

# Clark County School District

## Ortwein, Dennis ES

### 2025-2026 School Improvement Plan

Classification: 3 Star School



# Mission Statement

We, the community of Ortwein Elementary School, will cultivate the hopes and aspirations of the students in a committed academic partnership by building sustainable relationships through safety, kindness, scholarship, mindfulness, and honesty.

## Vision

We are a community of learners working together as a team to strive for victory in all areas of life.

## Demographics & Performance Information

### Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at [https://nevadareportcard.nv.gov/DI/nv/clark/dennis\\_ortwein\\_elementary/nspf/](https://nevadareportcard.nv.gov/DI/nv/clark/dennis_ortwein_elementary/nspf/)

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# Comprehensive Needs Assessment

## Student Success

### Student Success Areas of Strength

52% of our 3rd-5th grade students are projected to be proficient on the SBAC in ELA, an increase of 3% from the 2023-2024 school year. 56% of our 3rd-5th grade students are projected to be proficient on the SBAC in Math, an increase of 5% from the 2023-2024 school year. All grade levels were in the High Achievement/High Growth quadrants after the Spring MAP Math and ELA administration.

### Student Success Areas for Growth

In 2024-2025, 1st and 5th grade students' proficiency rates in ELA on MAP decreased or remained the same from Fall to Spring (57% to 57% and 48% to 41%). Tier I Monitoring Tool data shows that adopted Tier I Instructional Materials are being used in classrooms 67% of the time and necessary differentiation supports are observed 67% of the time.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	English Learners may not consistently and successfully be able to access Tier I instructional materials since many of these scholars are also acquiring academic language skills. There is a 29% achievement gap between the Non-ELs and ELs in math, and a 33% achievement gap between the Non-ELs and ELs in reading.	Consistent use of math vocabulary, visual aids, scaffolding, accountability talk with sentence frames, nonverbal signals, talk moves, consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction; Title III funding will be leveraged to provide access to an online language-focused adaptive program for ELs.
Foster/Homeless	Foster and Homeless scholars may experience disruptions outside of school that can affect their cognitive readiness skills and emotional availability to master skills.	Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	Scholars that receive Free and Reduced Lunch may not be able to access Tier I instruction consistently due to factors outside of the school's control.	Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction
<b>Migrant/Title1-C Eligible</b>	We do not have a significant number of scholars in this group.	
<b>Racial/Ethnic Minorities</b>	Our Hispanic scholars achieved growth at the 56th% and achievement at the 57th% in ELA. Our Black students achieved growth at the 51st% and achievement at the 60th%. Our Native Hawaiian or Pacific Islander scholars achieved growth at the 52nd% and achievement at the 59th%. These levels are below the expected 61% set as our school goal and achieved by other groups.	Standards for Mathematical Practices, repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, equitable access to high-quality Tier I instruction
<b>Students with IEPs</b>	57% of our scholars receiving IEP services score in the 40th %tile and below in mathematics and and 61.7% score in the 40th %tile and below in ELA. These scholars may not be able to access grade-level Tier I instruction without specialized supports.	Ensuring that students with IEPs are present for Tier I whole-group instruction within the General Education classroom

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Overall Math and ELA proficiency is low. Students who are not proficient in Math and ELA will continue to fall behind because knowledge in both areas builds upon previous understanding. Only 41.3% of our students were proficient in Math on the 2023 SBAC. Only 43.4% of our students were proficient in ELA on the 2023 SBAC. Only 37.5% of our English Language students met their AGP target. This data will be updated upon release of the 2024-2025 SBAC results.

**Critical Root Cause:** -Lack of conceptual experiences with core math concepts and foundational reading skills -Lack of consistency in use of vocabulary, strategies, and common routines across and within grade levels -Lack of consistency in curriculum, materials, and strategy use within and across grade levels -Lack of high-quality Tier I instruction using adopted instructional materials -Lack of protected Tier I instructional time

### Inquiry Area 1: Student Success

**SMART Goal 1:** Increase the percent of students projected to be proficient in math (above the 60th %tile) from 56% in Spring 2025 to 66% in Spring 2026, as measured by MAP Growth.

Increase the percent of students projected to be proficient in ELA (above the 60th %tile) from 52% in Spring 2025 to 62% in Spring 2026, as measured by MAP Growth.

