



District/LEA: 115-115 ST. LOUIS CITY **Year:** 2025-2026

Funding Application: Plan - School Level - 6030 WILKINSON EARLY CHILDHOOD CTR. **Version:** Initial **Status:** Returned to LEA

☒ Number

☐ Name

Select District

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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6030 WILKINSON EARLY CHILDHOOD CTR.

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.

Wilkinson Early Childhood Center seeks and obtains the agreement of parents to the Parent and Family Engagement Policy during the first PTO meeting of the school year, which is typically the most highly attended meeting. At this meeting, the policy is reviewed and discussed with families to ensure understanding and agreement. Additionally, all parents receive a Student-Parent Compact that outlines the shared responsibilities of parents, students, and homeroom teachers for the academic year. This compact is distributed both electronically and in students' backpacks to ensure accessibility for all families. It is then signed by all stakeholders-parents, students, and teachers, to affirm their shared commitment to supporting student success.

☒ 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

☒ 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)*

☒ The agenda reflects that the purpose of the meeting is

☒ To inform parents of their school's participation in the Title I.A program

☒ To explain the requirements of Title I.A

☒ To explain the right of parents to be involved.

Section 1116 (c)(1)

☒ The school offers a flexible number of meetings. *Section 1116 (c)(2)*

☒ Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

☐ Transportation

☐ Child care

☐ Home visits

☒ Funds will not be utilized for these purposes

Section 1116 (c)(2)

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

☒ 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.

At Wilkinson Early Childhood Center, parents are meaningfully involved in the planning, review, and improvement of the Schoolwide Plan through a variety of inclusive and accessible engagement strategies. Parent input is gathered during Schoolwide Title I meetings, family engagement events, and through surveys and feedback forms that are distributed both digitally and in print to ensure accessibility for all families.

Parents are invited to participate in planning committees where they collaborate with school staff to review academic goals, family engagement strategies, and student support services. During these sessions, school leaders present data related to academic achievement, attendance, and climate, and actively seek parent input to shape responsive strategies.

Additionally, Wilkinson hosts annual Title I parent meetings and quarterly stakeholder check-ins where parents are encouraged to ask questions, provide feedback, and suggest improvements. All input is documented, reviewed by leadership, and used to refine the Schoolwide Plan to better meet the needs of students and families.

☒ 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.

At Wilkinson Early Childhood Center, parents play an active and essential role in the planning, review, and improvement of the school's Parent and Family Engagement Policy. Each year, the policy is shared with families during the annual Title I meeting, where parents are invited to review the document, ask questions, and offer feedback based on their experiences and needs.

In addition to this annual review, Wilkinson gathers parent input through family engagement surveys, focus groups, and informal discussions held during school events such as Family Literacy Night, Donuts with Dads, Muffins with Moms, and Parent-Teacher Conferences. These multiple touchpoints ensure that a diverse range of family voices, representing different backgrounds, languages, and experiences, are included in the decision-making process.

Revisions to the policy are made in collaboration with a Parent Advisory Committee, composed of family members, school staff, and community partners. This committee meets to discuss strategies for improving family-school partnerships and reviews suggestions submitted by parents throughout the year.

Wilkinson is committed to maintaining a welcoming, inclusive environment where families are viewed as equal partners in the education process, and where their insights directly inform school policy and practice.

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.

At Wilkinson Early Childhood Center, timely information about the Title I.A program is communicated to parents and families through multiple formats to ensure accessibility, clarity, and consistency. At the start of each school year, Wilkinson hosts an Annual Title I Parent Meeting where families receive an overview of the Title I program, including services offered, schoolwide goals, parent rights, and ways to get involved.

In addition to this meeting, information is distributed via monthly newsletters, school website updates, automated phone calls, text alerts, and digital platforms. Materials are provided in multiple languages, and printed copies are sent home in student backpacks to ensure that all families, regardless of technology access, receive key information.

Families are also kept informed throughout the year during parent-teacher conferences, family engagement events, and through ongoing communication with classroom teachers and school staff. Title I documents, including the Parent and Family Engagement Policy, School-Parent Compact, and Schoolwide Plan, are available in the school office and shared electronically upon request.

Wilkinson is committed to ensuring families receive timely, transparent, and easily understood information about the Title I.A program to foster meaningful involvement in their child's education.

- ☒ 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.

Wilkinson Early Childhood Center is committed to ensuring that parents and families have a clear understanding of the curriculum, assessment tools, and student achievement levels, including performance on the STAR assessments. To support this, the school uses a variety of accessible, family-friendly methods to communicate this information throughout the school year.

Curriculum overviews and instructional focus areas are shared during Meet the Teacher Night, where teachers provide families with grade-level expectations, instructional strategies, and learning goals aligned to state standards. During parent-teacher conferences, teachers review individual student progress, explain STAR assessment results, and discuss students' achievement levels using visual aids and simplified reports to help families understand their child's performance in reading and math.

