



Clark County School District  
**Ortwein Elementary School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*Ortwein Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Traci Leigh Holloway for more information.*

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**School Designations:**  Title I  CSI  TSI  TSI/ATSI



# School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	720	0.42%	12.36%	28.61%	10.97%	25.42%	3.75%	18.47%	12.08%	6.25%	N/A
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

\*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	36.1%*	50.0*	38%*	47.4%*	51.0*	50.6%*	28.9%*	14.4%**	48.5%*
2019	School	49.5%	34.0	28.8%	54.5%	38.0	49.0%	32.4%	16.6%	68.7%
	District	36.6%*	49.0*	38.1%*	48.3%*	50.0*	52.4%*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	25.0%	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

\*Source: nevadareportcard.nv.gov

\*\*Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	426	417	430
District*	379	368	361

\*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

## School Continuous Improvement (CI) Team

*The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.*

Name	Role
Traci Holloway	Principal
Heather Synold	Assistant Principal
Carla Adsit Shayann Goins Dara Zaccagino Denise Araujo	Teacher
Melissa Nixon	Paraprofessional
Kenyon House	Parent



## School Community Outreach

*This section highlights outreach events facilitated by the school to engage students, regarding school partners.*

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Community Feedback Survey	9/21-9/29	18	Math- Lack of consistency in instruction and math vocabulary, increase use of small groups to target specific skill gaps and needs  ELA- Lack of focus on standards over curriculum; increase of small groups to target specific skill gaps and needs  Other data- increase and make communication from classrooms more consistent, increase family nights and volunteer opportunities, increase emphasis on EQ and SEL
SOT Meeting	9/27 1/26 2/9	7	Math- Lack of common teacher planning time and vertical alignment  ELA- Lack of common teacher planning time and vertical alignment



# School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

## Inquiry Area 1 - Student Success

### Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
<b>Data Reviewed</b>	MAP Fall 2019, 2020, 2021; SBAC Spring 2020 and 2021	District Wide Survey Results, Panorama	Classroom observations, collection of student work samples
<b>Problem Statement</b>	Only 25% of our students met the AGP in mathematics on the state math assessment; only 58% (3rd grade), 47% (4th grade), and 38% (5th grade) of the students were above the 40th %tile on the Fall MAPS Math assessment		
<b>Critical Root Causes</b>	<ul style="list-style-type: none"> <li>-Lack of conceptual experiences with core math concepts</li> <li>-Lack of time for math intervention</li> <li>-Lack of consistency in use of math vocabulary, strategies, and common routines across and within grade levels</li> </ul>		

### Part B

Student Success	
<b>School Goal:</b> Increase the percentage of all students meeting Adequate Growth Percentile (AGP) in mathematics from 25% to 35% by 2022, as measured by state summative assessments, and reported on the NSPF.	<b>Aligned to Nevada's STIP Goal:</b>  <b>Goal 3:</b> All students experience continued academic growth.
<b>Improvement Strategy:</b> <i>Create a master schedule for the math block</i> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2-Moderate</i>	
<b>Intended Outcomes:</b> <i>Communicate consistent expectations for math instruction, including common routines and emphasis on conceptual vs. procedural understanding.</i>	

**Action Steps:**

- Collaboratively modify a framework that includes intervention for math instruction.
- Teachers will receive professional development from RPDP and ST Math on staff development days to provide them with effective and engaging instructional materials, strategies and activities to improve and enhance math instruction.
- Teachers will implement the math framework by providing high quality differentiated Tier 1 instruction and targeted Tier 2 intervention.
- Teachers will collaborate and unwrap focus standards in mathematics at grade level Impact Team meetings.
- Teachers will utilize research-based instructional materials, strategies, and assessments during Tier 1 and Tier 2 instruction with a focus on common vocabulary and the major clusters of each grade level.

