Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 011-082 ST. JOSEPH **Year:** 2025-2026

Funding Application: Plan - School Level - 4390 PARKWAY ELEM. **Version:** Initial **Status:** Returned to LEA

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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School, Parent And Family Engagement Policy Hide

4390 PARKWAY ELEM.

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- (●) Schoolwide
- ( ) Targeted

☑ This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

In August, there is the opportunity for parents to learn about the Title I programming at Parkway.Information is shared with parents and they are given the opportunity to ask any questions regarding the Title I programing at Parkway. We share the School/Family Compact,Family Engagement policy,Parents Rght to Know and Complaint Procedures. Parental input and recommendations are asked for annually through the Parent Survey. It is available online or upon request at any time.

☑ Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

☑ The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

- [x] At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*
- [x] The agenda reflects that the purpose of the meeting is
  - [x] To inform parents of their school's participation in the Title I.A program
  - [x] To explain the requirements of Title I.A
  - [x] To explain the right of parents to be involved.

  Section 1116 (c)(1)
- [x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*
- [x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)
  - [ ] Transportation
  - [ ] Child care
  - [ ] Home visits
  - [x] Funds will not be utilized for these purposes

  Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

- [x] In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Parents are invited to attend the back to school meeting to learn about Parkway and the title services offered.Parents are given the opportunity to provide feedback to the school through the annual surveys. Parents have the opportunity to attend monthly PTA/Family Involvement meetings.

- [x] In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Parents are given the opportunity to participate in the annual survey and attend the beginning of the year meeting and monthly PTA/Family Involvement meetings.

The school provides parents of participating children:

☑ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Annual school meeting, shared at each Family Nights, on the Parkway website, in the Parkway Handbook, monthly newsletters and social media.

☑ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Information is provided to parents annually through MAP reports to parents at Parent-Teacher Conferences so that teachers can explain the information as needed. District-wide assessments are shared with parents and explanations provided about what the assessment measures, areas of strength, and areas that the students are currently working on. Students are able to access these programs on-line at home. The curriculum is available on the school district website and information is conveyed to parents via newsletters from classroom teachers, through student report cards, and Parent-Teacher Conferences, weekly parent-teacher communication, remind app and sharing the data with parent involvement committee.

☑ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

☑ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

☑ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

☑ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

1. Make sure they are in school every day possible.
2. Check that homework is completed.
3. Monitor the amount of screen time my child has (tv, computer, etc.)
4. Volunteer in my child's school.
5. Be aware of my child's extracurricular time and activities.
6. Stay informed about my child's education by reading all communications from the school.

☑ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment. *Section 1116 (d)(1)*

Our school is accredited through DESE via an Annual Performance Report. The data exhibited within the APR document provides evidence of a high-quality curriculum supported by research based instructional strategies.
School Responsibilities
Parkway and its staff will:
•Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Missouri Learning Standards as follows -
1.Retain highly qualified principals and teachers,
2.Provide instruction, materials, and high- quality professional development which incorporates best practices, and
3.Maintain a safe and positive school climate
•Hold annual parent-teacher conferences to -
1.Discuss the child's progress/grades during the first quarter,
2.Discuss this compact as it relates to the child's achievement, and
3.Examine the child's achievement and any pending options at the end of the third quarter.
•Provide parents with frequent reports on their child's progress as follows -
1.Monthly suggestions from the classroom teacher,
2.Mid-quarter report sent home from the school, and
3.Quarterly grade cards/reports sent home by the school.
•Be accessible to parents through -
1.Phone calls or emails or person-to-person meetings,
2.Scheduled consultation before, during, or after school, and
3.Scheduled school or home visits.
•Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities as follows -
1.Listen to children read,
2.Help with classroom decorations, art projects, etc.,
3.Present a program on your culture, a different country, etc., and
4.Assist with holiday programs or parties, educational trips, etc.

