



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 the F.A.S.T. scores, reading scores, internal assessments, and/or diagnostics tests were organized with graphs, tables, and charts. The information was organized to show individual teachers, grade levels, 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 in the spring to gather input on curriculum, environment, and communication. Results from this survey help write the goals and objectives for the school. Parents are invited to meet with 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.

The school district's Talent Acquisition and Operations Department and the 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 a 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 training. We also continually recognize our teachers 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.

Staff Development funds are used to develop a comprehensive professional training program to improve instruction delivery through various workshops designed to move teachers to mastery and improve student achievement. Parental Involvement 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. Title I funds purchased student agendas, food, supplies/materials, and provided stipends for teacher presenters on our parental engagement activities.

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, there are no migrant students have been identified. When migrant students become identified, they will be given the contact information for the Title I 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.**

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.

Title II

- 6. District professional development**

Teachers participate in professional development linked to improved student achievement and specific school improvement goals. Teachers engage in district-wide P.D. to support various platforms such as Canvas, Envision for our math curriculum, and the reading program Benchmark Advance. Teachers also attend in-person and/or online district-wide training on the new Social Studies Curriculum Living, Learning, and Working together.

Title III

- 7. (ESOL) Provide a description of services provided to these students.**

Certified ESOL-endorsed teachers instruct all students. Sandpiper Elementary School has a paraprofessional who works closely with our E.L.L. population, servicing and impacting E.L.L. students daily, delivering support and intervention programs. This staff member is a liaison between the school and the E.L.L. community. The Bilingual/ESOL Department provides additional training and support to the staff.

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 referring 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 with supplemental academic and counseling case management services, and linkages to their school social worker while maintaining school as the students' stable environment.

9. Supplemental Academic Instruction (SAI)

SAI funds will be utilized to fund a fourteen week after-school academic "camp" to assist struggling students. Funds will also be used to provide after school tutoring for fragile students.

10. Violence Prevention

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 and CHAMPS training. Sandpiper Elementary school implements the Broward County Public School's Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the district's Anti-Bullying Policy and has zero tolerance for bullying and violence. Bullying prevention programs are supported through classroom instruction in anger management, conflict resolution bullying prevention, and the Broward County adopted character traits. Teachers and staff members received training on the Anti-Bully policy and Conversation, Help, Activity, Movement, and Participation (C.H.A.M.P.S.) I or Positive Behavior Intervention Support (P.B.I.S.) PD.

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 families need housing or food. Additionally, the front office staff takes note of families expressing a need and passes this information on to the administration and/or the guidance counselor.

13. Head Start

Sandpiper Elementary School does not currently have a Head Start program. For the 2024-2025 school year, this program/service is not applicable at Sandpiper Elementary School.

14. Adult Education

Parents and other community adults requesting ESOL, G.E.D., or other continuing education programs are referred to the district's community school for services through our school social worker.

15. Career and Technical Education

Sandpiper Elementary participates in Biz Town for the fifth-grade students allowing them to learn about careers in various fields. A school-wide "Career Day" is held, where parents and community members provide information about their careers.

16. Job Training

Sandpiper Elementary participates in Biz Town for the fifth-grade students allowing them to learn about careers in various fields. A school-wide "Career Day" is held, where parents and community members provide information about their careers.

17. Other

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

sses of VPK, three classes of PreK, one class of Specialized PreK ESE, and one class of Intensive PreK. The teachers conduct vertical articulation meetings during the school year to ensure a seamless transition from the early childhood programs to the kindergarten program. A Kindergarten Orientation is held before the first day of school, allowing the new incoming kindergarten students to meet their new teacher and get acclimated to their 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.