**Resources Needed:**

- [Elementary Mathematics Framework](#)
- enVisionMath Curriculum / Savvas (3)
- [Pacing Guides](#)
- [Achieve the Core](#)
- [RPDP](#)
- ST Math (3)
- Achieve3000 Math (1)
- Impact Team protocols (2)
- [Curriculum Engine](#)

**Challenges to Tackle:**

- time to collaborate
- time within daily instructional schedule
- scheduling concerns
- attitudes / beliefs of students and staff
- effective, consistent use of Impact Team protocols
- maintaining focus on the most impactful teacher actions

**Improvement Strategy:** *Establish math intervention routines*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *2-Moderate*

**Intended Outcomes:** *Ensure that consistent and effective math intervention takes place.*

**Action Steps:**

- Teachers will receive professional development from RPDP on how to use math interventions to target students' math gaps.
- Teachers will collaborate at grade level RTI meetings, analyze MAP and aimswebPLUS data (universal screener and progress monitoring)



to provide targeted Tier 2 and Tier 3 interventions with the support of the math strategist. Teachers will use progress monitoring data to monitor student growth and adjust interventions as needed. Teachers will present student data every six weeks to the RTI Team to discuss student progress.

- Teachers will use MAP data as a tool to help differentiate during small group instruction.
- Teachers will implement ST Math school wide and utilize Khan Academy and Achieve3000 Math as a differentiation tool.

**Resources Needed:**

- [Elementary Mathematics Framework](#)
- enVisionMath Curriculum / Savvas (3)
- [Pacing Guides](#)
- [Achieve the Core](#)
- [RPDP](#)
- ST Math (3)
- Achieve3000 Math (1)
- Impact Team protocols (2)
- [Curriculum Engine](#)

**Challenges to Tackle:**

- determining which skills to teach and to which students
- time to analyze data and then implement targeted interventions within the instructional day
- prioritizing gaps in student learning

**Equity Supports. What, specifically, will we do to support the following student groups around this goal?**

English Learners: Consistent use of math vocabulary, visual aids, scaffolding, ST Math, accountability talk with sentence frames, nonverbal signals, talk moves, consistency with predictable schedules across classrooms and grade levels

Foster/Homeless: Consistency with predictable schedules across classrooms and grade levels

Free and Reduced Lunch: Consistency with predictable schedules across classrooms and grade levels

Migrant: Consistency with predictable schedules across classrooms and grade levels

Racial/Ethnic Minorities: Standards for Mathematical Practices, repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, docs on student dignity

Students with IEPs: Ensuring that students with IEPs are present for whole-group instruction within the General Education classroom



## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	Event 2 Survey data, classroom observations	District Wide Survey results, internal surveys	Notes and agendas from various meetings (Impact Teams, RTI, Leadership)
<b>Problem Statement</b>	There is a lack of consistency and coherence across grade levels and within grade levels for teaching mathematics strategies and vocabulary.		
<b>Critical Root Causes</b>	Teachers given the freedom to use their own professional judgment when making instructional decisions		

### Part B

Adult Learning Culture	
<p><b>School Goal:</b> By Spring 2021, we will have established a consistent structure for grade level teams to gather evidence, analyze evidence, and act upon evidence using Impact Teams and associated protocols.</p>	<p><b>STIP Connection:</b> <b>Goal 2:</b> All students have access to effective educators.</p>
<p><b>Improvement Strategy:</b> <i>Use of protocols within Impact Teams</i> <b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2: Moderate</i></p>	
<p><b>Intended Outcomes:</b> <i>Teams will build collective efficacy by engaging in Impact Team protocols.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Teachers will unwrap math standards at grade level impact team meetings.</li> <li>• Teachers will create or revise common grade level assessments to align with the standards.</li> </ul>	





<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <a href="#">Elementary Mathematics Framework</a></li><li>● enVisionMath Curriculum / Savvas (3)</li><li>● <a href="#">Pacing Guides</a></li><li>● <a href="#">Achieve the Core</a></li><li>● <a href="#">RPDP</a></li><li>● Impact Team protocols (2)</li><li>● <a href="#">Curriculum Engine</a></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● time to collaborate</li><li>● staff mindsets</li><li>● effective, consistent use of Impact Team protocols</li><li>● maintaining focus on the most impactful teacher actions</li></ul>
<p><b>Improvement Strategy:</b> <i>Math Instruction Focus Meetings</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>3-Promising</i></p>
<p><b>Intended Outcomes:</b> <i>Teachers will build content knowledge in order to increase their effectiveness in the area of mathematics.</i></p>
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"><li>● Teachers will use common grade level math vocabulary and utilize the Envisions math program to help plan for Tier 1 instruction.</li></ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"><li>● <a href="#">Elementary Mathematics Framework</a></li><li>● enVisionMath Curriculum / Savvas (3)</li><li>● <a href="#">Pacing Guides</a></li><li>● <a href="#">Achieve the Core</a></li><li>● <a href="#">RPDP</a></li><li>● <a href="#">Curriculum Engine</a></li></ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"><li>● Time to learn the new program</li><li>● Staff mindsets</li><li>● Consistency across and among grade levels</li><li>● Maintaining focus on the most impactful teacher actions (north star)</li></ul>



