

**District/LEA:** 010-093 COLUMBIA 93 **Year:** 2024-2025**Funding Application:** Plan - School Level - 4020 THOMAS BENTON ELEM. **Version:** Initial **Status:** Submitted☒ Number☐ Name

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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, offered at two different times, 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 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 and the activities they would like to see implemented at the school. 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 (offered at two different times in the beginning of the year). 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, what kind of events we support using title funds, and what else is needed to support the students at Benton.

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 our 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, and STEM Showcase, which both occur twice a year. During these events 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), parent 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 teacher informed of child's progress at home.
3. Visit the child's Title I class or Reading Recovery lesson.
4. Listen to child read take-home books. Praise efforts.
5. Help 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. Inform parent of child's progress.
2. Communicate with the child's classroom teacher.
3. Provide opportunities for parent visits to child's Title I class or Reading Recovery lesson.
4. Provide books for reading at home.
5. Provide other take-home materials to support the child's learning.

- ☒ 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 district assessments. In addition to parent teacher conferences, parents are invited to an evening dinner where we discuss the meaning of the assessment reports, how to analyze their child's report, and where to access additional resources to help their child progress academically while at home. 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. 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. During grade level events and parent teacher conferences, teachers supply and teach parents games and activities to help their students gain skills. In addition, at an evening dinner we discuss where and how to access additional resources to help their child progress academically while at home.

- ☒ 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 include opportunities to learn effective strategies in partnering with and supporting families in their child's educational experience. Our Conscious Discipline and Equity trainings also have a parent focus. Continued coaching conversations with new teachers occur about how to have conversations with parents about student achievement.

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. Parent 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.
 - ☒ 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 [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

5/7/2024

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:

Our attendance has improved since last school year. Instead of 76% of students attending school 90% of the time, Benton currently has 81% of students attending school 90% of the time. Changes that were made this year to help with the positive impact were phone calls home by specialist teachers to students with 80% to 90% attendance rate and administration making phone calls home for any students with less than 80% attendance rate any day they were absent. Rides were provided by the admin team for students who missed the bus or just didn't have a ride. Discipline incidents are being tracked electronically through the students information management system so data continues to be the most accurate it's ever been. We continue to have a very diverse group of learners at Benton with a wide variety of socioeconomic backgrounds. We've worked hard this year to incorporate the use of our FIS, Boone County Mental Health Coalition Regional Coordinator, and district behavior liaison to support our students with increased behavior referrals to provide them with supports above and beyond our tier 1 Conscious Discipline practices and small groups run by our building counselor.

Weaknesses:

Mobility has increased drastically this year. Of our 237 students, 27.8% of them have either moved out of our attendance area or have moved into our attendance area since the start of the school year. One factor for this is the amount of transient housing in our attendance area tied to sober living housing. This high percentage is a roadblock for continuous improvements in academics due to a lack of consistency in content areas for highly mobile students. Additionally, our number of office referrals has increased drastically from previous years. Through tracking time out of class, our students have lost a total of 419.3 hours of instructional time when sent out for either a behavior reset or office referral. 72 of our referrals have resulted in In School Suspension and 113 have resulted in Out of School Suspension. Our out of school suspensions have increased by 40% since last school year. More than 40% of our families live below the poverty level; students come to school hungry and worried about home. More than 20% of our students are considered homeless.

Indicate needs related to strengths and weaknesses:

We are in need of more supplies to continue our work around Conscious Discipline to help students self regulate in the classroom versus being sent out for office referrals. We need to provide more professional development opportunities for our staff around Conscious Discipline to help them support students who are in their emotional state or fight/flight mode. We need students to take ownership in their attendance and be aware of how much school they're missing when they don't come. We need to support students and families living in poverty by providing them with resources to clean their clothes and food to take home for the long weekends when they won't have a free breakfast and lunch provided for them at the school. We need to be able to provide these students with the school supplies their peers have, but their parents cannot afford. We need to have clothing and shoes available for our students whose parents don't have the resources to purchase clothing and shoes that fit their child.

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:

iReady diagnostic results, AIMSweb progress monitoring

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

Strengths:

The proficiency growth on iReady from fall to winter has steadily grown. 71% of kindergarten students are showing proficiency in reading and 53% are proficient in math. This is more than double where kindergarteners were in the previous year. There has been significant growth overall in K-2 in reading and math, even with students meeting subgroup criteria, which has not been the case for the previous two school years. Our 2023 MAP test scores showed growth in ELA, math, and science compared to the previous two school years. There was so much growth that Benton was not considered a comprehensive school this year. This upward trend in academic achievement is attributed to our Title I reading teachers pushing into classrooms of new teachers modeling good reading instruction and pulling students for Reading Recovery sessions and a second dose of reading instruction in grades K-3 this year.

Weaknesses:

Based on iReady diagnostic scores, our scores for grades 3-5 at this point in the school year are 4% lower in ELA and 1% lower in math compared to last year even though there has been growth from the fall to winter in these grades on the assessment. There also continues to be a major discrepancy between the proficient scores in ELA versus Math across all grade levels on the iReady test and MAP test for grades 3-5. While looking at the MAP test scores from 2023, our fourth and fifth grade students outperformed third grade students in both ELA and mathematics; these two grade levels have teachers who have been teaching for more than 5 years while the third grade teachers were only in their third year of teaching.

