



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?	335
b. Percentage of students with an IEP?	22.4%
c. Percentage of students enrolled in ELL services?	51.6%
d. Percentage of students identified as At-Risk (Free Lunch)?	78.2%
e. What is the teacher to student ratio average?	14.19
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?	0
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?	No
n. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?	In reviewing state assessment data we are utilizing the 4DX process to ensure that we have active goals in place, ways we are actively working towards those goals daily, tracking those goals and being accountable to the process. We utilize this process around fluency and comprehension screeners that will have a direct impact on state assessment data.
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?	Our building currently measures social and emotional growth through the SABRS screener that is done twice per year.
b. What are your targets/goals related to social/ emotional growth?	Based on the SABRS screener results we target students who are determined to be high risk. The school counselor alongside the Behavior Interventionist provide direct teaching to those students in the areas they are determined to be high risk. This may look like group lessons weekly to improve executive functioning skills or this may look like a "lunch bunch" where the counselor facilitates a group at lunch to gain social skills. The goal of the work is determined by the social and emotional needs presented by the students.
c. If you have Kindergarten in your school, how do you determine students are ready for kindergarten?	To determine Kindergarten Readiness parents partake in a screener called the ASQ.
d. What are your targets/goals related to kindergarten Readiness?	The goals as it relates to Kindergarten readiness is to meet students where they are at when they come to us. Our students come from very diverse background including not speaking English, not having attended PREK while others speaking two languages or one language and have attended early childhood programs. Additionally, we utilize the second step curriculum and restorative practices to ensure students are able to close SEL gaps and resolve conflict when conflict arises.
e. How are you measuring the success of individual plans of study?	Screener Data
f. What are your targets/goals related to postsecondary completion/attendance?	As aligned to the district strategic plan, we want students to be at school and working to gain foundational skills to be career and life ready.
g. How are you ensuring students are civically engaged?	We utilize the Social Studies curriculum which incorporates civic awareness as well as expose students to civic responsibilities when it aligns with election years and current.
SECTION 3: Curriculum Needs	Response
a. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?	Class Within a Class; Other; Interventions; STEALTH program
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. ☒ 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?	No
b. How many classified supports staff are currently employed?	14.31
How many are needed at this building (vacant & filled)?	15.19
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?	Other; Instructional Coaching; LETRS Training; SRG Training; Restorative Practices; At the building level we have provided professional learning around strong instructional practices, LETRS Training, SRG Training, Restorative Practices but are most recently providing staff on NME and 7 Steps Training.
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?	Yes
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 time, we do not offer specific trainings, however, we do offer guidance around these areas to parents on an as needed basis.
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
Is it adequate?	Yes
f. What types of communication/social media exists with your community?	District Wide Communication; Social Media; School Website
Is it adequate?	Yes
SECTION 8: School Data	Response
a. What is our building attendance rate?	0.921
b. What is our building chronic absenteeism rate?	22.60%
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?	Caseloads per Teacher; Physical Space for Learning; Attendance/Tuancy; Paraprofessional Training; Other: Address Below; Child Study Team Ratios; Class sizes that are too large with out adequate support (para support) to address identified needs both during core instruction and small group intervention (MTSS aligned) more para support is needed to help address the needs of non-identified students who need additional support. This support would be in alignment to our building wide goals and could be used strategically.
Can they be achieved with additional resources?	Yes
Why or why not?	Priority 1: 2 Full time paras needed - As the student to teacher ratio increases (class size) it becomes increasingly difficult to meet the needs of all learners as well as differentiate/provide scaffolds to meet these needs. If we had two additional paras this would allow for intentional targeted support to students during core instruction (word recognition and comprehension). Paras would be placed in classes to focus on support for Tier II students. The para would parallel teach with the classroom teacher and provide immediate feedback to students as well as additional opportunities to respond, increasing their engagement. With this targeted support assisting Tier II students during core, the goal would be to ensure Tier II students could reach benchmark and move to Tier I. Priority 2: Assistant Principal - As of right now Ortiz serves 342 students and 56 staff members with two mixed abilities classrooms and 1 Pre-K classroom. Ensuring that I am present throughout the building doesn't always allow me to work on our building wide systems and goals but rather work in the system. If I had an Assistant Principal to support this work it would allow me to work on our system to achieve our building wide goals that align directly with the districts strategic plan.. It would allow me to share this workload and be in classrooms more often to coach teachers and plan and provide professional development.
b. Additional building unique identified Items:	None
Identify the barriers that must be overcome for each student to achieve grade level proficiency on assessments.	Priority 1 Barrier: Over 50% of our students receive ESOL services and additionally we have students who come to us starting the year in high or some risk on screener data. When faced with larger class sizes (several classes at 25 or 26 students) it creates a tremendous challenge to ensure students within the large class setting have immediate feedback and additional opportunities to respond (more so than the students on benchmark) which are practices that increase student learning and outcomes. These barriers could be addressed by providing additional para support in classrooms. Priority 2 Barrier: Currently we have 342 students and 56 staff members. Within our building we have 2 Mixed Abilities classrooms and 1 PreK DD classroom. With that we also have (per this building needs assessment) 22% of our students who have IEP's whether for MA, IR, Speech and or OT services. In having higher percentage of students who receive special education support this means that oftentimes I am present in IEP meetings. With IEP requirements and the large array of other task and looking at the current student population/needs an additional administrator would ensure support that would be needed so that I can focus on strategically and intentionally focus on systems throughout the building that align with our building-wide goals.

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Identify the budget actions that should be taken to address and remove those barriers.	As discussed in box A2 the budget action that should be taken to address and remove these barriers would be: Priority 1: Provide an additional 2 paras full time to be staff at Ortiz. Priority 2: Provide an Assistant Principal allocation at Ortiz to allow the Principal to focus working on the system rather than in the system and have time to be strategic on instructional practices.
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.	Within 2-3 years.