



DISTRICT: D0259 - Wichita Public Schools
SCHOOL: Benton Elementary
SCHOOL NO: 1622
INTERNAL NO: 381

SECTION 1: Student Needs	Response
a. How many students are in the building?	292
b. Percentage of students with an IEP	26.0%
c. Percentage of students enrolled in ELL services	2.1%
d. Percentage of students identified as At-Risk (Free Lunch)?	64.7%
e. What is the teacher to student ratio average?	12.96
f. What is the teacher to student ratio median?	12.86
g. Are the needs of foster care students being met? If no, what supports are needed?	No Behavior Interventionist and/or a FULL-TIME School Counselor in
h. Are there gaps in student success among race/ethnicity student subgroups	Yes
i. Do you have a tiered system of support to target reading growth?	Yes
j. Do you have a tiered system of support to target math growth?	No
k. Do you have local assessments to measure reading growth?	Yes
l. Do you have local assessments to measure math growth?	Yes
m. Do you have Learning opportunities for students to focus on academic needs outside of the transitional classroom setting?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores	We are reviewing data with our students and staff so that all are aware of current reality. Teachers are utilizing the predictive interims and practice tests to help prepare students for the upcoming assessments. Students are experiencing data dives to gain a better understanding of their scores. *Targeted reading and math intervention groups based on current needs. *Engage students in monitoring their own academic goals and tracking growth. *Additional training for teachers to utilize the variety of tests and tools available through the Kansas Assessment Program via Kite.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes
SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/ rubrics)	Response
a. How are you measuring social/emotional growth?	SAEBRS, mySAEBRS, SRGs, on-site data collection and feedback. All Benton classrooms start the day with 20 minutes of SECD learning and growing. Staff utilize SABERS to capture their responses and data twice per year. Additionally, relational and proactive circles are conducted at least once a week for narrative feedback from students.
b. What are your targets/goals related to social/ emotional growth?	Benton Elementary is committed to fostering a positive, supportive, and inclusive school culture that supports the social and emotional well-being of all students. Our goals related to this growth include: *Learn to use restorative practices and affective statements - as a tool in promoting a positive and healthy school culture *Utilize research-based resources to train and use restorative conversations among all stakeholders, improve problem solving and conflict resolution *Connect with community partners that can support our growth of a positive and healthy school culture *Establish a consistent, scheduled time that will be utilized across our building, for learning and addressing social, emotional, and character development skills for all students
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	*Our district (and school) offers free Pre-Kindergarten programs for children *Early Childhood Screening - Ages and Stages Questionnaires (ASQ-3 and ASQ: SE-2) and Screen for Success

d. What are your targets/goals related to kindergarten Readiness?	*Communication and collaboration between Pre-kindergarten, Early Childhood Office, ESOL office and our building staff. *Promote Introduction to Kindergarten event in our building - provides Kindergarten Ready materials, ASQ information, enrollment information and more to families. *For kindergarten readiness, we focus on onset sound and concepts of print. The goal at the end of Pre-Kindergarten is that students are at 90%.
e. How are you measuring the success of individual plans of study?	Not applicable to our elementary building.
f. What are your targets/goals related to postsecondary completion/attendance?	As an elementary school, we provide students with the foundational academic and SECD skills to work toward their postsecondary completion goals. We work to support the district long-term goal of having an 80% high school graduation rate by 2025.
g. How are you ensuring students are civically engaged?	At Benton Elementary, we introduce our students to being civically engaged by: *Understanding their roles and responsibilities as a part of our school community. *Introducing our students to take positive actions in our school and community through caring for the environment, promoting kindness to everyone, and building their Restorative Practices knowledge through positive communication and problem solving.

SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Before/After School Support;#Summer School;#Extended Year;#Interventions;#Class Within a Class;
b. Are there appropriate and adequate instructional materials?	Yes
c. Is current technology appropriate? If no, what technology is needed to support the curriculum?	Yes

SECTION 4: Educational Capacities pursuant to article 32.72-3218	Response
a. If high school- we teach the subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education.	My school is not a high school
b. Is every child in your school provided at least the following capacities:	
Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Yes
Sufficient knowledge of economic, social and political systems to enable students to make informed choices.	Yes
Sufficient understanding of governmental processes to enable the students to understand the issues that affect his or her community, state and nation.	Yes
Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Yes
Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Yes
Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Yes
Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in job market.	Yes

SECTION 5: Staff Needs	Response
a. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines which requires every classroom to contain an educator who is certified in eye content area being taught in said classroom and meet the goals of the school?	Yes
b. How many classified supports staff are currently employed?	19.8
How many are needed at this building (vacant & filled)?	21.80
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are a principals and other key staff trained to provide instructional leadership and professional development to teachers?	Yes
e. What staff development is necessary for teachers to support students' success and meet the school improvement goals of the building?	Instructional Coaching;#LETRS Training;#SRG Training;#Restorative Practices;#Other;

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SECTION 6: Facility Needs	
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a. Is there adequate space for student learning?	Yes
b. Are there necessary repairs and/or adjustment to the existing space that need to be made?	No
SECTION 7: Family Needs/Community Relations	
SECTION 7: Family Needs/Community Relations	Response
a. Do you have regular events to engage parents with teachers?	Yes
b. What types of caregiver training programs (teaching guardians how to give students help with homework, use of technology that student will be required to use, ect.) are provided?	Regular classroom and school-wide communication that includes home instructional ideas, and content that can be used at home. We also communicate opportunities for families to be involved in school day events, Parent-Teacher Conferences, as well as provide information about a homework hotline. We are currently planning both a family learning night, as well as offering a series of parent and caregiver training sessions that focus on technology, regulation strategies, and home learning environment and study skills.
c. Do you have a active site council?	Yes
d. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes
e. What types of communication exist with families?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#PhoneCalls/Text Messages
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	Parent Link;#Seesaw;#District Wide Communication;#Social Media;#Newsletter;#Emails from Teachers;#School Website;#Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.10%
b. What is our building chronic absenteeism rate?	38.90%
a. what is our district graduation rate?	N/A
b. What is our dropout rate?	N/A
c. What is our average comprehensive ACT Score?	N/A
SECTION 9: Other Data	
SECTION 9: Other Data	Response
a. Based on your building leadership team analysis, what are the barriers your school faced with non-assessment related issues?	Scheduled Time/PD Time;#Paraprofessional Training;#Parent & Community Involvement;#Attendance/Truancy;#Child Study
Can they be achieved with additional resources?	Yes
Why or why not?	*Additional staff and staffing resources. Including support staff in our school. This would help to identify and address behavior and social-emotional issues that are a consistent barrier to learning for our students. *Prioritize social and emotional student needs, as well as teacher needs. *The resource of time and coordination for the regular training for our paraprofessionals, as well as the opportunity to facilitate collaboration between the teaching staff and paraprofessionals, to best support our student's needs. *Resources that support the time and materials needed to connect and grow our parent and family involvement.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	*Student Behavior - mental health issues, attendance, distractions and disruptions, feeling disconnected, lack of motivation, student social and emotional needs.

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<p>Identify the budget actions that should be taken to address and remove those barriers.</p>	<ul style="list-style-type: none"> *Equity of district resources. *Transparent analysis of our school's population and needs, both academic and social-emotional. *More training and trained paraprofessionals in grade level classrooms for core content and interventions. *Prioritizing social and emotional student needs. *Full-time student support staff (specifically - school counselor and behavior interventionist) *Parent training events - how to support your child (academically, behaviorally and emotionally) strategies and resources for home. *Increased support for staff to work directly with behaviors that are impacting learning.
<p>Identify the amount of time the board estimates it will take for each student to achieve grade level proficiency on the state assessments if the budge actions would be implemented.</p>	<p>The district goal is that 60% of our students will achieve a level 3 or 4 by 2024.</p>