Indicate needs related to strengths and weaknesses:

Additional support in reading, writing, math and science are critical to support our students. We need additional classroom resources, beyond a textbook, to help our students understand and apply the Missouri learning standards. We need more texts that are of high interest for our 3-5 students who are still reading on a K-2 level. While we did receive some materials for our building to help teachers with teaching fact fluency, there are still not enough of this resource for each classroom to have their own set. We need to continue to utilize our Title I reading teachers and instructional coaches to support both our newer teachers in best teaching practices, but also our teachers who continue to show low results on both the iReady assessments and MAP test.

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 building-level professional development in Tier 1 Reading instruction. Second grade teachers received focused professional development this year in the foundations of literacy throughout the year. Kindergarten and first grade are scheduled to get this year-long professional development next school year. Weekly data team meetings occurred where student work was analyzed and literacy intervention was held with fidelity. A new math material regarding fact fluency was introduced and all grade levels were expected to implement it daily. One-to-one ipads allows for students to have access to online interventions and assessments.

Weaknesses:

The district math program is continuing to not show improvement in our student academic data. With the implementation of iReady diagnostic assessments that are taken on student ipads, our current program does not provide the intervention tools needed to meet our student's needs. In addition to a weak math program, we need a better writing program as well. Our current writing materials do not meet the rigor expectations of the Missouri Learning Standards. Our district purchased a new student platform that houses all student information, but there was little training for staff in how to use the new program.

Indicate needs related to strengths and weaknesses:

Professional development is needed in writing lessons around the Missouri Learning Standards and knowing how to scaffold the learning for students. Professional development is needed in the best ways to use the data given in iReady around student learning. We could use a math interventionist to help support our lowest mathematicians.

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 continues to be high at Benton Elementary for the past 8 years. All classroom and specialist teachers are certified to teach in their assigned area. Staff collaborate weekly for lesson planning and content integration. The position of Student Advocate allows for students to have someone help them de-escalate in a safe, therapeutic setting. The classroom aides are coming back for another year to continue with consistent intervention support in the classrooms. Our administrator team has been consistent for the past five years and both are returning again; they both have their specialist degree in administration.

Weaknesses:

Some of our teachers have less than 5 years experience in education. This will be the second year in a row that our art teacher will not be returning.

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 are 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. This year, we partnered with the Scholar Clinic which allows us to take students to doctor appointments for parents when they're unable to get their children to the doctor. Teachers send out bi-weekly classroom newsletters, bi-weekly personal communication regarding behavior/academics, and the principal sends out monthly communication.

Weaknesses:

We have a very high need for services for 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. Once we connect a family with outside supports, they are often put on waiting lists that take months to be seen. While parent involvement at family event nights has increased drastically, we do not get many parents to attend our parent education sessions, such as MAP Test dinner and Understanding your Child's iReady scores, even when we provide childcare. While we provide parent events to help them know how they can help their child academically at home, very few (less than 10 families) attend these meetings.

Indicate needs related to strengths and weaknesses:

While there has been a lot of professional development around tier 1 reading instruction, we now need to partner with families and send home "just right" books for their students to read with them in the evenings to continue practicing their reading skills in the evening and on weekends. We need to continue offering the scholar clinic to families who cannot get their children to the doctor. We need to start a food pantry and shoe closet. We need to continue our evening family events that continue to bring in a large number of our families.

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. Benton is now project based with a focus around STEM integration; teachers are planning and implementing project-based learning activities. Our school rewrote our vision and mission, focusing on discovery and innovation. We have a behavior matrix for discipline that allows us to be equitable when issuing consequences to students for behavior referrals and systems in place that provide behavior interventions for students who receive a set number of referrals per month, increasing in intensity based on referral data.

Weaknesses:

Survey data indicates teachers do not always feel they have the resources they need to have in order to teach academics. The district behavior matrix is limited in behavior intervention recommendations, so that is a concern.

Indicate needs related to strengths and weaknesses:

We need materials purchased yearly for our project-based units. Money may need to be spent on behavior intervention programs and the CARE Room that students use to help de-escalate when they receive a behavior referral.

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	As only 40% of students are scoring proficient or above on the iReady Reading Assessment, the continued support of Reading Recovery and Reading Intervention teachers is vital to student progress.
2	As only 29% of students are scoring proficient or above on the iReady Math Assessment, additional support with math instruction and intervention is needed.
3	The number of office referrals and out of school suspensions has increased this year from previous years, so behavior interventions and emotional regulation for regular education students is needed.

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	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
2	☒ Reading	K ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
5	☒ Other Reading Recovery	K ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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

	Teachers	Paraprofessionals	Others	
Supplemental Reading	☒	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

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

Conscious Discipline

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 teacher assessment is also 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 regarding high-yield teaching strategies, equity, restorative practices, Conscious Discipline, behavior interventions and STEM integration. Our Title I reading teachers both pull-out and push into classrooms to provide intervention support for classroom teachers and modeling of best practices when pull small groups for literacy instruction.

- ☒ 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

Student engagement in project-based learning opportunities increases their cognitive engagement in the learning and allows for increased enrichment of the curriculum.

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, coaches, and Title teachers work with classroom teachers on best teaching practices, research behind the practice, how to implement the practice, and reflection after incorporating the practice with students. Conscious discipline training and implementation of the program allows teachers to learn how to de-escalate a student in the classroom without having to send the student out for a referral, in turn allowing the student to stay in class and continue learning.

- ☒ 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: these connections with pre-service teachers and field work through our partnership with Columbia College encourages them to apply to teach specifically at Benton. The work we've done over the past four years has shown we have very little turn-over at Benton and the teacher effect-size of our classroom teachers is higher than other Title schools in the district.

- ☒ 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.

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