



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, IReady Diagnostic results, and/or internal assessments were disaggregated. Data was organized to show individual teacher, grade level, and school-wide results. Individual student results were readily available for classroom teachers to review.

Parents are also a vital part of the process; therefore, 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 teachers, academic coaches and counselors 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 Instructional Staffing Department. 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. 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 were used to have additional staff such as a Math Coach, Reading Intensive Teacher, Grade 4 teacher at 100%, and Grade 1 teacher (partial) to provide supplemental services to enhance learning opportunities/services.

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.

Parental Involvement funds are utilized to fund 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 supplies and materials and provide stipends for teacher presenters.

- 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 Title I Migrant 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 in the FL BEST Standards. They also participate in professional development designed to improve their delivery of instruction through the online, remote platform. Professional development for teachers and staff are available via the district, Learning Across Broward (LAB) platform; which lists all available professional development.

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

Lauderhill Paul Turner Elementary employs a paraprofessional who works closely with our ELL population. This staff member impacts the Level A1 and B1 ELL students throughout the week, delivering support and intervention programs.

8. Title IX (Homeless Program). Provide description of services and supports provided to homeless students.

Teachers and staff members, such as School Social Worker 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 /HEART 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)

SAI funds will be utilized to fund an Extended Learning Opportunity Camp to assist struggling students to provide additional after school tutoring for targeted students.

10. Violence Prevention Program

Lauderhill Paul Turner Elementary implements the County's 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 Youth Crime Watch, Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. We also build 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.

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 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

This program/service is not applicable at Lauderhill Paul Turner Elementary School.

15. Career and Technical Education Program

This program/service is not applicable at Lauderhill Paul Turner Elementary School.

16. Job Training Program

This program/service is not applicable at Lauderhill Paul Turner Elementary School.

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

Lauderhill Paul Turner Elementary services 1 class of Specialized Pre-K ESE, 4 classes of intensive Pre-K ESE and two Head Start classes. The teachers conduct vertical articulation meetings during the school year to ensure the transition from the early childhood

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

Lauderhill Paul Turner Elementary collaborates closely with community stakeholders, local businesses, and civic organizations to enhance students' educational experiences through enriched services, resources, and materials. These partnerships help create a supportive learning environment that extends beyond the classroom. Lauderhill Paul Turner also offers workshops for parents and families, focusing on strengthening family stability and engagement. By addressing the needs of the whole child, these efforts contribute to improved academic outcomes and overall well-being.

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.