The school also provides literacy and math-focused family engagement events (e.g., Family Literacy Night and Math Olympics Game Night), which include hands-on activities and breakout sessions where parents can learn how instruction is delivered and how assessment data is used to support student learning.

Additionally, STAR Family Reports are sent home after benchmark assessment windows (Fall, Winter, Spring), accompanied by a parent-friendly guide that explains scale scores, grade-level benchmarks, and how families can support learning at home.

Teachers and administrators are available to meet with families upon request to further explain curriculum and assessment data. Interpreters and translated materials are provided to ensure that all families receive this information equitably.

Through these intentional methods, Wilkinson ensures that families are informed, empowered, and engaged partners in their child's academic growth.

☒ 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)*

At Wilkinson Early Childhood Center, we believe that student success is a shared responsibility between the school, families, and students. The School-Parent Compact outlines specific ways in which all parents are expected and encouraged to support their children's learning both at home and in partnership with the school.

As part of the compact, all parents agree to:

Ensure regular and on-time attendance, understanding that consistent participation in school is essential to academic success.

Establish a daily routine that supports learning at home, including time for reading, completing homework, and healthy sleep habits.

Communicate regularly with teachers and school staff regarding their child's progress, behavior, and academic needs.

Attend parent-teacher conferences, curriculum nights, and family engagement events to stay informed and involved in their child's education.

Support positive behavior expectations by reinforcing school rules and helping children develop respectful and responsible social skills.

Encourage a growth mindset by celebrating effort, persistence, and improvement in both academic and social areas.

The School-Parent Compact is reviewed annually during Title I meetings and is shared with families at the beginning of each school year. Families are invited to provide feedback and help shape the compact to ensure it reflects the shared values and expectations of our school community.

By honoring this shared responsibility, Wilkinson and its families work together to create a strong foundation for lifelong learning and student achievement.

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

At Wilkinson Early Childhood Center, we are committed to providing high-quality curriculum and instruction that supports the academic, social, and emotional growth of every child. As a Title I school, we understand our responsibility to ensure that all students receive access to rigorous, developmentally appropriate instruction aligned with state standards and best practices in early childhood education.

Our teachers use research-based programs and materials that focus on building strong foundations in literacy, math, science, and social-emotional learning. Instruction is carefully planned to meet the individual needs of all learners, including those receiving special education services, English language support, and other targeted interventions.

We strive to create a supportive, inclusive, and culturally responsive environment where students feel safe, valued, and excited to learn. Classrooms are designed to be welcoming and nurturing, with hands-on learning experiences, clear behavior expectations, and positive reinforcement.

In addition, our staff participates in ongoing professional development and data-driven planning to ensure that instruction is effective, engaging, and aligned with student needs. We also work closely with families to keep them informed and involved in their child's learning journey.

Wilkinson is dedicated to providing every child with a strong start they need to become confident, capable learners in a setting where they feel cared for, challenged, and inspired.

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

- ☒ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
 - ☒ Issuing frequent reports to parents on their children's progress
 - ☒ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
 - ☒ 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

- ☒ 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.

At Wilkinson Early Childhood Center, we believe that families are essential partners in their child's education. We are committed to helping parents and caregivers understand the key components of their child's learning experience so they can support academic success at home and at school. We provide assistance in the following areas:

Missouri Learning Standards

We explain the Missouri Learning Standards during Meet the Teacher Night, parent-teacher conferences, and family workshops. Teachers share grade-level expectations, learning goals, and examples of classroom activities to help families understand what their child is expected to learn.

Missouri Assessment Program (MAP)

Although MAP assessments typically begin in Grade 3, we prepare families early by offering information sessions about how the assessment system works and how it connects to what students are learning in the classroom. For younger grades, we introduce families to developmentally appropriate assessments that build foundational skills aligned to future MAP success.

Local Assessments

We regularly administer STAR Reading and STAR Math assessments and provide families with easy-to-understand reports that explain their child's current achievement levels, progress over time, and readiness indicators. We also offer guides and host family literacy and math nights to help parents interpret the results.

How to Monitor a Child's Progress

Teachers share specific strategies during conferences and school events on how families can monitor their child's academic and social-emotional progress at home. These include checking progress reports, using take-home folders, logging into digital platforms, and reviewing STAR reports.

How to Work with Educators to Improve Student Achievement

Wilkinson encourages ongoing two-way communication between families and teachers through conferences, phone calls, messaging apps, and in-person meetings. We provide parents with tools and strategies such as reading logs, math games, and behavior supports to reinforce learning at home. Parents are also invited to participate in goal setting and intervention meetings when additional support is needed.

Through these efforts, Wilkinson ensures that families feel confident, informed, and empowered to take an active role in their child's learning journey.

- ☒ 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.

