



## Title I Addendum 2025 - 2026

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.**

To conduct the comprehensive needs assessment at Orange Brook Elementary School, prior year assessment data from FAST scores, CFA scores, internal assessments, and diagnostic tests were analyzed and 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 important to 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 monthly School Advisory Council (SAC) meetings meet administration and other stakeholders to discuss student achievement results and strategies for improving scores. Suggestions are discussed with all stakeholders and considered for inclusion in school-wide plans.

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

Strategies that will be used to attract high-quality, highly qualified teachers include:  
\*Assigning teacher mentors  
\*T.I.E.R. Program  
\*Co-teaching and sharing of best practices  
The district's Talent Acquisition and Operations Department as well as a district level Talent Recruitment Committee work collaboratively to recruit and retain 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 at Orange Brook Elementary. 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.

### 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.**

At Orange Brook Elementary School, Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of modules 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.

**Title I, Part C- Migrant**

- 4. Provide a description of services provided to identified Migrant Students at your school location. *\*(School IMTs have been notified via email, by the Title I Migrant 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 Title I Migrant Department for assistance and resources

**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 a school social worker through the Student Services Department who will provide support and community resources.

**Title II**

- 6. District professional development**

Teachers participate in various professional developments to increase their professional knowledge to better serve students and contribute to improved student achievement in the Florida State Benchmarks. Third, fourth, and fifth grade teachers have participated in a Science PD in order to keep our trend of increasing our science proficiency. All our teachers have or will participate in the districts SOR Professional Development in order to better serve our students academically.

**Title III**

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

At Orange Brook Elementary, all students are being instructed by certified ESOL endorsed teachers. Orange Brook Elementary School employs 2 paraprofessionals who work closely with our ELL population. These staff members impact numerous ELL students per day delivering support and intervention programs. They are also readily available to support all ELLs, staff, and parents as a translator as needed daily. They also serve as liaisons between the school and ELL community.

**Title IX- Homeless**

**8. Homeless Students. Provide a description of service school level contact, identification process and services provided to these students.**

At Orange Brook Elementary School, our Homeless population is identified and serviced through a group effort. 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)**

Supplemental Academic Instruction (SAI) will take place Monday through Thursday. The Support Team will pull out targeted students and deliver academic instruction focusing on targeted standards.

**10. Violence Prevention**

Orange Brook Elementary School implements the County 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 K.I.N.G.S./Q.U.E.E.N.S. mentoring programs and the 5000 Role Models of Excellence Project, guest speakers and student assemblies. We are also a S.A.V.E. Promise Club School and a No Place for Hate School which teaches non-violence, kindness, and inclusivity.

**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 school counselor.

**13. Head Start**

At this time, Orange Brook Elementary does not implement a Head Start Program; however, to ensure school readiness, the Voluntary PreK (VPK) Program provides literacy, math, and science curricula 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.

**14. Adult Education**

At this time. Orange Brook Elementary does not participate in an Adult Education program.

**15. Career and Technical Education**

Technical education is embedded throughout the curriculum across all disciplines

**16. Job Training**

For the 2025-2026 school year, this program is not offered at Orange Brook Elementary School.

**17. Other**

Student Listeners-Selected students participate in the Listener program as recommended through our RtI process. These listeners are trained through the district to work with students.

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

Orange Brook Elementary School services three classes of Intensive PreK students and two Voluntary PreK (VPK) 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 Kindergarten Meet and Greet 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.

**19. High Quality and Ongoing Professional Development (Aligned to Title I, Part A School-Based Budget)**

**Upload this completed Title I Addendum plan to the eBinder (B1), your school's assigned Specialist will upload the 25-26 Title I budget document(s) to BCPS Central for further review and approval.**