Building Needs Assessment 2025-2026
For 2026-27 Budget Planning (HB 2067)

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?	265
b. Percentage of students with an IEP?	24.2%
c. Percentage of students enrolled in ELL services?	5.3%
d. Percentage of students identified as At-Risk (Free Lunch)?	61.9%
e. What is the teacher to student ratio average?	12.23
f. What is the teacher to student ratio median?	12.23
g. Are the needs of foster care students being met?	Yes
If no, what supports are needed?	N/A
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?	Yes
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?	Yes
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	Targeted reading and math intervention groups focused on current needs. Engaged 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 Progam via Kite. Continue to offer interim assessments for grades 3-5 with the mini interims.
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?	Throughout the school day all students will participate in 20-25 minutes of social emotional learning and collaboration. Staff utilize SAEBRS 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. We are also using a check-in system for students weekly as a proactive approach to climate, culture and social-emotional support.
b. What are your targets/goals related to social/ emotional growth?	Using SAEBRS data and Second Step curriculum, we will decrease students in the Tier 3 category from 30% to 20% in one years time.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	Kindergarten readiness snapshot, ASQ-2 and ASQ-SE3.
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 Kindergarten Information Night at our building--provide readiness materials, ASQ information, enrollment information, etc.
e. How are you measuring the success of individual plans of study?	N/A
f. What are your targets/goals related to postsecondary completion/attendance?	The district goal of 94% or higher for attendance. Having students at 94% or above as the elementary level ensures foundational skills and knowledge for all students. The impact of attendance in elementary can also increase graduation rate for high school's goal of 85%.
g. How are you ensuring students are civically engaged?	Junior Achievement community partnerships. Students understand their roles and responsibilities as a part of our school community. Introducing students to take positive actions in our school and community through caring for the environment, promoting leadership opportunties, project-based learning, utilizing restorative practices.

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

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?	7.04
How many are needed at this building (vacant & filled)?	10.49
c. Are there appropriately licensed support personnel such as counselors, librarians, nurses, ect.?	Yes
d. Are assistant 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;

SECTION 6: Facility Needs	**Response**
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	**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?	Parent-Teacher communication (family nights, parent-teacher conferences, ParentVue/email, phone calls, in-person discussions). District resources include family reading activities and resources.
c. Do you have an 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

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

SECTION 8: School Data	**Response**
a. What is our building attendance rate?	0.908
b. What is our building chronic absenteeism rate?	30.40%
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	**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 Team Ratios; Physical Space for Learning;
Can they be achieved with additional resources?	Yes
Why or why not?	An additional allocation to full-time status for a counselor would have a significant impact on students, families and staff at Benton. Social-emotional supports, resources for students/staff/families, decrease in loss of instructional time in the classroom, increase in relationships and belonging, targeted social-emotional learning (and specifics within Second Step intervention/SAEBRS as appropriate). A counselor on average sees around 20 students in 2.5 days while at Benton. This number does not include unscheduled needs of parents/staff or students. As the needs for mental health continue to rise and more students who are identified with service minutes on IEPs or BIPs, those needs will be unmet without appropriate staffing.
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 mental health supports, strategies for coping, perseverance for challenging tasks, desire to attend school for individual success
Identify the budget actions that should be taken to address and remove those barriers.	Full-time allocation for a counselor; Continued education of staff and students on mental health methods/strategies.
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.	3 years--2029 as stated on the district strategic plan