



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.

The 2025-2026 FAST Progress Monitoring scores were disaggregated to determine the areas of strengths and weakness for the upcoming school year. Data from the previous year, along with i-Ready Inform, Comprehensive Phonics Screeners and Beginning of the Year (BOY) assessments are utilized to plan for remediation and enrichment opportunities for students. Student data is evaluated at each grade level and schoolwide to support the improvement of student achievement. Each grade level will review their data to create and revise a focus calendar for each content area. Parent conferences and family nights are vital part of the needs assessment process, as their feedback and input is essential. The Cognia Parent Survey is utilized to gather information regarding curriculum, school environment, and communication. Results from this survey are used to inform the school's goals and objectives. Parents are invited to meet with teachers, coaches, and administration to discuss and interpret their student's data, as well as identify and provide additional support in areas of concern.

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

In partnership with Talent Acquisition and Operations Department, the principal actively seeks and attracts highly qualified candidates from other schools and those who are new to the profession to join Tamarac Elementary School. The principal and leadership team also attend and participate in the Broward Teacher Recruitment Fair, when offered by the district, to recruit educators from both in-state and out-of-state locations. Retaining highly qualified teachers is a top priority at Tamarac Elementary School. Teachers are provided opportunities for professional growth through Professional Learning Community's and professional development opportunities at both the school and district levels. Effective teachers are retained through participation in the New Educator and TIER programs, which provide district and school-based training and support. Furthermore, teachers are continually recognized through incentives and celebrations that acknowledge effective instructional practices and student achievement 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.

Staff development funds are used to develop comprehensive professional learning opportunities for teachers to continue developing their teaching skills to improve student achievement. Parental involvement funds are used for monthly curriculum nights for parent and families. They provide parents with strategies to support their children's academic achievement. This helps to increase family engagement during family literacy nights. Funds are used to purchase food, supplies/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 connected 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 referred to the school social worker through the Student Services Department. This department will provide access to appropriate support and community resources.

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

Teachers are encouraged to participate in district-sponsored professional learning opportunities, such as Canvas e-Learning, enVision Mathematics, Benchmark Advance, UFLI, and Horizons. These professional development opportunities enhance teachers' instructional skills and support improved student achievement.

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

English Language Learners (ELLs) receive reading and English Language Arts (ELA) instruction from certified ESOL and reading teachers. These students receive additional support from English for Speakers of Other Languages (ESOL) teachers, paraprofessionals, and District's Bilingual/ESOL Department. ESOL teachers and paraprofessionals provide one-on-one and small group language support within general education classrooms. During family nights and school events, ESOL personnel and district staff provide support language interpretation and information to families in their home languages to ensure meaningful communication, engagement, and access to school resources.

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

Teachers and staff are responsible for identifying students experiencing homelessness and referring them to the District's Homeless Education Assistance Resource Team (H.E.A.R.T.). The purpose of the H.E.A.R.T. program is to identify and support students experiencing homelessness by removing barriers to their education, including those related to school enrollment and attendance. The program provides supplemental academic support, counseling, case management services, and connections to Tamarac Elementary School's social worker while helping maintain the school as a stable and consistent educational environment for the student.

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 program/service is not applicable to Tamarac Elementary School.

10. Violence Prevention Program

Tamarac Elementary School implements and enforces all district initiatives and programs, including the Broward County Public Schools Student Code of Conduct and the District Discipline Matrix. The school administers the District Anti-Bullying Policy and maintains a zero-tolerance stance toward bullying and violence. Bullying prevention efforts are reinforced through guest speakers, student assemblies, and school-wide awareness activities. In addition to classroom instruction, all teachers and staff members receive training on the District's Anti-Bullying Policy and the Schoolwide Positive Behavior Plan to promote a safe, supportive, and positive learning environment.

11. Nutrition Program

Nutritional programs and health education are important components of Tamarac Elementary School's commitment to student wellness and academic success. These efforts are supported through the Physical Education curriculum and federal initiatives provided by the Broward County Public Schools Food and Nutrition Services Department. Through these programs, students are encouraged to develop healthy habits that support their overall well-being and readiness to learn each day.

12. Housing Programs

When families are in need of housing, food, or other essential services, referrals are made to the school social worker and the school and family counselor when families are in need of housing, food, or other essential services. Additionally, front office staff notify school administration and/or the school counselor when a family expresses a need for assistance. School personnel connect families with available school, district and community resources to help meet their needs.

13. Head Start Program

The Head Start Program at Tamarac supports school readiness by providing literacy, mathematics, and science curricula aligned with kindergarten through third-grade learning standards to promote positive educational outcomes. This alignment between curriculum and student expectations helps prepare students for a successful transition to kindergarten. An end-of-year Creative Curriculum Continuum Report, which documents students' ongoing assessments and developmental progress, is placed in each student's cumulative folder to help kindergarten teachers understand and continue to support the student's learning needs upon entry into kindergarten.

14. Adult Education Program

For the 2026-2027 school year, this program/service is not applicable to Tamarac Elementary School.

15. Career and Technical Education Program

For the 2026-2027 school year, this program/service is not applicable to Tamarac Elementary School.

16. Job Training Program

At Tamarac Elementary School, fifth grade students participate in an annual field trip to Junior Achievement (JA) Finance Park field trip and accompanying financial literacy and career readiness curriculum, where they explore a variety of career options and engage in hands-on financial literacy and career readiness experiences. Additionally, all students at Tamarac Elementary School are exposed to a wide range of careers through the school's annual Career Day, which provides opportunities to learn about various professions and career pathways.

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

Tamarac Elementary School offers one Voluntary Prekindergarten (VPK) class, one Specialized Pre K ESE class, and two Head Start class (3 and 4 year olds). To support school readiness and ensure a smooth transition to kindergarten, Pre-K teachers work closely with the kindergarten team and participate in articulation meetings throughout the school year to align curriculum, instructional practices, and student expectations. Additionally, the school hosts a Kindergarten Round Up Orientation prior to the start of the school year, providing families with an opportunity to become familiar with the school environment, meet teachers, and learn about kindergarten expectations.

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

Tamarac Elementary School collaborates with community stakeholders, local businesses, and 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 and address the needs of the whole child. The school uses Response to Intervention to provide academic support for students. The school continues to work with the City of Tamarac, ASP, and other stakeholders through the School Advisory Council (SAC), school initiatives, and events to support students' overall well-being, academic achievement, and personal growth.

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.