



District/LEA: 010-093 COLUMBIA 93 Year: 2022-2023

Funding Application: Plan - School Level - 4020 THOMAS BENTON ELEM. 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.

School Level Plan Home Print Cancel Print Mode

School, Parent And Family Engagement Policy Hide

4020 THOMAS BENTON 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.

Parents of Benton STEM Elementary are invited to a meeting at the beginning of each school year to discuss parent engagement activity ideas. Parents provide suggestions and offer feedback regarding things such as time and topic. Activities are then planned based on suggestions offered. During the last trimester of school, a parent meeting is held again to review the year's success and brainstorm about ways to improve. A parent survey is also sent out in February/March to all parents and this information is used for planning for the next school year.

- 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.

Parents are invited to a meeting at the beginning of the year to plan activities. Parents are also invited at the end of the year to review the year's events and discuss changes/ideas for the following year. A parent survey is sent out in the spring asking parents about ways they would like to be involved. This survey is used to make decisions on how to implement and improve the Title program.

- 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 invited to two meetings. One is at the beginning of the year and one is at the end of the year. Parents who also have students who receive title reading services also have the opportunity to fill out a parent survey to give feedback on how the program went. A school wide survey is developed by the leadership team and sent to all families to get ideas on how to increase family engagement. Parents are asked how they would like to be engaged and communicated with. The results from this survey help determine how parent involvement funds are used.

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.

Information about Title programs is shared at the two annual meetings (beginning and end of the year). Information about Title is also distributed at Open House each year the week before the start of school. Title information is also given out at Parent Teacher Conferences in November and February. Title teachers also communicate with parents as needed about Reading Recovery and title services for students who qualify for these programs.

- 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 about the curriculum is shared with parents at events such as STEAM night, which occurs twice a year. During this event parents have the opportunity to do activities with their children that directly relate to the curriculum. An example of this would be playing math games that are part of our Everyday Math program. Information about the curriculum, assessments and MAP is also distributed at regular events such as parent teacher conferences (held twice a year), PTA meetings, and activity events held by each grade level.

- 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. Be sure child attends school every day unless he/she is ill.
2. Keep the teacher informed of child's progress at home.
3. Visit the child's Title I class or Reading Recovery lesson, if applicable.
4. Listen to your child read take-home books. Praise efforts.
5. Help the child with other take-home materials. Praise efforts.

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

1. The school will provide a rich curriculum rooted in high standards and effective instructional strategies.
2. Promote regular, two-way, meaningful communications between home and school.
3. Inform parents of child's progress.

- 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.

Benton provides opportunities for all parents to schedule meetings with teachers during trimester parent teacher conferences. During these conferences, teachers share information regarding MO Learning Standards and how students are performing on MAP as well as local assessments. Parent events are also held throughout the year to expose parents to district curriculum which is based upon the MO Learning Standards and to provide parents meaningful ways to support their children in achievement. It is important to note that as a response to COVID-19, instruction can continue at any time through the year due to increased technology and curricular structures provided by the district and schools.

- 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.

Benton teachers provide reading, writing, and math materials for parents to use at home to help their students. Title teachers provide training opportunities for parents so they can learn how to use those materials. Increased support using district technology has occurred as a result of COVID, and regular home visits occur to provide curricular support to families who do not have access to school. During grade level events and parent teacher conferences, teachers supply and teach parents games and activities to help their students gain skills.

- 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.

Monthly staff meetings and scheduled pd days will include opportunities to learn effective strategies in partnering with and supporting families in their child's educational experience. Our Conscious Discipline and Equity training also have a parent focus. Continued coaching conversations with new teachers occur about how to have conversations with parents about student achievement happen.

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.

Each grade level team hosts parent events with an academic focus. PTA meetings also provide an opportunity for parents to learn about Benton and gain skills. We partner with our Parents as Teachers program to also reach siblings of our students before they become school age. All Title I buildings work with the preschool program and ECSE program to transition families into kindergarten. Transition meetings with both families and staff take place in the spring each year. CPS also partners with Head Start with transition programs for students and families.

- 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.

Comprehensive Needs Assessment [Hide](#)

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COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- 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

5/3/2022

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:

Mobility has decreased due to transportation provided by the district for students that are classified as homeless or have unstable housing. Discipline incidents are being tracked electronically through the students information management system so data is more accurate. Our enrollment remains stable and is back up POST-COVID, and we are glad to have all our students back with us. We continue teaching our SEL program for all students called Second Steps. We continue our Conscious Discipline learning.

