Broward County Public School
Federal Programs Department

Title I Addendum

2026 - 2027

School Name: Parkway Middle School

School Location Number: 0701

Completed by / Position: Shana Smith/ Title I Liaison

COMPREHENSIVE NEEDS ASSESSMENT

1. ***Describe the process utilized to conduct comprehensive needs assessment for your school.***

Parkway Middle School uses data from the prior and most recent Florida Assessment of Student Thinking (FAST) progress monitoring assessments (FAST) Assessments, prior Broward Standards Assessment (BSA), previous End of Year (EoY) assessments and End of Course exams (EoC), most recent HMH Growth Measure Diagnostics or MAP, the most recent Systems 44 and Read 180 assessments, to develop school improvement strategies and goals for teacher instruction for the academic year 2026-26. Overall data as well as individual student results were shared with classroom teachers and used to determine subject and grade-level specific objectives and a comprehensive school-wide academic plan. Parent input is also a vital part of the process. A comprehensive 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 and objectives for the school. Parents are invited to meet with administration to discuss student achievement results and strategies for improving scores. Suggestions are discussed with the staff and considered for inclusion in school-wide plans. Teachers also note their conversation with parents in FOCUS as an intervention. Parkway Middle School also keeps in constant communication with families and students to ensure that their social and emotional needs are met.

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

To attract highly qualified teachers, Parkway Middle School will engage in a process of recruitment and retention strategies, including attending the annual Broward County Public School Career Fair and working collaboratively with local colleges and universities to attract high qualified candidates. New teachers attend the New Teacher Academy (NTA) training prior to starting their first instructional position. They will also receive extensive support by means of the TIER (Teacher Induction for Effectiveness and Retention) program and TIER mentors to ensure their success. Teachers are highly encouraged to attend district trainings and workshops, and the school will provide TDAs for this purpose. Teachers and staff will then return to the school site and share their new knowledge via grade-level, department, and team PLCs (Professional Learning Communities).

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.***

Title I funds are used to provide supplemental instructional support for students, with an emphasis on meeting the needs of struggling learners. Staff Development funds support professional learning that equips educators with effective instructional strategies to enhance teaching and improve student outcomes.

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 for this school year. When migrant students are identified, they will be put in contact with the Title I Migrant Department.

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 who are identified as neglected and/or delinquent are referred to the school's social worker, psychologist, and the school's guidance department, who offer essential support services as well as community resources designated to meet the needs of this specific population. These students are also identified by classroom teachers or other staff members who make documentation in FOCUS as a part of Response to Intervention (RTL) and Child Study. In addition, teachers are encouraged to implement Life Skills and Wellness (LSW) -formerly SEL Social-Emotional Learning) - techniques and activities to further bolster student needs.

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

Teachers at Parkway Middle School participate in district and school-based professional development to strengthen instructional practices and improve student achievement aligned with the Florida State Standards. Regular curriculum trainings and workshops provide educators with effective, research-based strategies to support student success.

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

Students categorized as ELL or English Language Learners receive specialized instruction within the mainstream classroom by certified teachers. Students are supported in content area classes by teachers who apply ESOL (English Speakers of Other Languages) strategies and accommodations, like bilingual assistance/ dictionaries and content area vocabulary lists. Students also receive assistance from the paraprofessionals pushing in to assist in ongoing language development during elective courses. The school receives supplemental curricular materials to aid in the instruction of ESOL students.

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

Teachers and staff members are responsible for helping to identify homeless students Teachers and staff members are responsible for referring these students to the Homeless Education Assistance Resource Team (H.E.A.R.T). The homeless education program identifies students and removes barriers, such as transportation issues and reduced student enrollment, which can impede students' academic and social progress. Additionally, the homeless education program provides students with academic counseling and case management services, as well as links to their social worker so they can maintain a stable 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)

Supplemental Academic Intervention (SAI) funds are used to provide tutoring and intensive instruction for students experiencing academic deficiencies in core content areas. The targeted populations are those subgroups of students that do not meet proficiency based on last year's assessment data and the current year's Progress Monitoring FAST data. The funds are used to provide additional support during the school day and to purchase supplemental materials used in enrichment courses during the day and during Saturday camps.

10. Violence Prevention Program

Parkway Middle School implements Broward County's Code of Student Conduct and the BCPS Discipline Matrix. Parkway also participates in the district's anti-bullying program and staff training. All teachers partake in video training on how to recognize bullying and how to report it. Parkway Middle School holds grade-level assemblies intermittently, with guest speakers and administrators, to encourage students to engage in positive and non-violent behavior and conflict resolution. Parkway is also a PBIS (Positive Behavior Intervention System) school that actively implements the PBIS strategies as an intervention with students and staff and as a promotion of positive interaction between students and staff. Parkway Middle School will implement the Human Relations Club for the first year that will promote respect for the rights and integrity of all individuals and recognize the value of each group as an important part of the community.

11. Nutrition Program

In accordance with the district's plan of health and nutrition, Parkway Middle School is committed to offering healthy choices in the cafeteria. As a part of the school menu, students are offered healthy meal alternatives during regular school hours from both breakfast and lunch. Nutritious foods are labeled, and fruits, vegetables, grains, and proteins are easily accessible for both meals.

12. Housing Programs

Referrals are made to the school's social worker when parents need housing or additional resources. Housing questionnaires are sent home in the first day student information packet.

13. Head Start Program

For the 2026-2027 school year, this program/ service is not applicable at Parkway Middle School.

14. Adult Education Program

For the 2026-2027 school year, there are no additional services at Parkway Middle School.

15. Career and Technical Education Program

For the 2026-2027 school year, this program/ service is not applicable at Parkway Middle School.

16. Job Training Program

For the 2026-2027 school year, this program/ service is not applicable at Parkway Middle School.

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

Middle School Orientations/ Open House/ Parent Nights are offered at the beginning of the 2026-27 school year to all incoming Gifted Academy Elementary students (grades 3-5), as well as 6th, 7th, and 8th grade students. During the orientations, school-wide expectations, policies, assessment/ progress monitoring, progressive discipline, and curricular resources are discussed. Parents are also given resources which can help them and their children better acclimate to the middle/ combination school environment. Parents are recommended to schedule at least two conferences for the school year.

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

For the 2026-2027 school year, there are no additional services at Parkway Middle School

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.