



DISTRICT: D0259 - Wichita Public Schools

SCHOOL: Ortiz Elementary

SCHOOL NO: 1663

INTERNAL NO: 394

SECTION 1: Student Needs	Response
a. How many students are in the building?	323
b. Percentage of students with an IEP?	22.3%
c. Percentage of students enrolled in ELL services?	61.9%
d. Percentage of students identified as At-Risk (Free Lunch)?	86.7%
e. What is the teacher to student ratio average?	13.13
f. What is the teacher to student ratio median?	12.67
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	No
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?	We are concentrating on our Wildly Important Goals and have streamlined our efforts to enhance fluency. Students are informed about these goals and monitor their progress on the classroom scoreboard. Additionally, we are offering professional learning opportunities as students work through volume two of LETRS to improve comprehension instruction. We recognize that proficient readers require both word recognition and comprehension skills. These foundational steps are essential for solidifying our approach and ultimately improving state assessment scores.
o. Have you set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?	Yes

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SECTION 2: State Board of Education Outcomes (please utilize your district KESA (accreditation) and Star Recognitions plan/rubrics)	
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?	We measure social and emotional growth by giving a SAEBRS screener K-5 as well as a mySAEBRS screener 3-5 if a parent has opted in for their child to take the screener assessment.
b. What are your targets/goals related to social/ emotional growth?	Upon examining our SAEBRS data, our objective is to ensure that students do not fall into the high-risk category. If any students are identified as high risk during this review, we will implement push-in support to assist them. This support will guide these students, and if the classroom teacher determines it is necessary, the support staff can work with these targeted students on specific mini-lessons and skills related to social-emotional learning and development.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	We administer the ASQ during enrollment to all incoming Kindergartners as they enroll at our building. We then review that data and send those results home to parents so that they are aware of their child's Kindergarten readiness.
d. What are your targets/goals related to kindergarten Readiness?	We have established academic objectives to assess success in kindergarten, focusing on areas such as word segmenting and fluency in letter names and sounds. Furthermore, both Kindergarten teachers collaborate on setting goals tailored to each child after analyzing ASQ data.
e. How are you measuring the success of individual plans of study?	We measure success by administering three screeners per year in which we track data towards Kindergarten goals. We monitor student progress in a routine basis and have data discussions every 4-6 weeks to monitor progress.
f. What are your targets/goals related to postsecondary completion/attendance?	<p>We are committed to establishing rigorous goals for our Kindergarten students to ensure their success in foundational skills, specifically in phonological awareness and phonics. We recognize that if students exit Kindergarten with a strong foundation, they will thrive in first grade, with the ultimate aim of having them reading by the end of that year. We implement interventions as needed to support this objective.</p> <p>Additionally, we have introduced several initiatives to improve attendance within our school. As a united school community, we are actively addressing this challenge. Our target is to raise our Average Daily Attendance (ADA) from 92.3% to 95.0%.</p>
g. How are you ensuring students are civically engaged?	We ensure that students are being taught social studies standards while also teaching students our GFS in order to be successful citizens in society.
SECTION 3: Curriculum Needs	
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Extended Year; Interventions; Class Within a Class; Before/After School Support;
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?	16.95
How many are needed at this building (vacant & filled)?	17.59
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?	At this current time we do not have any caregiver training programs, however, parents do feel comfortable contacting the school or teacher if they need assistance in any needed area. In addition, our district provides a homework hotline.
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; 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; Emails from Teachers; School Website; Phone Calls/Text Messages
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	90.90%
b. What is our building chronic absenteeism rate?	34.20%
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

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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?	Attendance/Truancy; Parent & Community Involvement;
Can they be achieved with additional resources?	Yes
Why or why not?	We have made significant efforts to establish partnerships with our community for the benefit of our school. These collaborations are driven by two primary objectives, one of which is to enhance student attendance. By prioritizing attendance, we aim to strengthen our relationships with families connected to Ortiz and foster a sense of pride within our school community. Our community partners have provided valuable financial support, which has been instrumental in improving our Average Daily Attendance (ADA). We have implemented various initiatives, including morning donut distributions, goodie bags for students with excellent attendance, porch visits, the acquisition of a school mascot, and targeted outreach to chronically absent families through a family event featuring prize raffles. These additional financial resources have been crucial in advancing our attendance goals, as we recognize that attendance is a key factor in student success.
b. Additional building unique identified items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Addressed in prior question.
Identify the budget actions that should be taken to address and remove those barriers.	At this time we are working with community partners to address these barriers.
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 budget actions would be implemented.	May of 2029.