



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 school conducts a comprehensive needs assessment by collecting, analyzing, and reviewing student achievement data from state assessments, internal assessments, and diagnostic tests. Data are organized into graphs, tables, and charts to examine individual teacher, grade-level, subgroup, and schoolwide performance. Individual student results are shared with classroom teachers to identify strengths, areas of need, and students requiring additional academic support.

The 2026 assessment data are reviewed to identify achievement trends and prioritize areas for improvement. For example, ELA performance ranged from 48% in Grade 4 to 73% in Grade 2, while Math performance ranged from 60% in Grade 5 to 70% in Grade 3. Additional analysis of assessment data identified areas requiring targeted support, including Grade 4 ELA performance at 48%, Lowest Quartile Math performance at 30%, and SWD performance in Grades 3-5 at 44%. PM1 results for Grades 3-5 are also reviewed to identify instructional needs and guide intervention planning.

Parents are included in the comprehensive needs assessment process. Feedback regarding curriculum, the school environment, and communication is collected during our monthly SAC meetings and district surveys. Information and survey results are reviewed and considered when developing school goals and objectives. Parents are also invited to meet with school administration to discuss student achievement data and strategies for improving academic outcomes. Their feedback and recommendations are shared with staff and considered when developing schoolwide improvement plans.

The findings from student assessment data, teacher input, and parent feedback are used collectively to identify schoolwide priorities, establish measurable goals, allocate resources, and develop targeted instructional strategies and interventions. Progress is monitored through ongoing assessment and data reviews to evaluate the effectiveness of implemented strategies and determine whether adjustments are needed to support student achievement.

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

The district Human Resource's and staff development departments, as well as level Teacher Recruitment Committee work collaboratively to retain and recruit highly qualified, certified-in-field, effective teachers. The district also has a website used to attract teachers to Broward County based upon regional perks. "Teach Near the Beach" and opportunities to receive benefits beyond a paycheck. Mirror Lake Elementary collaboration with the district is evidenced by participation in Broward Teacher Recruitment Fairs. 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 Mirror Lake Elementary to grow professionally. We retain highly qualified, certified-in-field, effective teachers in our school by utilizing the TEACHER INDUCTION FOR EFFECTIVE RETENTION (T.I.E.R. Liaison), Professional Learning Communities (Reading Coach), District Trainings (District Personnel), School-Based Professional Development (Leadership Team/Team Leaders), Teacher Recognition and Incentives (Administration).

In addition:

1. Administrator meets with new staff for orientation and scheduled meetings.
2. Regularly scheduled meetings are held with new teachers, the cooperating teacher and support staff.
3. iObservations, consultations and modeling for new and experienced teachers.

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).***

We currently don't have any migrant students identified at Mirror Lake Elementary. All identified migrant students are referred to the Title I Migrant Department for resources and assistance. Academic intervention services are also provided as needed.

- 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 will participate in professional developments that will help them improve their skills to guide students through their academic achievement journey with the Florida State Standards.

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

ELL students receive reading and development language arts instruction by a certified ESOL teacher. They also receive extra teaching support with a pull in ESOL teacher and the Meta Consent paraprofessional.

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 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 and counseling case management services as well as linkages to their school social worker while maintaining school at the student's 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)

Upon availability SAI will be utilized to fund After School Academic Camps to assist struggling students.

10. Violence Prevention Program

The school follows the county's Anti Bullying Process, and the Guidance Counselor conducts several student groups including the Mediators. The local Police Department participates within the school to provide the Gang Resistance and Drug Education (GRADE) program to our fifth graders. A plantation police officer teaches weekly lessons for ten weeks.

11. Nutrition Program

Nutrition is taught through health, Science, food service personnel and PE. We also have a school nurse who assist in special cases.

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

For the 2026-2027 school year, Mirror Lake Elementary does not offer a Head Start program. However, Mirror Lake Elementary provides a Pre-K ESE program, which includes both Specialized and Intensive Preschool services for students with developmental delays or those requiring intensive instruction. The Pre-K ESE curriculum emphasizes readiness skills, communication, independent functioning, and social development.

14. Adult Education Program

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 guidance counselor provides quarterly lessons within the classroom focusing on career and technical education. In addition, all fifth grade students will receive instruction through the Junior Achievement Biztown Program.

16. Job Training Program

Through the STEM Science, Technology, Engineering, and Mathematics), MLE students are participating in a robotics club program that is embracing a learning environment for collegiate training. Also, Mirror Lake Elementary will be hosting the National Girl Empowerment Week at our school. We will be having female engineers from the local community volunteer and visit our school. They will be speaking to our female students of why it is so important for girls to be involved in this industry.

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

Mirror Lake Elementary services two classes of Specialized Pre-K ESE and four classes of Intensive Pre-K ESE. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kinder

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

Mirror Lake Elementary provides a variety of programs and services designed to support students' overall well-being, academic achievement, and personal growth. Academic supports include Walk to Read intervention and enrichment, targeted small-group instruction, differentiated instruction, and progress monitoring based on student assessment data. Students receiving ESE, ELL, gifted, and other specialized services are provided targeted supports based on their individual needs.

Students also have access to school counseling and social-emotional support, including assistance with social skills, behavior, problem-solving, and personal development. The school provides additional support through the ESE team, school-based intervention staff, autism support services, and collaboration with families and community resources.

Beyond academics, Mirror Lake offers opportunities for students to explore their interests and develop leadership and personal skills through the ACES Magnet Program, which includes Aerospace & Engineering, Innovative Arts, and E-Commerce & Entrepreneurship pathways. Students may also participate in ELOP after-school clubs, enrichment activities, athletics, arts, STEM opportunities, and schoolwide student events.

These programs and services provide students with opportunities to build academic skills, develop confidence and independence, strengthen social-emotional skills, discover personal interests, and develop the skills necessary for success in school and beyond.

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.