



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.

A Comprehensive Needs Assessment (CNA) is conducted annually using multiple sources of academic and stakeholder data to identify strengths, areas of need, achievement gaps, and school improvement priorities. Data reviewed include State Assessment results for grades 3 – 5, primary assessment data for grades K – 2, WIDA results for English Language Learners (ELLs), i-Ready ELA Diagnostic data for grades 3 – 5, and common formative assessments, including Standards Mastery data. School leadership and stakeholders analyze these data to identify trends and determine priority needs, measurable goals, and appropriate strategies and interventions. Findings are shared with stakeholders, including staff and families, to ensure meaningful participation in the school improvement process. Parent input is also collected through annual spring surveys addressing areas such as curriculum and instruction, school environment, communication, and family engagement. Academic data and stakeholder feedback are used to establish school goals and objectives, allocate resources, and develop action steps designed to improve student achievement and address identified needs.

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

Oriole utilizes multiple recruitment strategies to attract high-quality, highly qualified teachers. Vacant positions are advertised through SuccessFactors, and school administrators participate in district-sponsored and college/university job fairs to identify qualified candidates. During the recruitment process, candidates are provided information regarding Broward County Public Schools' competitive benefits, salary supplements, professional growth opportunities, and available incentives. Interested applicants are also encouraged to tour the school, meet members of the leadership team, and review the school's social media platforms to gain an understanding of the school's culture, instructional priorities, and commitment to student achievement. These strategies support the school's efforts to recruit and retain qualified educators who are aligned with the school's mission, goals, and instructional needs.

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 are strategically allocated to support increased student achievement and address identified academic needs. Funds are used to compensate qualified teachers who provide additional instruction through Curriculum and Extended Learning Opportunity (ELO) Camps for scholars identified through data as needing targeted academic support. Title I funds are also used to purchase standards-aligned instructional materials and resources necessary to support intervention, enrichment, and academic camps. Additionally, staff development funds support professional learning opportunities aligned with identified school and student needs. Funds may be used to provide substitute coverage while teachers participate in professional development designed to strengthen instructional practices, build teacher capacity, and improve student outcomes.

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. If migrant students are identified, the we will collaborate with the Federal Programs Department to ensure eligible students and families are connected with appropriate services, resources, and academic supports.

We will monitor the academic and support needs of identified migrant students and provide appropriate interventions and services to promote equitable access to educational opportunities and support student achievement.

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 are referred to the school social worker for assessment, appropriate intervention, and connection to available school and district resources. The school social worker collaborates with students, families, school personnel, and School Social Work Services to address identified academic, social-emotional, and family needs.

Available supports may include individual and family counseling, homeless education services, mental health resources, and referrals to additional school, district, or community-based programs as appropriate.

Through ongoing collaboration and monitoring, the school works to ensure identified students have equitable access to the services and resources necessary to support their academic achievement, well-being, and continued school engagement.

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

Teachers participate in ongoing, job-embedded professional development aligned with Florida 's B.E.S.T. Standards, identified student needs, and school improvement priorities. Professional learning is designed to strengthen teacher pedagogy, increase instructional effectiveness, and improve student achievement.

Oriole Elementary 's 2026 - 2027 professional development opportunities include, but are not limited to, Differentiating ELA Instruction, Math Instructional Strategies, UFLI Foundations, and Hands-On, Inquiry-Based Science Instruction.

Professional development is aligned with student performance data and identified instructional needs. Implementation is supported through coaching, collaborative planning, PLCs, classroom walkthroughs, and ongoing feedback to ensure that professional learning is transferred into classroom practice and positively impacts student outcomes.

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

English Language Learners (ELLs) receive standards-aligned instruction from certified, ESOL-endorsed teachers who implement appropriate instructional strategies and accommodations to support language acquisition and academic achievement. Imagine Learning is utilized as a supplemental resource to complement core instruction and provide additional language and literacy support.

Oriole Elementary also utilizes bilingual Educational Support Professionals (ESPs) who work collaboratively with teachers to provide additional academic and language support for ELL scholars.

ELL students are strategically grouped based on language proficiency, academic performance data, and identified student needs. Instruction, interventions, and supplemental supports are differentiated to ensure students have equitable access to grade-level content while addressing their academic, linguistic, and social-emotional needs.

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

Teachers and staff assist with identifying students and families who may be experiencing homelessness or housing instability. Parents and guardians are also provided opportunities to disclose housing needs through surveys and other school-based identification processes.

Once identified, students are referred to the school's Homeless Liaison, who facilitates enrollment in the appropriate program, completes requests for school supplies and other needed resources, and connects students and families with the School Social Worker for additional support and services.

When appropriate, students may also be referred to the school's Response to Intervention (RTI) Team for additional academic, behavioral, or social-emotional support. The school's goal is to identify and remove barriers that may interfere with a student's enrollment, attendance, participation, and academic success, while connecting students and families with counseling and other supportive services to promote social-emotional well-being.

For questions 9-17, Explain how the funding source is used and how program activities and services are implemented.

9. Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds will be utilized to support an after-school tutoring program for academically fragile students identified through student performance data.

The program will provide targeted, standards-aligned instruction and intervention based on identified student needs. Student progress will be monitored using assessment and progress-monitoring data to determine the effectiveness of interventions and make instructional adjustments as needed.

The use of SAI funds will provide additional learning opportunities beyond the regular school day to close achievement gaps, accelerate learning, and improve student academic outcomes.

10. Violence Prevention Program

Oriole Elementary implements the Broward County Public Schools Student Code of Conduct and District Discipline Matrix to maintain a safe and supportive learning environment and address incidents of violence, harassment, and bullying.

The school provides ongoing prevention and awareness activities that promote kindness, respect, conflict resolution, and appropriate responses to bullying. Schoolwide initiatives include Start With Hello/Choose Peace Week, Anti-Bullying Week, No Name-Calling Week, and Random Acts of Kindness Week. Prevention efforts are further supported through Safety Patrol/Crime Watch activities and monthly character education traits that reinforce positive behavior and responsible decision-making.

Faculty and staff complete district-required anti-bullying training modules to strengthen their ability to recognize, report, document, and appropriately respond to suspected bullying incidents. Through prevention, education, intervention, and consistent implementation of district procedures, Oriole Elementary works to maintain a safe, inclusive, and violence-free school environment that supports the academic and social-emotional well-being of all scholars.

11. Nutrition Program

Oriole Elementary supports student achievement and overall wellness by providing access to nutritious meals, healthy snacks, and health education. Scholars receive free breakfast and lunch daily through the School Breakfast Program and National School Lunch Program. Additional nutritional support is provided through the Fresh Fruit and Vegetable Program and After-School Snack Program.

Through the Fresh Fruit and Vegetable Program, scholars are provided opportunities to receive healthy fruit and vegetable snacks while developing awareness of healthy food choices.

All scholars also participate in health and wellness education through the Physical Education curriculum, which is delivered by a certified Physical Education teacher. These programs promote healthy eating habits, physical activity, and overall wellness to help ensure scholars are prepared to learn and achieve academically.

12. Housing Programs

The Homeless Education Assistance Resource Team (HEART) Program is available to support students and families experiencing homelessness or housing instability. When a housing concern is reported by a parent, guardian, or staff member, a referral is initiated to ensure the student and family are connected with appropriate resources and services.

The School Counselor and/or School Social Worker facilitates referrals to HEART and collaborates with the family to identify and address barriers that may impact the student's enrollment, attendance, participation, or academic success.

The School Counselor and Social Worker provide ongoing follow-up and case monitoring to ensure appropriate supports, services, and resources are identified and provided. These efforts help promote educational stability, equitable access to instruction, and student well-being.

13. Head Start Program

The Head Start Program supports school readiness by providing developmentally appropriate instruction in early literacy, mathematics, and science. Instruction is aligned with applicable early learning expectations and kindergarten readiness skills to support a successful transition into elementary school.

Student progress is regularly monitored throughout the program, with end-of-year assessments used to measure growth and determine each student's level of readiness. Assessment results and relevant student information are maintained in the student's cumulative record (CUM) to support continuity of instruction and inform the receiving kindergarten teacher of individual strengths and areas of need.

Through aligned instruction, progress monitoring, and the intentional sharing of student data, the Head Start Program supports a smooth transition to kindergarten and continued academic success.

14. Adult Education Program

Adult education programs are not currently offered at Oriole Elementary. The school remains committed to supporting families by providing information and referrals to appropriate district and community resources when adult education needs are identified.

15. Career and Technical Education Program

Oriole Elementary provides scholars with multiple opportunities to develop career awareness and explore postsecondary pathways through schoolwide activities and experiential learning opportunities.

Scholars participate in activities such as College Week and Career Day, which expose them to a variety of colleges, careers, professions, and educational pathways. Additionally, fifth-grade scholars participate in the JA BizTown experience, which provides hands-on opportunities to connect classroom learning with real-world concepts related to careers, financial literacy, citizenship, and the workplace.

These experiences help scholars understand the connection between academic achievement, future education, and career readiness while encouraging them to begin exploring their individual interests and future goals.

16. Job Training Program

Through Career Day and other career awareness activities, Oriole Elementary provides scholars with opportunities to engage and interact with community partners and professionals representing a variety of career fields.

These experiences expose scholars to diverse career and technical education (CTE) pathways, help them understand the skills and education required for various professions, and strengthen connections between classroom learning and future career opportunities. Community partnerships support the school's efforts to promote early career awareness and prepare scholars to make informed decisions about their future educational and career goals.

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

Oriole Elementary provides multiple early childhood programs, including on Specialized Pre-K ESE classes, one Head Start 3-year-old class, one Head Start 4-year-old class, two Intensive Pre-K classes, and one VPK class. To support a successful transition into

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

At this time, no additional services or support programs beyond those previously identified are offered at Oriole Elementary. The school will continue to assess student and family needs and provide appropriate referrals to district and community-based resources when additional support is needed.

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.