality of life.

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

Teachers at Village are participating in professional development linked to improving student achievement in the B.E.S.T Standards at both the District and school level. Staff will participate in Science of Reading (SoR), Math PD to include Intervene to Accelerate, Small Group Math Instruction, and Using Data to Drive Instruction. Teachers are participating in PLCs to focus on intentional planning to ensure the students are being taught the exact standards using rigor. Teachers also engage in continued learning opportunities by participation in learning walks throughout the year. The goals targeted is to increase learning gains in math for the lowest 25% and English language arts achievement for ESE sub group.

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

The ESOL Coordinator is responsible for ensuring that all requirements are met regarding our ESOL population. English Language Learners receive reading and developmental language arts instruction by a certified ESOL and reading teacher. Village has developed a plan to provide extra support to all ELL students with the hiring of two paraprofessionals to target our Creole and Spanish population. ESOL teachers and teacher aides provide one-on-one and small group language support both in the classroom as well as providing pull-out services. During our monthly parent night, aides attend to provide language translations and information to parents in their home language. Additional training and support are provided by the Bilingual/ESOL Department.

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

Teachers and staff members are responsible for helping to identify homeless students and refer them to the district's Homeless Education Assistance Resources Team (H.E.A.R.T). The purpose of the homeless education program is to identify 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. The guidance counselor is the person responsible for coordinating all services for these students. She identifies areas where families can get food such as various food drives as well as sourcing donation for clothing.

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 2026-2027 school year, any SAI funds received will be utilized to fund an Extended Learning Camp that focuses on academic achievement and learning proficiency. This camp will target academically fragile students in Math, ELA, and Science based on their individualized needs.

10. Violence Prevention Program

Village builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. Additionally, all teachers and staff members received training on the Anti-Bullying policy and most are CHAMPS trained. Village is a proud PBIS school which focuses on being proactive in preventing violence by ensuring that students have the necessary tools to solve conflicts.

11. Nutrition Program

Nutritional programs and health education are an integral part of our school, specifically through the Physical Educational curriculum and federal initiatives of the Broward County Public Schools Food and Nutrition Department. Students are made aware of the importance of making healthy food choices and engaging in daily physical activity.

12. Housing Programs

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

13. Head Start Program

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that aligns with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepared students who will succeed in Kindergarten. An end-of-the-year Creative Curriculum continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the students' progress in the program.

14. Adult Education Program

For the 2026-2027 school year, this program/service is not applicable at Village Elementary School.

15. Career and Technical Education Program

For the 2026-2027 school year, this program/service is not applicable at Village Elementary School.

16. Job Training Program

For the 2026-2027 school year, this program/service is not applicable at Village Elementary School.

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

Village Elementary School services two classes of Specialized Pre-K and two Pre-K Head Start classes. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood program to the kindergarten program is smooth. A Kindergarten orientation is also held prior to the beginning of the school year to aid in this transition. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom prior to the school year beginning. Additionally, parents are given an overview of the kindergarten curriculum and expectations for incoming kindergartners.

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

Village Elementary School collaborates closely with community stakeholders, local businesses, faith-based groups, and civic organization to enhance students' educational experiences through enriched services, resources and materials.

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.