



## 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.**

The CPS Team, Literacy Leadership Team and Administration reviewed all prior year assessment data from 2024-2025 school year, including (FAST Reading, FAST Math, STAR Reading, STAR Math, and iReady), along with student warning indicators to identify struggling and fragile students. After reviewing the data it was determined our greatest need for improvement is ELA proficiency (At/Above grade level) in K-5, most specifically phonics, fluency, and vocabulary. The data showed more specifically that our Grade 3 was the lowest overall.

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

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 Highly qualified teachers in our new TIER Educator program through district and i-school training. We also continually recognize our teachers with incentives for effective teaching practices and student achievement.

### 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.**

As documented on our Title 1 Part A 2025-26 school budget, Parental Involvement Publix funds will be used to supply food for our Title 1 Parent Nights listed on our parent and family Engagement Plan. This helps increase attendance and participation in our Parent and Family Events. These events provide families with new skills to support student learning at home. Improving frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component.

**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 1 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. Teachers and the CPST/MTSS team meet with each grade level every 4-6 weeks to talk about any new student needs that may arise and/or change over the course of the school year. The School Social worker is a member of the CPST/MTSS Team.

**Title II**

**6. District professional development**

Instructional Personnel participate in professional development linked to improved student achievement and support School goals as identified by the School Improvement Plan (SIP). This school year will focus on Tier 1, Tier 2, and Tier 3 ELA instruction to support our area of need.

**Title III**

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

English Language Learners (ELL) receive reading and developmental language arts instruction by a certified ESOL and ELA Teacher. ELL students receive additional support from the ESOL Contact, ESOL Paraprofessionals, and the BCPS (Broward County Public Schools) Bilingual/ESOL Department. These ESOL Certified Teachers and paraprofessionals provide one-on-one and small group support in the classroom setting. During Title 1 Parent and Family Engagement Nights, school staff and/or district personnel attend to provide language translations and information to parents in their home language. Our A1 and 1-LY students also receive additional differentiated instruction through the computer based program, Imagine Learning, for support with literacy and Oral Vocabulary. With the District ESOL Department support, Instructional Strategies Matrix and 5 key strategies for ELLs, teachers, and administrators will be implemented to support all active ESOL students.

**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 members are responsible for helping to identify homeless students and referring them to the districts Homeless Education Assistance Resource Team (H.E.A.R.T.). 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. Teachers and the CPST/MTSS team meet with each grade level every 4-6 weeks to talk about any new student needs that may arise and/or change over the course of the school year. The HEART is a member of the CPST/MTSS Team. The purpose of the homeless education program is to identify homeless students, remove barriers to their education, including school enrollment and possible transportation. HEART also provides the Homeless families with supplemental academic and counseling case management services as well as linkages to their school social worker, while maintaining school as the stable environment.

**9. Supplemental Academic Instruction (SAI)**

As documented by the Title 1 Part A 2025-26 school budget for Challenger Elementary School, there is no funding listed under Section E Supplemental Activities for the 2025-2026 school year.

**10. Violence Prevention**

Challenger Elementary 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 our PBIS Plan with the support of our 2 School Counselors, Administration, and PBIS School Committee.

**11. Nutrition Program**

Nutrition programs and health education are an integral part of our school, specifically through the Physical Education Curriculum, jump Rope for Heart and other federal initiatives of the Broward County Public Schools Food and Nutrition Department.

**12. Housing Programs**

are responsible for helping to identify parents in need of Housing and referring them to the School Social Worker.). Teachers and the CPST/MTSS team meet with each grade level every 4-6 weeks to talk about any new student needs that may arise and/or changes in home life (Housing and/or Food) over the course of the school year. The School Social worker is a member of the CPST/MTSS Team. Additionally, the front office staff takes note of families expressing a need and passes the information on to administration and/or the School Counselors.

**13. Head Start**

For the 2025-2026 school year, this program is not applicable at Challenger Elementary School.

**14. Adult Education**

For the 2025-2026 school year, this program is not applicable at Challenger Elementary School.

**15. Career and Technical Education**

For the 2025-2026 school year, this program is not applicable at Challenger Elementary School.

**16. Job Training**

For the 2025-2026 school year, this program is not applicable at Challenger Elementary School.

**17. Other**

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

Calendar Elementary School services three classes of intensive pre KESE in one class of specialized pre KESE. The teachers conduct vertical matriculation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A kindergarten Roundup 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. Lastly in the spring challenger has added a parent move up night. At this event parents have the opportunity to visit the next school year's grade level classrooms and teachers. Two teachers from each grade level present the curriculum and expectations of the upcoming school years grade level .

**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.**