**Aligns with District Goal**

**Formative Measures:** MAP Growth

Improvement Strategy 1 Details				Reviews							
<b>Improvement Strategy 1:</b> Ensure that all students receive instruction with evidence-based, scientifically researched Tier I instructional materials aligned to the standards that are culturally appropriate, relevant, and inclusive by having educators engage with the Teaching and Learning Cycle during PLCs (Impact Teams)				Status Check		EOY Reflection					
				Oct	Feb	June					
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Educators will be supported in effectively using the materials by the Read by Grade 3 Strategist and the Math Strategist and will use the pacing guides and materials to plan instruction during PLCs, following the Teaching and Learning Cycle (Impact Teams)</td> <td>Educators, Strategists, Administrators</td> <td>August-May</td> </tr> </tbody> </table> <p><b>Position Responsible:</b> Administrator  <b>Resources Needed:</b> Elementary Mathematics Framework                      Literacy Framework                      Master Schedule                      enVision Math Curriculum (3)                      HMH Into Reading Curriculum (2)                      Pacing Guides                      Clarity Guides                      Impact Team protocols (2)                      Curriculum Hub</p> <p><b>Evidence Level</b>                      Level 2: Moderate: HMH Into Reading/enVision Math</p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Educators will be supported in effectively using the materials by the Read by Grade 3 Strategist and the Math Strategist and will use the pacing guides and materials to plan instruction during PLCs, following the Teaching and Learning Cycle (Impact Teams)	Educators, Strategists, Administrators
Action #	Actions for Implementation	Person(s) Responsible	Timeline								
1	Educators will be supported in effectively using the materials by the Read by Grade 3 Strategist and the Math Strategist and will use the pacing guides and materials to plan instruction during PLCs, following the Teaching and Learning Cycle (Impact Teams)	Educators, Strategists, Administrators	August-May								

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Educators will develop and implement common formative and summative assessments and learning tasks aligned to the standards at the appropriate level of rigor to inform instruction and monitor students' learning				Status Check		EOY Reflection	
				Oct	Feb	June	
	<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	In progress	In progress	
	1	For each standard or cluster, educators will either: use common assessments that are embedded in the Tier I instructional materials OR develop a common assessment with the grade level and will use the Plan to Teach and Assess Template in the Teaching and Learning Cycle to document the plans and decisions	Educators	August-May			
<b>Position Responsible:</b> Administrator <b>Resources Needed:</b> enVision Math Curriculum / Savvas (3) HMH Into Reading Curriculum Impact Team protocols (2)  <b>Evidence Level</b> Level 2: Moderate: HMH Into Reading/enVision Math <b>Problem Statements/Critical Root Cause:</b> Student Success 1							

## Adult Learning Culture

### Adult Learning Culture Areas of Strength

Teachers successfully adhered to the Teaching & Learning Cycle expectations during Impact Teams (PLCs), achieving the expected 90% goal.

### Adult Learning Culture Areas for Growth

Tier I instructional materials were observed to be utilized 67% of the time. Teachers and students were observed to interact with the Learning Intention 56% of the time and the Success Criteria 53% of the time. Necessary differentiation was observed 67% of the time.

### Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	English Learners grew at the 51% and achieved at the 34% in ELA. English Learners achieved at the 56% in math. These results are below the expected 61%tile and not comparable to other groups.	Consistent use visual aids, scaffolding, accountability talk with sentence frames, nonverbal signals, talk moves, consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction
<b>Foster/Homeless</b>	Foster and Homeless scholars may experience disruptions outside of school that can affect their cognitive readiness skills and emotional availability to master skills.	Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction
<b>Free and Reduced Lunch</b>	Scholars that receive Free and Reduced Lunch may not be able to access Tier I instruction consistently due to factors outside of the school's control.	Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction
<b>Migrant/Title1-C Eligible</b>	We do not have a significant number of scholars in this group.	Consistency with predictable schedules across classrooms and grade levels
<b>Racial/Ethnic Minorities</b>	Our Hispanic scholars achieved growth at the 56th% and achievement at the 57th% in ELA. Our Black students achieved growth at the 51st% and achievement at the 60th%. Our Native Hawaiian or Pacific Islander scholars achieved growth at the 52nd% and achievement at the 59th%. These levels are below the expected 61% set as our school goal and achieved by other groups.	Oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, equitable access to high-quality Tier I instruction, asset-based thinking
<b>Students with IEPs</b>	57% of our scholars receiving IEP services score in the 40th %tile and below in mathematics and and 61.7% score in the 40th %tile and below in ELA. These scholars may not be able to access grade-level Tier I instruction without specialized supports.	Ensuring that students with IEPs are present for Tier I whole-group instruction within the General Education classroom

