



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.

Reading performance data from the Florida Assessment of Student Thinking (FAST), the iReady diagnostic assessments, and school-based assessments will be compiled and presented in the form of graphs, tables, and charts. These data displays will reflect performance at the individual teacher, grade level, and school-wide levels. Additionally, classroom teachers will receive individual student results for their review and instructional planning. The data will be systematically analyzed to inform instructional practices, with the leadership team monitoring the fidelity of differentiated instruction implementation.

Parent involvement is recognized as a critical component of the continuous improvement process. Each spring, a parent survey will be administered to solicit feedback regarding curriculum, school climate, and communication. Survey findings will be incorporated into the development of annual school goals and objectives. Furthermore, parents will be invited to meet with school administration/teachers to review student achievement data and discuss strategies for improving outcomes. Recommendations provided by parents will be shared with instructional staff and carefully considered for inclusion in the school-wide

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

The district's Talent Acquisition and Operations Department, together with the district-level Talent Recruitment Committee, works closely to ensure the recruitment and retention of highly qualified, certified educators. Recruitment efforts include interviews conducted at district recruitment fairs, with referrals processed through the Instructional Staffing Department.

Teacher retention is a primary focus for our school. New educators are supported through mentoring and professional growth opportunities provided by experienced teachers and assigned mentors who serve as an instructional support system. The district's New Educator TIER program further strengthens retention by offering both district and school-based training opportunities.

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.

Staff Development funds are strategically utilized to provide high-quality professional development opportunities that strengthen instructional practices and promote teacher effectiveness. Through a series of targeted workshops, educators are supported in advancing toward instructional mastery, thereby improving student achievement outcomes.

Parental Involvement funds are allocated to support monthly academic parent nights, which are designed to equip families with practical strategies to reinforce learning in the home environment. A primary focus of this initiative is to increase both the frequency and quality of family engagement while also promoting family literacy as an essential component of student success.

In addition, Title I funds are employed to hire supplemental instructional staff who provide focused academic interventions for students performing below grade

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).***

Morrow Elementary School currently does not have any migrant students enrolled. In the event that migrant students are identified, the school will actively collaborate with community agencies to ensure that students and their families have access to essential services, including healthcare, nutrition, and other basic needs. These partnerships are designed to remove barriers to learning and support overall well-being.

In addition to addressing basic needs, the school will provide targeted academic interventions, including remediation and tutoring services, to support migrant students in meeting grade-level expectations. Through this comprehensive approach, Morrow

Title I, Part D

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

Students identified as neglected or delinquent are referred to the school counselor, Ms. Nguyen, and the school social worker, Ms. Nabiejohn, to ensure they receive comprehensive support tailored to their unique needs. These staff members provide direct guidance, interventions, and ongoing monitoring to address social, emotional, and academic challenges that may impede student success.

In addition, the Student Services Department collaborates with school personnel to connect students and families with community-based resources and services. This includes access to counseling, mentoring programs, and other support systems designed to remove barriers to learning and promote overall well-being. By providing a coordinated network of support, Morrow

Title II

- 6. District professional development**

Teachers at Morrow Elementary School participate in district-provided professional development aimed at strengthening instructional practices and improving student achievement. Professional learning opportunities are aligned with the Next Generation Sunshine State Standards for Science as well as the BEST Standards, ensuring that instruction meets rigorous academic expectations and supports student mastery of key content.

In addition to content-specific training, educators receive professional development in the Science of Reading to enhance literacy instruction across grade levels. These trainings equip teachers with evidence-based strategies to improve reading comprehension, fluency, and foundational skills, directly supporting student achievement in English Language Arts. By engaging in ongoing professional development, teachers are able to implement best practices in their classrooms, address

Title III

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

All students at Morrow Elementary School are instructed by certified teachers who hold ESOL endorsements. To support our English Language Learner (ELL) population, the school employs a paraprofessional, Ms. Pardo, who provides daily small-group interventions and targeted instructional support. Additionally, Ms. Alcineus serves as the liaison between the school and the ELL community, facilitating communication and engagement with families. School communications are provided in parents' home languages, and translators are available during meetings upon request to ensure equitable access and

Title IX- Homeless

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

Teachers and staff bear the responsibility of identifying students who are experiencing homelessness. Upon identification, students are referred to the school counselor, Ms. Nguyen, for immediate support and coordination of services. The district's Homeless Education Department, in partnership with the Homeless Education Assistance Resource Team (H.E.A.R.T.), provides comprehensive resources and assistance to address the unique needs of these students. The H.E.A.R.T. program is specifically designed to identify students experiencing homelessness, remove barriers to educational access—including facilitating timely school enrollment—provide supplemental academic and counseling services, and establish connections with the assigned school social worker, thereby ensuring that the school serves as a stable and supportive environment for all students.