<b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b>
English Learners: Consistent use of math vocabulary, visual aids, scaffolding, ST Math, accountability talk with sentence frames, nonverbal signals, talk moves, consistency with predictable schedules across classrooms and grade levels
Foster/Homeless: Consistency with predictable schedules across classrooms and grade levels
Free and Reduced Lunch: Consistency with predictable schedules across classrooms and grade levels
Migrant: Consistency with predictable schedules across classrooms and grade levels
Racial/Ethnic Minorities: Standards for Mathematical Practices, repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, docs on student dignity
Students with IEPs: Ensuring that students with IEPs are present for whole-group instruction within the General Education classroom

## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	Panorama, District Wide Survey, School Climate Data	District Wide Survey Data, Internal Weekly Check-In, Event 2 Outreach Data	District Wide Survey Data, Event 2 Outreach Data
<b>Problem Statement</b>	54% of our students who took the District Wide Survey reported that they find it difficult or very difficult to “get through something even when I feel frustrated” and 41% of our students reported that they never or once in a while “finish tasks if they are hard for me.”		
<b>Critical Root Causes</b>	Insufficient time to create a shared sense of community		



## Part B

Connectedness	
<p><b>School Goal:</b> Decrease the percentage of students reporting that they find it difficult or very difficult to “get through something even when I feel frustrated” from 54% to 44%.</p>	<p><b>STIP Connection:</b></p> <p><b>Goal 6:</b> All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p><b>Improvement Strategy:</b> <i>Classroom instruction focused on perseverance, including the 8 Habits, social-emotional learning, Standards for Mathematical Practice, and growth mindset</i></p> <p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-Demonstrates a Rationale</i></p>	
<p><b>Intended Outcomes:</b> <i>Development of a shared vision of learner habits among members of the Ortwein community.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● Teachers will teach monthly lessons on the 8 Habits to help students develop a growth mindset.</li> <li>● Students will participate in SEL classes with the school counselor.</li> <li>● Teachers will purposefully plan for the inclusion of the Standards for Mathematical Practices in instruction.</li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● Learner Habits Rubric</li> <li>● Monthly lesson resources for 8 Habits</li> <li>● Standards for Mathematical Practices</li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● Mindsets among students and staff</li> <li>● Prioritizing time within instructional minutes</li> </ul>	
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>	
<p>English Learners: Consistent use of math vocabulary, visual aids, scaffolding, ST Math, accountability talk with sentence frames, nonverbal signals, talk moves, consistency with predictable schedules across classrooms and grade levels</p> <p>Foster/Homeless: Consistency with predictable schedules across classrooms and grade levels</p>	



Free and Reduced Lunch: Consistency with predictable schedules across classrooms and grade levels

Migrant: Consistency with predictable schedules across classrooms and grade levels

Racial/Ethnic Minorities: Standards for Mathematical Practices, repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, docs on student dignity

Students with IEPs: Ensuring that students with IEPs are present for whole-group instruction within the General Education classroom

## COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
PCFP (Strategic Budget)	\$4,510, 282	Staffing, Service Level Agreements, Supplies and Other Services	A, B, and C
Read By Grade 3	\$94,939	Strategist	B and C
At Risk	\$150, 156	Strategist, Teacher (Split Funded) Prep Buy, ST Math Program, AVID License	A, B, and C
English Learners	\$70, 721	Teacher (Split Funded), Extra Duty pay for Support Staff, Pebble Go License	A, B, and C
GATE	\$50,955.00	Partial Teacher	C
ESSER	\$124, 956	Intervention Strategist	A, B and C
Title I	\$136, 080	5th Grade Teacher, 2 Certified Temporary Tutors, Extra Duty Pay for Collaboration, AIMSWeb Progress Monitoring Tool, Accelerated Reader	A, B, and C

