



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.

Prior year assessment data from FSA scores, read scores, internal assessments and or diagnostic test Organized with graphs, tables, and charts. Information was organized to show individual teachers, grade level, and school wide results. Individual student results were given to classroom teachers for their review.

Parents are also a vital part of the process. A parent survey is sent home each spring together 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 the 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.

Teacher mentors

T.I.E.R Program

Co-teaching and sharing best practices

The district's talent and acquisitions and operations department as well as district level talent recruitment committee work collaboratively to retain and recruit highly qualified, certified infield educators. Candidates are interviewed at the recruitment fair and are referred to 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 assigned mentors as an instructional support system. We retain effective teachers and our new educator, T.I.E.R Program through district and in-school training. We also continuously recognize our teachers with incentives for effective teaching practices and student gains.

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.

Title 1 funds were used for additional instructional staff and instructional materials to assist low performing students. Parental involvement funds were utilized to fund monthly academic parent nights refreshments and agendas for students.

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.**

-School social worker
-Guidance counselor
-District contact for resource/assistance

Students who are identified /or delinquent will be connected to a school social worker through the student service department who provide support and community resources.

Title II

- 6. District professional development**

Science of reading training (SOR). We have a school coach who attended the SSOR symposium and supported the teachers. Many teachers have attended the sanity SOR training. In addition to that, two intervention teachers attend reading horizons intervention training to provide interventions to our Tier 2 and 3 students. One teacher attended the sips intervention training to provide Tier 2 and 3 student interventions since the start of the year all school staff have participated in ongoing PLC's which have consisted of reading strategies, ESOL strategies, all to increase student engagement. Instructional staff have participated in these training courses.

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 certified ESOL and reading teacher. They receive additional support from ESOL aids 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 and their native language.

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 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 supplemental academic and counseling, case management services, as well as access to their school social workers while maintaining a stable school environment.

9. Supplemental Academic Instruction (SAI)

For the 2025-2026 school year this funding/program is not applicable at North Lauderdale Elementary.

10. Violence Prevention

North Lauderdale elementary school builds a violence prevention culture through classroom instruction and anger management, conflict resolution, and bullying prevention as well as the Broward County's adopted character traits. In addition to the classroom instruction all teachers and staff members receive training on the anti-bullying policy.

11. Nutrition Program

Nutritional programs and health education are an integral part of North Lauderdale Elementary school. Specifically, through the Physical Educational curriculum and federal incentives of the Broward County Public Schools Food and 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 notes of families expressing their need and passes the information on to administrators and/or the guidance counselor

13. Head Start

To ensure school readiness, the Head Start Program provides literacy, math, and science curricula that aligns with the K-3 national standards to improve educational outcomes. The connection between curricula and child expectations has contributed to better prepared students to succeed in kindergarten. And end-of-year creative curriculum continue report detail students ongoing assessments is placed in the student's cumulative folder to familiarize future kindergarten teachers with head start students progress in the program.

14. Adult Education

For the 2025-2026 school year this funding/program is not applicable at North Lauderdale Elementary.

15. Career and Technical Education

For the 2025-2026 school year this funding/program is not applicable at North Lauderdale Elementary.

16. Job Training

For the 2025-2026 school year this funding/program is not applicable at North Lauderdale Elementary.

17. Other

Not applicable.

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

-Preschool (Pre-K program/VPK program) transition to kindergarten
-Kindergarten round-up
-6th grade orientation to Middle school

North Lauderdale elementary school services one class of specialized pre-K ESE (Formerly preschool learning activities classrooms experience-place) and 3 head start classes. The teachers conduct virtual articulation meetings during the school year to ensure that the transition from the early childhood programs to the kindergarten program is smooth.

A kindergarten 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 accustomed to their new classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations.

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.