9. Supplemental Academic Instruction (SAI)

This funding is not applicable at Morrow Elementary School.

10. Violence Prevention

Morrow Elementary School adheres to the County Student Code of Conduct and implements the District Discipline Matrix. The school strictly enforces the District's Anti-Bullying Policy, maintaining a zero-tolerance stance toward bullying and violence. In addition to classroom instruction, all teachers and staff members receive professional training on the Anti-Bullying Policy to ensure consistent understanding and enforcement. Students receive ongoing assemblies with

11. Nutrition Program

Nutritional programs and health education are integral components of Morrow Elementary School's comprehensive approach to student well-being. These initiatives are embedded within the Physical Education curriculum, providing students with knowledge and skills to make informed decisions about nutrition, health, and overall wellness. In addition, the school actively implements federal programs and initiatives supported by the Broward County Public Schools Food & Nutrition Department, ensuring access to balanced and nutritious meals for all students. Through these combined efforts, students are encouraged to develop lifelong healthy habits, which contribute to their academic success, physical development, and overall quality of life.

12. Housing Programs

Referrals for families requiring housing or food assistance are directed to the school social worker, Faryal Nabiejohn, who coordinates resources and support services to address these critical needs. In addition, the front office staff plays a proactive role in identifying families expressing concerns regarding basic needs, carefully documenting these instances and forwarding the information to school administration and/or the guidance counselor, Ms. Nguyen. This collaborative approach ensures that families receive timely and appropriate interventions, supporting student stability, well-being, and engagement in the educational

13. Head Start

Morrow Elementary School provides early childhood education through two Head Start programs, one VPK class, and five Pre-K classes, all designed to promote school readiness and foster foundational academic and social-emotional skills. The Head Start Program implements a research-based curriculum in literacy, mathematics, and science that is carefully aligned with K-3 national standards. This alignment ensures that instructional content not only meets developmental benchmarks but also prepares students for the academic expectations they will encounter in Kindergarten and beyond.

In addition to academic instruction, the program emphasizes the holistic development of young learners, supporting social, emotional, and behavioral growth alongside cognitive skills. Teachers engage students in hands-on learning, collaborative activities, and structured routines that build confidence, curiosity, and problem-solving abilities.

To support instructional continuity and inform Kindergarten placement and planning, the program utilizes the Creative Curriculum Continuum to document each student's ongoing assessment. At the conclusion of the school year, a comprehensive report detailing each student's progress across multiple domains is included in their cumulative folder. This report provides Kindergarten teachers with actionable insights into each child's academic, social, and emotional

14. Adult Education

This funding is not applicable at Morrow Elementary School.

15. Career and Technical Education

This funding is not applicable at Morrow Elementary School.

16. Job Training

This funding is not applicable at Morrow Elementary School.

17. Other

This is not applicable at Morrow Elementary School.

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

Morrow Elementary School conducts an annual Kindergarten Round-Up to support students and families transitioning into Kindergarten. This event provides an opportunity for young children to become familiar with the school environment, routines, and expectations, while offering families guidance and resources to facilitate a smooth adjustment from home, daycare, or early learning programs into a structured Kindergarten setting. Activities and informational sessions help build confidence in both students and parents, fostering a positive start to the school year and promoting early academic and social success.

In addition, Morrow Elementary collaborates with the local middle school to support students transitioning from fifth to sixth grade. A representative from the middle school meets with fifth-grade students to share information about the academic curriculum, social expectations, and developmental changes associated with entering middle school. These sessions aim to prepare both students and families for a successful transition by addressing concerns, setting expectations, and providing strategies for academic and social-emotional readiness.

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.