



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.

To conduct the comprehensive needs assessment for our school, we utilize prior year assessment data from the FAST scores, and iReady scores are internal assessments and diagnostics test that are organized into graphs, tables, and charts. Information was organized to show individual teacher, grade level, and school wide results. Individual student results were given to classroom teachers for their review. Parents are also vital part of the process. A parent survey is sent home each spring to gather input concerning curriculum, environment, and communication. Results from this survey are used to help write goals for the school. Parents are invited to meet with 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.

Sheridan Park Elementary's collaboration with district is evidenced by participation in Broward Teacher Recruitment fairs, vacancies are filled with candidates interviewed at the recruitment fair and referred by the districts instructional staffing department. Retention of teachers is a top priority. At our school, teachers are cultivated and nurtured at our school to grow professionally. We retain highly qualified, certified in field, effective teachers who participate in Professional Learning Communities (PLC), district trainings, back-to-school based professional development, teacher recognition, and incentives system. The district's Talent Acquisition and Operations Department as well as a 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 trainings. We also continually 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.

Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement funds are utilized to fund monthly 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 are also used to purchase student agendas, supplies/materials and to provide 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 no migrant students have been identified. When migrant students are identified, they will be placed in contact with 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, such as the Science of Reading district mandatory training. All K-5 teachers participated in district-wide PD regarding the new math curriculum as well. Staff also participates in courses that are offered through the District that are self-paced in LAB.

Title III

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

English Language Learners (ELL) receives reading and developmental language arts instruction by a certified ESOL and reading teacher. They receive additional support from ESOL aides and the district ' s Bilingual/ESOL Department. ESOL teachers and teacher aides provide one-on-one and small group language support in mainstream classes. The ESOL contact for the school will help deliver information to the school from the ESOL department.

Title IX- Homeless

8. Homeless Students. Provide a description of service school level contact, identification process and services provided to these students.

The guidance counselor works closely with our families to identify if anyone is currently experiencing homelessness and what their needs may be. Our counselor will also collaborate with our social worker and the HEART program to serve these students as best as possible.

9. Supplemental Academic Instruction (SAI)

For the 2025-2026 school year, this funding/program is not applicable at Sheridan Park.

10. Violence Prevention

Sheridan Park Elementary School implements the BCPS student code of conduct which involves a district discipline matrix. Our school enforces the district anti-bullying policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through the guidance counselor and resource officer, peer counseling/conflict mediation, guest speakers and student assemblies. All teachers and staff have taken the child abuse training as well as the bullying training mandated by the district. Sheridan Park Elementary includes the Sanford harmony curriculum based on five themes. 1. Diversity/inclusion 2. empathy/critical thinking, 3. communication 4. problem solving 5. Peer relationships. Our fifth graders also participate in Riding the Waves which is a Social Emotional Program.

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

13. Head Start

For the 2025-2026 school year, this program /service is not applicable at Sheridan Park Elementary School.

14. Adult Education

For the 2025-2026 school year, this program /service is not applicable at Sheridan Park Elementary School.

15. Career and Technical Education

The guidance counselor provides lessons within the classroom focusing on career and technical education. In addition, all 5th grade students will receive instruction through the Junior Achievement Biztown program. Sheridan park will also host a career day in the spring where parents and volunteers speak to students regarding their careers.

16. Job Training

Parents and other adults of the community requesting job training are referred to the district Community School for service through our School social worker.

17. Other

No other services being provided.

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

Sheridan Park Elementary services one class of Specialized PreK ESE (formerly Preschool Learning Activities Classroom Experience-PLACE). The teachers conduct vertical articulation meetings during the school year to ensure that the transition from the early childhood programs to kindergarten program is seamless. A Kindergarten Orientation is also held prior to the beginning of the school year, this gives incoming kindergarten students an opportunity to meet their new teacher and get acclimated to their classroom. Additionally, parents are given an overview of the kindergarten curriculum and expectations at Kindergarten Round up (available at the end of the year for incoming Kindergarten students). Our 5th graders attend a virtual field trip to Magnet schools and information is sent home.

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.