



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.

Assessment data from the FAST PM 3 scores for Reading and Math, EOC test data, Statewide Science Assessment, internal assessments and diagnostics tests are organized with graphs, tables, and charts to determine various needs and data trends. This information is analyzed to assist in developing a school wide plan for academic growth. Data chats take place with teachers after each instructional cycle and information is organized to show individual teacher, grade level, and student results for progress monitoring. These data chats take place after each instructional cycle. Parents are also a vital part of the process. A parent survey is sent home each spring to gather input concerning curriculum, 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. Suggestions are discussed with staff and considered for inclusion in school-wide plans.

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

The district's Talent Acquisition and Operations Department as well as a district level Talent Recruitment Committee work collaboratively to retain and recruit Highly Qualified, Certified-in Field educators. Candidates are interviewed at the recruitment fair and referred by Instructional Staffing Department. Retention of teachers is 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. We retain effective teachers through our New Educator/TIER program, district instructional support, and by providing in-school trainings and access to district professional development. We also continually recognize our teacher with incentives for effective teaching practices and student gains.

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 delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters.

- 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, Annabel C. Perry PreK-8 does not have any 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 neglected and/or delinquent will be connected to a school social worker through the Student Services Department who will provide support and community resources.

- 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 improved student achievement in the Florida State Standards as well as various research based teaching practices.

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

All students are being instructed by certified, ESOL endorsed teachers. Annabel C. Perry PreK-8 has employed a paraprofessional who works closely with our ELL population. This staff member impacts all ELL students per day delivering support and intervention programs. This staff member serves as liaison between the school and ELL community.

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 referring them to the our school social worker and the Homeless Education program offered by the district. 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 while maintaining school as the students ' stable environment.

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

9. Supplemental Academic Instruction (SAI)

We have submitted proposals and quotes for the purchase of supplemental materials and resources. The initiative will provide multiple extended learning opportunities for students in grades two through eight, consisting of the identified targeted groups. The proposal and objective states that we will " Provide targeted students with extended learning opportunities to close achievement gaps due to loss of learning, increase learning outcomes in core content areas, and provide academic enrichment." The goal is to provide additional instruction to our targeted students "3rd through 8th grade not meeting Adequate Academic Progress (AAP) and Bubble Students (performing just below or just above the proficiency line)."

10. Violence Prevention Program

Annabel C. Perry PreK-8 school implements the Districts Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District ' s Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. In addition, our Social Emotional Learning focuses on daily interventions to assist students in recognizing feelings and practicing mindfulness. Our Start with Hello program and our See Something, Say Something intervention is being practiced daily by all faculty and staff.

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 & Nutrition Department.

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

Annabel C. Perry PreK-8 does not provide a Head Start Program.

14. Adult Education Program

Annabel C. Perry PreK-8 does not provide an Adult Education program.

15. Career and Technical Education Program

Technical education is embedded throughout the curriculum across all disciplines. Selected students will receive middle school Microsoft (MOS Bundle) certification upon completion of three years at Annabel C. Perry PreK-8.

16. Job Training Program

Through the STEM (Science, Technology, Engineering, and Mathematics) and SELECT + (Students Embracing a Learning Environment for Collegiate Training) students work through rigorous curriculum and use technology to build skills and also research and experience different career fields, and colleges and universities. Fifth and Eighth grade students participate in an annual trip to Junior Achievement (JA) Finance Park to explore different career options and receive minor training in selected fields.

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

Each year, preschool students are provided with an opportunity to have a school visit field trip to take a tour of the school during a normal school day. We also hold an annual "Kindergarten Roundup" event for parents and families to learn more about Annabel C.

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

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.