



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.

Literacy, Reading, and Math levels, iReady diagnostics, and internal ELA, Math, and Science assessments were organized into tables, charts, and graphs. The information was organized to show individual teacher, grade level, and school-wide results. Individual student results were provided to classroom teachers for their review.

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 the survey are used to help develop goals and objectives for the school. Parents are also invited to attend SAC meetings to discuss student achievement results and strategies for improving scores. Suggestions are discussed with the SAC committee and 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 Operation 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 by Stephen Foster's principal, assistant principal, and instructional coaches. 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. Our SFE 101 professional learning community is an additional level of support for new teachers. They are assigned another mentor in the PLC who meets with them regularly and supports them during their first year at our school.

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.

Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Title I funds are used to staff additional teachers and an instructional coach that supports low performing students in math. Title I funds are utilized for technology resources such as laptops, Promethean ActivePanels, and document cameras. Funds are also utilized to provide supplemental resources such as Renaissance Accelerated Reader. 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 and materials.

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).*

Stephen Foster Elementary is committed to supporting migrant students by providing comprehensive support services tailored to meet their needs. Identified migrant students and families will receive assistance through collaboration with the Federal Programs Department to ensure access to all available resources. The MTSS team, including the HEART liaison, school counselor, and social worker, will monitor student progress and provide ongoing support. Additionally, intervention and remediation services will be offered as needed to address academic challenges. Parents will also be provided with informational flyers and guidance to connect them with services that can further support their children's success.

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 who will provide support and community resources. The social worker will be able to provide food boxes, uniforms and facilitate third-party counseling referrals.

6. Title II, Part A Program (District Professional Development). Provide a description of services rendered using these funds.

Teachers participate in professional development aligned to improved student achievement and specific school improvement goals. Teachers participate in district wide professional development focused on Florida's Benchmarks for Excellent Student Thinking, ELA intervention programs such as Reading Horizons and Heggerty, the new Envision Math curriculum, and iReady training. Teachers also receive training on district programs including Progress Learning, the new Discovery science curriculum, and Performance Matters for Reading and Math testing and data analysis.

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

Stephen Foster employs an ESOL resource contact that services and provides support to over 200 ELL (English Language Learners) students and their families. The support includes delivering instructional interventions to ELL students in classrooms, conducting and monitoring language acquisition of ELL students and providing support for families via translation and academic conferences. This staff member serves a liaison between the school and the ELL community. The school also employs one paraprofessional that works daily with our ESOL newcomer students. The staff member impacts over 50 ELL students per day grades K-5 delivering support and intervention programs. All students are being instructed by certified, ESOL endorsed teachers. English Language Learners (ELL) receive reading and developmental language instruction by an ESOL certified teacher. Stephen Foster Elementary participates in parent nights where district personnel provide instructional games, strategies 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 referring 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)

For the 2026-2027 school year, this funding/program is not applicable at Stephen Foster Elementary School.

10. Violence Prevention Program

Stephen Foster 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. The school builds a violence prevention culture through classroom management in conflict resolution, problem solving, 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 implement a daily morning meeting focused on social and emotional learning.

11. Nutrition Program

Nutritional programs and health education are an integral part of our school, specifically through the Physical Education 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 takes note of families expressing a need and passes this information to the guidance counselor.

13. Head Start Program

For the 2026-2027 school year, this funding/program is not applicable at Stephen Foster Elementary School.

14. Adult Education Program

For the 2026-2027 school year, this funding/program is not applicable at Stephen Foster Elementary School.

15. Career and Technical Education Program

Inquiring 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 ELL contact and guidance counselor.

16. Job Training Program

For the 2026-2027 school year, this funding/program is not applicable at Stephen Foster Elementary School.

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

Stephen Foster Elementary School services one specialized Pre-K ESE class, two intensive Pre-K classes and three voluntary Prekindergarten classes. The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is smooth. A Kindergarten orientation, Kindergarten Play Date, is also held prior to the beginning of the school year for students and families to get acquainted with the administration, support team and Parent Teacher Association. Teacher Meet and Greet 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. Other. Describe the additional programs and services available to support students' overall well-being, academic achievement, and personal growth.

Students have opportunities to participate in Extended Learning Opportunities (ELO) in Reading, Math, and Science to provide additional academic support and reinforce classroom instruction. These opportunities provide students with additional time to strengthen skills, address areas of need, and improve academic achievement.

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.