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- [x] Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- [x] Issuing frequent reports to parents on their children's progress
- [x] Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- [x] Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- [x] Provides assistance to parents, as appropriate, in understanding
  - o the Missouri Learning Standards,
  - o the Missouri Assessment Program,
  - o local assessments,
  - o how to monitor a child's progress, and
  - o how to work with educators to improve the achievement of their children.

  Section 1116 (e)(1)

Describe plans to provide assistance.

Parents receive quarterly grade cards and progress reports mid-way through each quarter. Parents in grades 2-6 can have access to their children's grades daily through the use of PowerSchool. Parents can communicate with their child's teacher as often as needed and information is provided weekly in classroom newsletters about the curriculum, what students are learning in the classroom and how parents can support learning at home. Assistance is provided through Title Services and the MTSS process. Information is available online about the curriculum and state standards.

- [x] Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Materials are provided throughout the year to help parents support their children's learning. This is accomplished through newsletters, weekly Friday Folder communication, Family Night events, and Parent/Teacher Conferences. If parents need additional resources and materials, classroom teachers will provide the materials as requested.

- [x] Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate

parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

It is an expectation that classroom teachers and staff communicate with parents and provide support as needed, this is expectation is set at the back to school staff meeting in August and and is in the staff handbook. Weekly written communication is expected. This can be done through a variety of ways, and teachers work to understand the best way to communicate with each family (phone call, email, face to face, etc). Parents are invited to participate in two parent-teacher conferences annually, Back to School Night, as well as attend Family Nights and other events. Communication is two-way and either party can contact the other first if there are concerns or questions. If unable to reach parent, letters may be sent or home visits made. Teachers and staff receive professional development opportunities in JEPD and staff meetings through out the school year that include communication and working with parents.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- [x] To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Parents are encouraged and invited to volunteer at the school and to participate in various Family Night Activities and PTA all of which have an educational component. Opportunities are communicated through newsletters and social media.

- [x] Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- [x] Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- [ ] Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

- [ ] Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

- [ ] Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

- [ ] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- [x] Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

- [ ] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

- [ ] Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

- [ ] May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

4390 PARKWAY ELEM.

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- [x] A comprehensive needs assessment of the entire school has been conducted.

☑ The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

6/9/2025

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- ☑ Enrollment (Required)
- ☑ Grade level (Required)
- ☑ Ethnicity (Required)
- ☑ Attendance (Required)
- ☑ Mobility (Required)
- ☑ Socioeconomic status (Required)
- ☑ Discipline (Required)
- ☑ Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

-Attendance, compared to the District, is an area of strength. Parkway has been above the District average all year and showed a 5% growth from last year.
District Average: 86.88% 86.88%
Parkway 83.29 88.58 5.2
-Class size avg is between 17-24 for all grade level classrooms K-6. We will offer 3 sections in

Weaknesses:

-Standardized test scores
-Demographics: Parkway serves free lunch and breakfast to 100% of our students and will continue to be a schoolwide building for 25-26. Area of concern is attendance in 6th grade, it was the lowest by far.

Indicate needs related to strengths and weaknesses:

Continued implementation of PBIS, MTSS, Attendance monitoring, Back Pack Buddies, School Wide RTI and outside services as needed. Supplemental Reading, ELA or Math teachers may be needed for instruction.Class Size reduction teachers may be needed.

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- [x] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [ ] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [ ] Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

End of the year Iready diagnostic-Reading

Weaknesses:

Biginning of Year Iready Diagnostic-Reading
Below Basic
Phonological Awareness 6%
Phonics 27%
Vocabulary 31%
Comp. Lit 33%
Comp. Informational Text 39%

Beginning of Year Diagnostic-Math
Below Basic
Number & Operation 31%
Algebraic Thinking 30%
Measurement & Data 33%
Geometry 40%

Indicate needs related to strengths and weaknesses:

The improvement from the beginning of year diagnostic to the end of the year diagnostic indicates the need for reading and math intervention. Class Size reduction teachers may be needed.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

