Broward County Public School
Federal Programs Department

Title I Addendum

2026 - 2027

School Name: Atlantic West Elementary

School Location Number: 2511

Completed by / Position: Shereen R. Reynolds, Princ

COMPREHENSIVE NEEDS ASSESSMENT

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

Prior year assessment data from the FAST scores, other assessment test scores, internal assessments, and/or diagnostics test were organized with graphs, tables, and charts. Information was organized to show individual teacher, grade level, and school-wide results. Individual student results were given to classroom teachers for their review.
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 the 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. We retain effective teachers in our New Educator, TIER program through district and in-school trainings. We also continually recognize our teachers with incentives for effective teaching practices and student gains. Strategies to attract high-quality, highly qualified teachers include:
• Comprehensive Induction and Mentoring Programs
• Professional Learning and Career Advancement Opportunities
• T.I.E.R. Program
• Co-Teaching and sharing of best practices
• Positive School Culture and Working Conditions
• Technology and Resource Support

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. in an effort to build capacity for increased parent participation, funds are used to purchase refreshments, 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 no migrant students have been identified. When migrant students are identified, they will be placed in contact with the Federal Programs Department for assistance and resources.

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

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 and specific school improvement goals. Specific district level PD offered include Canvas, Science of Reading PD, Math, Science etc. and meet specific School Improvement goal(s): Goals include improvement of primary instruction, 3rd Grade ELA Proficiency and academic improvement for students in the lowest quartile.

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

English Language Learners (ELL) receive reading and developmental language arts instruction by a certified ESOL and reading teacher. They receive additional support from ESOL aides and the district's Bilingual/ESOL Department. ESOL teachers and teacher aides provide one-on-one and small group language support in mainstream classes. At our monthly parent nights, school and district personnel attend to provide language translations and information to parents in their home language.

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 Resource 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 connected 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)

SAI funds will be utilized to support an after school academic camp, designed to assist low- achieving students and academically fragile students.

10. Violence Prevention Program

Atlantic West Elementary builds a violence prevention culture through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy. Students participate in student assemblies designed to ensure an anti bullying culture.

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*

To ensure school readiness, the Head Start Program provides literacy, math, and science curriculum that align with the K-3 national standards to improve educational outcomes. This connection between curricula and child expectations has contributed to better prepare students to 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 Head Start students' progress in the program.

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*

Atlantic West Elementary is a STEM Innovative School that provides opportunities for students to examine careers in the fields of engineering, science, technology and math.

16. *Job Training Program*

For the 2026-2027 school year, this program/service is not applicable for Atlantic West Elementary.

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

Atlantic West Elementary school services three Pre K and two Head Start classes. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten is smooth. A Kindergar

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

Atlantic West Elementary collaborates closely with community stakeholders, local businesses, faith-based groups, and civic organizations to enhance students' educational experiences through enriched services, resources, and materials. These partnerships help create a supportive learning environment that extends beyond the classroom. Atlantic West Elementary also offers workshops for parents and families, focusing on strengthening family stability and engagement. By addressing the needs of the whole child, these efforts contribute to improved academic outcomes and overall well-being.

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.