



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 was conducted using prior-year FAST assessment data, district diagnostic assessments, attendance data, and other relevant student performance indicators. Data were disaggregated by grade level, teacher, and student subgroups to identify strengths, achievement gaps, and priority areas for improvement. Individual student data were reviewed with teachers through data chats and collaborative planning to inform instruction, intervention, and progress monitoring. Parent input was gathered through annual surveys and School Advisory Council (SAC) meetings to ensure stakeholder voice was incorporated into the identification of school needs and priorities. Findings from the needs assessment were used to establish SIP goals, determine evidence-based strategies, allocate resources, and guide continuous improvement efforts focused on increasing student achievement.

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

High-quality, highly qualified teachers are retained through a comprehensive support and professional growth system. New and developing teachers receive mentoring and coaching from experienced educators to strengthen instructional practices and promote professional success. Teachers are provided with ongoing district and school-based professional learning opportunities, including participation in the TIER program and collaborative Professional Learning Communities (PLCs). The school also fosters a positive work environment by recognizing and celebrating staff accomplishments, supporting leadership development, and providing incentives that acknowledge effective teaching practices and student achievement gains. This multifaceted approach promotes teacher effectiveness, job satisfaction, and long-term retention.

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 hire expert teachers to support a comprehensive professional training program to improve delivery of instruction through a range of workshops, helping teachers achieve mastery and ultimately enhancing student achievement. Low performing students are targeted and are invited to participate in Extra Learning Opportunities (ELO) facilitated by expert teachers.

Parental involvement funds are used to support Academic Parents Nights, providing parents with strategies and resources to support student learning at home. Improving the frequency and quality of family participation and Increasing family literacy are also goals of our parent involvement component. To encourage participation, funds cover refreshments, resources and materials and provide stipends for teachers who lead the parent training sessions.

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).*

As of the 2026–2027 academic year, three students have been identified as migrants. Charles Drew will continue to collaborate with the Federal Programs Department and community agencies to ensure that the student's needs—including health, nutrition, and other support services—are fully met. Remediation and tutoring services will be provided as necessary, and the school social worker and counselors will work closely with migrant families to connect them with appropriate resources and support.

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's Student Services Department for targeted support. The school social worker and school counselor collaborate to assess student needs, provide social-emotional and academic support, connect families with community resources, and monitor student progress. Through ongoing coordination and individualized interventions, the school works to ensure that these students receive the services and supports necessary to promote academic success, engagement, and overall well-being.

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

Teachers participate in district-led, school-based, and virtual professional learning opportunities aligned to evidence-based instructional practices. Professional development focuses on strengthening core instruction, improving student achievement, and increasing student proficiency on state and district assessments. Key learning opportunities include training in the Science of Reading, data-driven instruction, differentiated instruction, standards-based planning, and the effective use of assessment data to inform instructional decisions. Ongoing coaching, collaboration through Professional Learning Communities (PLCs), and follow-up support help ensure the implementation of high-impact instructional practices that promote continuous improvement and positive student outcomes.

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

English Language Learners (ELLs) receive targeted language and academic support from ESOL-certified teachers and support staff. District-approved instructional resources, including Imagine Learning, are used to strengthen language acquisition and academic achievement. The school also provides translation and interpretation services and communicates with families in their home language to promote meaningful parent engagement and support student success.

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

School staff work collaboratively to identify students experiencing homelessness and refer them to the district's Homeless Education Assistance Resource Team (HEART) Program. Through this program, students and families receive assistance with school enrollment, access to community resources, academic support, counseling, and case management services. The school social worker and Student Services team provide ongoing support to help remove barriers to learning and ensure that students experiencing homelessness have equitable access to educational opportunities and a stable, supportive school 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 academic camp to remediate and enrich student learning.

10. Violence Prevention Program

Charles R. Drew Elementary School implements the district's Student Code of Conduct and adheres to the Discipline Matrix. The school strictly enforces the district's Anti-Bullying Policy, maintaining a zero-tolerance approach to bullying and violence. Students participate in an annual school-wide behavior assembly and have access to guidance and counselling from the school counselor. Additionally, all teachers and staff receive training on the Anti-Bullying Policy and the CHAMPS behavior management system to ensure a safe and supportive learning environment.

11. Nutrition Program

Nutrition programs and health education are integral to our school, delivered through the Physical Education curriculum and supported by federal initiatives in partnership with the Broward County Public Schools Food & Nutrition Department.

12. Housing Programs

Referrals are made to the school social worker when families require assistance with housing or food. Additionally, clerical staff document any expressed needs and share this information with administration and the guidance counselor to ensure appropriate support is provided.

13. Head Start Program

Charles R. Drew Elementary School collaborates with the Head Start program to provide young children with a strong foundation for future academic success. The program supports the development of school readiness skills through age-appropriate instruction in early literacy, language development, mathematics, social-emotional learning, and physical development. Head Start staff and school personnel work closely with families to promote parent engagement, ensure a smooth transition to kindergarten, and connect students with support services as needed. Through this partnership, students are provided with high-quality early learning experiences that foster academic growth and school readiness.

14. Adult Education Program

Parents and other community members seeking ESOL, GED, or other continuing education programs are referred to the district's community school by the school social worker for appropriate services.

15. Career and Technical Education Program

Students will engage in our annual career day fair. Where they will get an opportunity to interact with professionals from various careers. Also All 5th Grade students will receive instruction through the Junior Achievement Biztown program.

16. Job Training Program

Charles Drew Elementary collaborates with local community organizations and the school social worker to support parents in need of job training and employment opportunities.

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

Charles Drew services two specialized Pre-K ESE classes. The teachers conduct vertical matriculation meetings during the school year to ensure that the transition from early childhood programs to kindergarten program is smooth. A kindergarten orientation is

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

Charles R. Drew Elementary School provides a variety of programs and services to support students' academic achievement and overall well-being. Through partnerships with community agencies, students and families receive additional academic, social-emotional, and community supports designed to promote student success 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.