At Wilkinson Early Childhood Center, we are committed to supporting parents as active partners in their child's academic success. We provide a variety of materials and training opportunities throughout the school year to help families reinforce learning at home and improve student achievement.

Workshops and Family Engagement Events

We host regular events such as Family Literacy Night and Math Olympic Game Night where families receive hands-on training in strategies to support reading, math, and social-emotional development. These sessions are led by teachers and specialists who model activities and provide take-home materials.

Take-Home Learning Kits and Resources

Students are sent home with grade-level appropriate learning kits, which include books, math manipulatives, flashcards, and activity guides. These materials are designed to reinforce classroom learning in a fun, interactive way.

Digital Resources and Tutorials

We provide families with access to online learning platforms and digital tools such as RethinkEd and STAR Family Reports. We also offer step-by-step tutorials to help families navigate these tools and monitor their child's progress.

Ongoing Communication and Individual Support

Teachers share personalized strategies during parent-teacher conferences and maintain regular communication through phone calls, apps, and emails. Parents are encouraged to reach out for additional support or resources tailored to their child's needs.

By providing practical tools, clear guidance, and accessible support, Wilkinson empowers families to play a meaningful role in their children's learning both inside and outside the classroom.

- ☒ 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.

At Wilkinson Early Childhood Center, we intentionally foster a school culture that recognizes parents and families as equal partners in their child's education. To ensure this partnership is meaningful and sustained, we provide ongoing training and support to teachers, support staff, administrators, and other school personnel on how to effectively engage with families and honor their contributions.

Professional Development

Staff members participate in professional development sessions focused on family and community engagement, cultural responsiveness, and two-way communication strategies. These trainings emphasize the importance of building trusting relationships with families and valuing their insights as central to student success.

Embedded Learning in Staff Meetings and PLCs

Throughout the year, staff meetings and Professional Learning Communities (PLCs) include time for discussing family engagement practices. Topics include strategies for increasing family participation, addressing barriers to communication, and sharing success stories where family partnerships led to improved student outcomes.

Use of Research-Based Frameworks

Wilkinson uses the Dual Capacity-Building Framework for Family-School Partnerships to guide our work. This framework supports staff in understanding how to build relational trust with families, co-create goals, and communicate in ways that are accessible, respectful, and empowering.

Modeling and Coaching

School leaders and support personnel model positive family engagement practices, such as conducting family-friendly meetings, using inclusive language, and being responsive to parent concerns. When needed, staff receive coaching and tools to strengthen their confidence and skills in working with families from diverse backgrounds.

By equipping all staff with the tools and mindset to collaborate with families as true partners, Wilkinson fosters a supportive school community where everyone plays an active role in student learning and success.

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

- ☒ 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.

At Wilkinson Early Childhood Center, we are committed to building strong, trusting relationships between families and the school. We implement and coordinate a variety of parent programs that are designed to foster meaningful connections, support student learning, and encourage family participation in the school community.

Coordinated Family Engagement Events

Throughout the school year, Wilkinson hosts a range of events such as Family Literacy Night, Math Olympic Game Night, STEM Exploration Night, Donuts with Dads and Muffins with Moms. These events are co-planned with staff and parental input to ensure they are welcoming, relevant, and culturally responsive. Each event includes hands-on learning activities and opportunities for families to connect with staff and one another.

Partnership with School Staff and Community Resources

We work closely with our school counselor, family support specialist, and community partners to offer workshops and informational sessions on topics such as school readiness, social-emotional learning, and parenting strategies. These programs help families feel supported and empowered to contribute to their child's development and academic success.

Consistent Two-Way Communication

To strengthen relationships, Wilkinson maintains open lines of communication with families through regular newsletters, phone calls, digital updates, parent-teacher conferences, and family surveys. Staff are encouraged to reach out proactively and respond to family concerns with empathy and respect.

Opportunities for Leadership and Volunteering

Parents are invited to serve on school planning committees, advisory councils, and event planning teams, ensuring they have a voice in decision-making. We also offer opportunities for families to volunteer in classrooms, attend field trips, or support school initiatives.

Through these coordinated efforts, Wilkinson Early Childhood Center creates a welcoming environment where families feel valued, included, and connected to the life of the school.

- ☒ 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)*
- ☒ 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)*
- ☒ 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,

- ☒ Provides opportunities for the informed participation of parents and family members, including:
 - ☒ Parent and family members who have limited English proficiency.
 - ☒ Parent and family members with disabilities.
 - ☒ Parent and family members of migratory children.
- ☒ Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment [Show](#)

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District/LEA Comments

Teaching Methods Coaches are Academic Instructional Coaches (Elementary AICs pull-out .4FTE for Reading interventions--approved by DESE supervisor).
School Home Coordinators include: 36 Family Support Specialists, 7 PBIS, 1 Drop-Out Transition Specialist, 2 Turn-Around Interventionists.

DESE Comments

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