



Title I Addendum 2020-2021

School Name:

School Location Number:

Completed by / Position:

COMPREHENSIVE NEEDS ASSESSMENT

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

Prior year assessment data from the i-Ready Mid-year assessments and BAS window two data was utilized. Information was organized to show both grade level, and school-wide results. Individual student results were reviewed by teachers. 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 in our New Educator, TIER program through district and in-school trainings. We also continually recognize our teacher with incentives for effective teaching practices and student gains.

ADDITIONAL REQUIREMENTS - Coordination and Integration

Title I, Part A

3. Describe how Title I funds are used to staff additional teachers to assist students, particularly low performing students.

Funds are utilized to pay for a Math Coach who does the following to assist students, particularly low performing: conduct small group instruction, model exemplar lessons for classroom, collect, organize and analyze data reports, assist teachers with developing lesson plans for differentiated instruction in order to

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Title I, Migrant and Special Programs Department

meet the needs of our low performing students, and conducting professional development that enhances teaching strategies. In addition, additional teachers were hired to provide a lower teacher to student ratio, and additional small group instruction for our lowest performing students.

Title I, Part C- Migrant

- 4. Provide a description of services provided to identified Migrant Students at your school location. (Title I schools have been advised if Migrant students have been identified at their school).***

Banyan Elementary does not currently provide services to Migrant Students at this time.

Title I, Part D

- 5. Neglected and Delinquent students. Please provide a description of service provided to these students.***

Students identified as neglected and/or delinquent will be connected to our school social worker, who will provide support and community resources.

Title II

- 6. District professional development***

Broward County Public Schools continuously provides staff development linked to improved student achievement in the Florida State Standards.

- 7. (ESOL) Provide a description of services provided to these students.***

All students are being instructed by certified, ESOL endorsed teachers. Banyan employs a paraprofessional who works closely with our ELL population. This staff member impacts ELL students each day by delivering support and intervention programs (i.e., Elevation and Imagine Learning). This staff member also serves as the liaison between the school and ELL community.

Title X- Homeless

8. Homeless Students. Provide a description of service provided to these 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 academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students' stable environment.

9. Supplemental Academic Instruction (SAI) (if applicable)

SAI funds will be utilized to fund an eight-week Saturday Camp to assist struggling and on-level students prepare for the Florida Standards Assessment.

10. Violence Prevention

Banyan Elementary builds a violence prevention culture through classroom instruction in SEL, 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 and CHAMPS training.

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 (if applicable)

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 (if applicable)

Banyan Elementary does not have a Head Start Program at this time.

14. Adult Education (if applicable)

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

Banyan Elementary does not have Career and Technical Education at this time.

16. Job Training (if applicable)

Banyan Elementary does not provide Job Training at this time.

Other

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17. Pre-School Transition / Middle School Orientation

Banyan Elementary services two classes of Specialized PreK ESE, and two classes of intensive PreK ESE. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to a kindergarten program is smooth. A Kindergarten Orientation is also held prior to the beginning of the school year. This gives the incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations.

18. HIGH QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT (Aligned to Title I, Part A School-Based Budget) *Only for schools that allocated Supplemental Activities funds for Professional Development Activities in their Title I budget.*

Professional Development Activities	Description Provide detailed information to support activities such as teacher salaries, stipends, materials and supplies.	Funding Source (Title I, Title II, General Funds, etc.)	Amount *Enter entire amount designated for each Professional Development Activity included in your Title I Supplemental Activities allocation (refer to your current year Title I budget).
Banyan did not set aside any Professional Development funds in Title I, Part A School-based Budget.			