



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.

Hunt's 2025-2026 data from the Florida Assessment of Student Thinking (PM3) and the end of the year assessments were analyzed and shared with individual teachers, grade levels, and school community during School Advisory Council Meetings. Individual PM3 results were given to classroom teachers and sent home for families for their review. Teachers and administrators reviewed the PM3 results. Teachers analyzed academic achievement results in all core subjects and subgroups including race, gender, economically disadvantaged, students with disabilities (ESE), English Language Learners (ELL), and lowest 25th percentile (all subjects tested). Administration and teachers worked to write specific goals and objectives in all subject areas to improve student achievement. In addition, teachers and staff discussed additional areas of need related to improving student achievement. These included school climate, parent participation and student autonomy. 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.

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

The district's Talent Acquisition Department as well as the district level Talent Recruitment Committee work collaboratively to recruit and retain individuals that are highly qualified and certified to join Broward Schools. James S. Hunt Elementary has a nurturing environment for teachers to grow professionally. We retain highly qualified, certified-in-field, and effective teachers in our school by utilizing the T.I.E.R program, teacher mentors, and sharing of best practices. In addition, Professional Learning Communities (Literacy Coaches), District Trainings (District Personnel), School-Based Professional Development (Leadership Team / Team Leaders) and Teacher Recognition and Incentives (Administration).

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.

Title I funds at James S. Hunt Elementary were utilized to provide a 2nd grade teacher, a 1st grade teacher, a 5th grade teacher and a reading intensive facilitator. The reading intensive teacher pushes into the 2nd grade classrooms to provide extra reading support for those students that are performing below grade level. The 5th grade math teacher provides whole group and small group instruction especially for those that are the lowest quartile. The 1st and 2nd grade teachers provide intensive reading instruction in small group settings.

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).*

Students who have been identified as migrant students are given one on one counseling if needed. They are also provided social worker referrals to provide student and family with the necessary resources to be successful. Through our Parent Involvement funds we purchase agendas to bridge the communication gap between school and home. Family Science and Literacy nights provide parents with strategies and manipulatives to support student learning at home.

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 and school counselor through the Student Services Department. This department provides support and community resources. The Student Services Department also provides uniforms and school supplies for the students.

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

Teachers will participate in I-Ready trainings provided by the district. The following professional development was held: UFLI, Accountable talk, Depth of Knowledge, Standards based instruction, vocabulary and technology (AI). Teachers also participated in webinars and trainings provided through the Literacy Department and Elementary Learning that provided them with tools to improve student achievement on State assessments and in class formative and summative assessments.

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

ELL students receive small group reading with vocabulary and developmental language instruction by a certified ESOL teacher and/or a classroom assistants (Haitian/Spanish) working closely with an ESOL resource teacher. Additionally, the ESOL Resource Teacher provides prescriptive support to identified ESOL students through a push-in model. Resources and materials are provided to classroom teachers to ensure academic success of these ELL learners.

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, providing the names to the school counselor who will refer them to the Homeless Education program (HEART program) offered by the district. The Homeless Education Program assists in identifying homeless students, removing barriers to their education, providing them with supplemental academic and counseling case management services. They also assist in making the connection to their school Social Worker to provide a stable school environment for the students.

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 - not applicable at Hunt Elementary

10. Violence Prevention Program

Hunt implements the Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has zero tolerance for bullying and violence. The No Bullying policy is enforced through student assemblies and classroom visits with Administration, School Counselor, and SRO.

11. Nutrition Program

Food and Nutrition Services offer a variety of well-balanced nutritious meals at no cost. School lunches provide an assortment of foods including daily meals, salads and fresh fruit. School meals are healthy, meeting the Dietary Guidelines for Americans. By choosing lunch at school, students learn to make healthy choices, reinforcing nutrition education taught in the classroom. Delicious breakfasts are served daily in all Broward County Schools.

12. Housing Programs

Referrals are made to the school Social Worker when parents need 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 school counselor, which then connects them to community agencies and/or resources.

13. Head Start Program

Hunt does not have a Head Start Program

14. Adult Education Program

Hunt does not have Adult Education. However, programs are referred to the district's community school/adult trade schools for information on various programs.

15. Career and Technical Education Program

Hunt does not have a Career and Technical Education Program. However, fifth grade students will receive instruction through the Junior Achievement Biztown Program. Fifth Graders participate in Junior Achievement BIZ town to explore different jobs along with the financial aspects of the business. Career Day provides an insight to the variety of jobs that are available within the workforce.

16. Job Training Program

Fifth grade students participate in an annual trip to Junior Achievement (JA Biztown) to experience on the job training.

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

N/A

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

The PreK and Kindergarten teachers conduct vertical articulation meetings to ensure that the transition from the PreK program to Kindergarten is smooth. James S. Hunt's Kindergarten teachers visit and provide Kindergarten Round-Up Orientation flyers to neighborhood PreK programs prior to the end of the school year. During Kindergarten Round-Up, parents are provided with an overview of Kindergarten expectations, Florida Standards and a walk through the classrooms. Fifth grade students participate in Middle School orientations here at our school. Our students understand that they have choice and choose accordingly.

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.