



Title I Addendum

2026 - 2027

School Name:

School Location Number:

Completed by / Position:

COMPREHENSIVE NEEDS ASSESSMENT

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

Prior year assessment data from the FAST scores, STAR and/or 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 schoolwide results. Individual student results were given to classroom teachers for their review. The 2026 FAST ELA overall proficiency was 60% which is an increase of 8 points. For third grade the overall proficiency remained the same at 53%. The learning gains remained the same at 68% and the lowest quartile dropped eight points to 78%. The 2026 FAST Math overall proficiency was 66% which is an increase of 6 points. The learning gains dropped one percent to 75% and the lowest quartile dropped four points to 74%. For 5th grade science, there was a dramatic increase of twenty-seven points which produced an overall proficiency of 59%.
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.

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.

Title I funds at Oakland Park Elementary are specifically leveraged to provide a resource teacher, 4th grade teacher and a Math coach. These specialized positions target low-performing students, lower the student-to-teacher ratio, and improve overall classroom instruction. The resource teacher provides focused, small-group instruction tailored to specific learning deficits. By pulling students out of their regular classrooms for specialized attention, they help struggling students catch up to grade-level benchmarks. Funding an additional 4th grade general education classroom teacher reduces the student-to-teacher ratio for fourth-grade classes. A smaller class size allows for individualized attention, structured intervention, and closer monitoring of low-performing students. The math coach works directly with teachers to build strong mathematical proficiency. The coach models evidence-based instructional strategies, analyzes student data, and designs remedial intervention plans to targeted students who lack fundamental math mastery.

- 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 connected 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, eLearning, etc. and meet specific School Improvement goal(s): Reading, Math and Science.

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

English Language Learners (ELL) receives 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, 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 linkages 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)

Oakland Park Elementary has budgeted salaries for teachers and coaches to conduct ELO afterschool camps. These camps will support students in the academic areas of Reading, Math and Science.

10. Violence Prevention Program

Oakland Park Elementary school 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 and CHAMPS.

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 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. 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

For the 2026-2027 school year, this program/service is not applicable at Oakland Park Elementary School.

15. Career and Technical Education Program

For the 2026-2027 school year, this program/service is not applicable at Oakland Park Elementary School.

16. Job Training Program

For the 2026-2027 school year, this program/service is not applicable at Oakland Park Elementary School.

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

Oakland Park Elementary School services 1 class of Specialized PreK ESE (formerly Preschool Learning Activities Classroom Experience-PLACE), 3 Intensive PreK ESE classes, and two Head Start class. The teachers conduct vertical articulation meetings d

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

Oakland Park 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

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.