Weaknesses:

Attendance continues to be a concern, especially with COVID this year. We should see a significant increase in attendance next year, if we stay in endemic status.

Indicate needs related to strengths and weaknesses:

Next year, we will have two sections of every grade level, however we still worry about large sections in our primary classrooms. We continue to be designated as a 100% Free and Reduced Lunch School.

Student Achievement

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

- MAP results by content area and grade level, including multi-year trends (required)
- 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)
- 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:

AIMSweb, PAST, PSI

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

Strengths:

When looking at reading data K-5, there is a significant upward trend in the number of students at proficiency. Students are progress monitored in reading and AIMSweb goals are set for tier 3 students. This year, we have established a successful push-in model with our Title I Reading teachers. Students receive double and triple doses of intervention through this model. Adding Math Instructional Mentors has deepened skills for teachers, however it is too soon to see the payoff.

Weaknesses:

Scores currently are below district and state averages. There was a 20% drop in 2021 MAP Math scores compared to 2020.

Indicate needs related to strengths and weaknesses:

Additional supports in reading, writing and math are critical to support our Benton students. There is no current Math Intervention program for those who struggle the most. We are hopeful that since we have had much more consistent instruction now that we are post-pandemic that we will see a significant increase in test scores for 2022.

Curriculum and Instruction

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

- Learning expectations
- Instructional program
- Instructional materials
- Instructional technology
- Support personnel

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

Strengths:

Teachers continue to receive professional development in setting learning targets, developing success criteria and utilizing state standards and proficiency scales for grading. The NEE is also currently being used to evaluate teachers and set improvement goals. This instrument has clear indicators that allow teachers to understand exactly how to improve instruction. Teachers also participated in professional development in Tier 1 Reading instruction. We were able to teach in seat all year this year, so we are hopeful there will be increases in scores. Regular data teams meetings analyzed student work and intervention was held with fidelity.

Weaknesses:

Math intervention. Additional assessment tools in reading would help us fine tune needs for students (having additional measures to triangulate data in addition to AIMS). We would benefit from a writing assessment to determine need.

Indicate needs related to strengths and weaknesses:

Teachers still need support in writing lessons around the Missouri Learning Standards and knowing how to scaffold the learning for students. We are currently starting a significant book study about guided reading school wide to strengthen teacher knowledge. This work will continue in the 2022-2023 school year. Other learning will be around curriculum mapping, SRG, and integration with our STEM program. We rely on our reading/math instructional mentors to guide the work we are doing to increase teacher efficacy and student engagement and achievement.

High Quality Professional Staff

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

Staff preparation

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

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

Strengths:

Staff retention has been high at Benton Elementary from 2015-2016 to 2022. We continue to build on the consistency of our staff. Teachers are considered highly qualified.

Weaknesses:

Many of our teachers have less than 5 years experience in education.

Indicate needs related to strengths and weaknesses:

Additional support in effective lesson writing around the Missouri Learning Standards and knowing how to scaffold the learning for students. Classroom management strategies is also needed.

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:

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

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

Strengths:

Benton Elementary supports families by providing multiple parent events throughout the year. These events are timed at different parts of the day to try to accommodate all schedules. We always provide food for families and often transportation. Our home school communicator and counselor work with families to link them to services related to food, housing, job opportunities, and mental health. We also provide food and clothing to many students. Our Partners in Education are vital to supporting our most struggling families. Zoom has been a benefit in connecting with busy families.

Weaknesses:

We have a very high need for services in our families and often don't have the resources to meet basic physical and mental health needs. Many of our students have suffered trauma and this affects their ability to work and learn in the classroom. We connect families with services but often there are barriers such as transportation that keep families from appointments. There are also limited resources in our community for children with extreme mental health needs. Parent involvement has suffered the last couple years due to COVID, including our PTA. We hope to revitalize that next year. .

Indicate needs related to strengths and weaknesses:

We need to re-establish our PTA.

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:

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

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

Strengths:

Average class size is below state and district recommendations.. NEE teacher survey results indicate many teachers feel positive about overall building operation. Culture and climate survey data indicates teachers enjoy coming to work and feel valued. There has been a re-invigoration around STEM integration at our school in the past couple years. We are encouraged that these things will continue now that we are through the pandemic.

Weaknesses:

Survey data indicates teachers do not always feel they have the resources they need to have in order to teach academics.

Indicate needs related to strengths and weaknesses:

We will start a discussion about re-visioning our school next year.