-Rigorous resources aligned to district develop curriculum aligned to Missouri State Standards
-Professional Development aligned to higher order critical thinking practices (Project Based Learning, 4 C's, Co-teaching)
-Instructional practices consisting of gradual release, whole group, collaborative learning, small group Response to Intervention
-Instructional strategies for social emotional competency
-Framework for understanding social emotional capacity

Weaknesses:

Consistent practices of new teaching practices that increase student critical thinking

Indicate needs related to strengths and weaknesses:

-Learning Rounds professional development
-Lesson Study professional development and practice
-Collaborative discussions with professional feedback for instructional growth
-Social emotional learning for addressing the whole child for educational growth
Class Size reduction teachers may be needed.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- [x] Staff preparation
- [x] Core courses taught by appropriately certified teachers
- [x] Staff specialists and other support staff
- [x] Staff demographics
- [x] School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

All staff but one are highly qualified and hold a certificate in the area in which they teach.
-
-Average years of experience for certificated staff is 10.7 years.
-Parkway will have 2 full time reading interventionists, part time math interventionist, behavioral interventionist, 2 full time counselors, a CAP worker, Reset Room Para.

Weaknesses:

Parkway will have 4 new staff members for the 25-26 school year. All have experience.

Indicate needs related to strengths and weaknesses:

***Professional development has been provided in the areas of data analysis and PLC. The focus for 25-26 will be using data to make instructional decisions in the classroom and the implementation of new ELA Resource

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Provide many opportunities for all families to be engaged with the school throughout the year. Events focus on education, how we teach these areas and how parents can help at home. We conduct a family reading night and other events. There are also opportunities provided for parents to come into the classrooms during the school day to be a part of lessons, to volunteer, and participate in meetings involving their child/children. We have a website that is kept current and a Facebook account to highlight events, We have a full-time school nurse who not only provides for student's healthcare needs, but provides lessons on hygiene, brushing your teeth, a healthy lifestyle, and changes your body goes through as you get older. Use of parent surveys to guide family and community engagement. Our PTA is very involved and help with many events for our students.

Weaknesses:

Results of our survey indicated that parents do not know how to be more involved in the school.

Indicate needs related to strengths and weaknesses:

Continue to work to engage our families and help them become more involved in the school through PTA, social media and teacher communication.
Class Size reduction teachers may be needed.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Avg Class size is 17-23 students. Implementation of PBIS. PBIS ensures that we have a consistent language and process in place when it comes to student discipline. Our school has a Building Leadership Team that meets monthly to make decisions about organizational and instructional aspects of our school. There is system in place to promote shared leadership and opportunities for all staff to be involved. The school has a MTSS team that provides support to teachers to help struggling students, attendance team to support students who struggle to come to school, climate committee and Parent Involvement Committee to engage parents.

Weaknesses:

Office referrals increased for the 24-25 school year. From 5.6 on average to 10.5 per day.

Indicate needs related to strengths and weaknesses:

Continuation of Positive Behavior Interventions and the MTSS process.

Class Size reduction teachers may be needed.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1

1.Increase students' ability to problem solve in math through means of differentiated instruction as measured by iReady Number and Operations growth.Supplemental staff if needed in ELA, Reading or Math.Class Size reduction teachers may be needed.
2.Continue to show reading growth through small group instruction, whole group instruction, and use of online programming as measured through Lexia and iReady.
3.Grow and improve mentoring program to support students that have chronic and excessive absenteeism.
4.Decrease office referrals through implementation of PBIS. Explore additional programming to support social and behavioral growth.
5.Decrease incidents of out of school suspensions in order to keep students safe within the learning environment.
6.Develop a leadership program for students, i.e. student ambassadors.
7.Learn and implement innovative teaching practices.
8.Improve student learning and classroom management through the implementation of co-teaching strategies

Schoolwide Program Show

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District/LEA Comments

DESE Comments

Email: tyler.grellner@dese.mo.gov
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