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 | Since 40 % of students will score above the 30 percentile on AIMWeb Reading Assessment, additional reading and writing support is needed. |
| 2 | Since 60 % of students will score above the 30 percentile on STAR Math Assessment, additional support with math instruction is needed. |
| 3 | Behavior Support and emotional regulation for regular education students. |

Schoolwide Program [Hide](#)

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SCHOOLWIDE PROGRAM

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

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

STRATEGIES TO ADDRESS SCHOOL NEEDS Section 1114 (b)(7)(A)

The following strategies will be implemented to address prioritized school needs: (check all that apply)

Supplemental instruction

Subject areas and grade levels to be served (mark all that apply)		
1	<input type="checkbox"/> Math	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
2	<input checked="" type="checkbox"/> Reading	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
3	<input type="checkbox"/> English Language Arts	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
4	<input type="checkbox"/> Science	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
5	<input type="checkbox"/> Other <input type="text"/>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

Delivery of Title I funded supplemental instruction services

- Preschool
- Pull out/resource classroom
- Push in/regular classroom
- Summer School
- Tutoring (before-or-after-school)
- Other

Instructional personnel			
	Teachers	Paraprofessionals	Others
Supplemental Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Supplemental English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	
Supplemental Science	<input type="checkbox"/>	<input type="checkbox"/>	
1 Other <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Class size reduction

<input type="checkbox"/> Grade Levels	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Reading Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
<input type="checkbox"/> Math Instruction Only	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

- Professional Learning Communities**
- Schoolwide Positive Behavior Support**
- Response to Intervention**
- Other**

The strategies will (mark all that apply)

- Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Teachers continue to receive professional development in setting learning targets, developing success criteria and utilizing state standards and proficiency scales for grading. The NEE is also currently being used to evaluate teachers and set improvement goals. This instrument has clear indicators that allow teachers to understand exactly how to improve instruction. Teachers also participated in professional development in our new ELA materials, Equity, Restorative practices, and Conscious Discipline. Our Title I reading teachers push into classrooms to provide intervention support for classroom teachers.

- Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Increase the amount of learning time and levels of engagement in the classroom.

- Increase the amount of learning time

- Extended school year
- Before-and/or after-school programs
- Summer program
- Other

- Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

We have a very high need for services in our families and often don't have the resources to meet basic physical and mental health needs. Many of our students have suffered trauma and this affects their ability to work and learn in the classroom. We connect families with services but often there are barriers such as transportation that keep families from appointments. There are also limited resources in our community for children with extreme mental health needs.

Activities will (mark all that apply)

- Improving students' skills outside the academic subject areas

- Counseling
- School-based mental health programs
- Specialized instructional support services
- Mentoring services
- Other

- Helping students prepare for and become aware of opportunities for postsecondary education and the workforce

- Career/technical education programs
- Access to coursework to earn postsecondary credit
 - Advanced Placement
 - International Baccalaureate
 - Dual or concurrent enrollment
 - Early college high schools

Other

Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services

Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data

- Delivery of professional development services
- Instructional coach
- Teaching methods coach
- Third party contract
- Other

Professional development activities that address the prioritized needs

Describe activities

Instructional mentors and department Coordinators work with teachers on the standards referenced grading with prioritized standards for the students.

Recruiting and retaining effective teachers, particularly in high need subjects

Describe activities

Develop Teacher Efficacy, maintain a positive school climate and culture. Hosting SYOSP and Columbia College students: we hope our connections with Pre-service teachers and field work through our partnership with Columbia College will encourage them to apply to teach specifically at Benton.

Assisting preschool children in the transition from early childhood education programs to local elementary school programs

Describe activities

Each spring there are numerous events where preschool parents are introduced to elementary school, both at the preschool site and at the elementary. Also, there are transition meetings with preschool and the home schools to make sure critical information about the student is passed on to the new school. Preschool teachers for the most at risk students are at the home elementary on the first day of school to help with the transition and to assist with parent questions since relationships are stronger with the preschool teacher than the new elementary school.

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- Title I.A (required)
- State and Local Funds (required)
- Title I School Improvement (a)
- Title I.C Migrant
- Title I.D Delinquent
- Title II.A
- Title III EL
- Title III Immigrant
- Title IV.A
- Title V.B
- School Improvement Grant (g) (SIG)

- Spec. Ed. State and Local Funds
- Spec. Ed. Part B Entitlement
- Perkins Basic Grant - Postsecondary
- Perkins Basic Grant - Secondary
- Workforce Innovation and Opportunity Act
- Head Start
- McKinney-Vento
- Adult Education and Family Literacy
- Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- Yes
- No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.



District/LEA Comments

DESE Comments

Email: kelli.todd@dese.mo.gov

Current User: DESEPUBLIC

Improving Lives through Education