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** There is not a consistent practice that structures the PLC (Impact Teams) process so that teams of educators discuss best practices in differentiating during math and ELA instruction to account for various learning styles and academic levels. There has not been sufficient professional learning for educators to develop these practices.

**Critical Root Cause:** Teachers are given the freedom to use their own professional judgment when making instructional decisions. The choices grade levels are allowed to make for PLCs (Impact Teams) are not aligned to best practices in differentiating instruction.

**Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** By the end of the 2026 school year, the percentage of "necessary differentiation observed" during Tier I Monitoring instructional walkthroughs conducted will increase from 67% in the 2024-2025 school year to 77% in the 2025-2026 school year.

**Aligns with District Goal**

**Formative Measures:** Tier I Monitoring Tool

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Professional Learning and follow up regarding effective differentiation strategies				<b>Status Check</b>		<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Oct</b>	<b>Feb</b>	<b>June</b>
1	Educators will participate in an initial professional learning session about differentiation practices and receive follow-up professional learning sessions specific to content area	Educators, Strategists, Administrators	Initial- August Follow Up- Once monthly September through May	In progress	In progress	
<p><b>Position Responsible:</b> Administrator</p> <p><b>Resources Needed:</b> Teaching and Learning Cycle Tier I Monitoring Tool presentation materials specific to differentiation Tier I Monitoring Tool monthly data</p> <p><b>Evidence Level</b> Level 2: Moderate: Tier I Monitoring Tool</p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>						

**Connectedness**

**Connectedness Areas of Strength**

Panorama data for 3rd-5th grade scholars in 2024-2025 shows that 89% of students report supportive relationships and 70% of students report strong self-management skills. Chronic absenteeism rates decreased from 21.5% in 2023-2024 to 18.5% in 2024-2025. In the 2024-2025 school year, we implemented all aspects of a PBIS system as measured by the Tiered Fidelity Inventory and attended three District sponsored professional learning sessions as a team. In the 2024-2025 school year, we implemented a House System to improve sense of belonging.

## Connectedness Areas for Growth

Panorama data for 3rd-5th grade scholars in 2024-2025 shows that 62% of students report strong social awareness skills, 55% of students report strong perseverance skills, and 49% of students report a growth mindset. Additionally, 62% of students report a strong sense of belonging. This data point has decreased over time from 78% in Spring 2021 to 62% in Spring 2025.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	English Learners many find it difficult to feel a sense of belonging in our school due to language barriers between him/her/them and our staff or peers.	Accountability talk with sentence frames, nonverbal signals, consistency with predictable schedules across classrooms and grade levels
<b>Foster/Homeless</b>	Foster or homeless scholars may find it difficult to feel a sense of belonging in our school due to transiency or lack of consistency in their home lives.	Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking
<b>Free and Reduced Lunch</b>	Free and Reduced Lunch scholars may find it challenging to feel a sense of belonging in our school due to financial factors outside of the school.	Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking
<b>Migrant/Title1-C Eligible</b>	We do not have a significant population of scholars in this category.	
<b>Racial/Ethnic Minorities</b>	59% of our Black scholars responded favorable to sense of belonging questions.	Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking

Student Group	Challenge	Solution
Students with IEPs	61% of our scholars serviced with an IEP responded favorably to sense of belonging questions.	Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** There has been a significant decline in the sense of belonging at our school. In Spring 2021, 78% of students reported a strong sense of belonging, compared to 62% in Spring 2025. Students who are experiencing a lack of sense of belonging may not be able to focus on or access learning and may be chronically absent.

**Critical Root Cause:** Insufficient time to create a shared sense of community, disruptions in instruction and social interactions due to circumstances out of the school's locus of control, lack of awareness about how to respond in the moment to students in distress, lack of availability to the counselor when needed, lack of consistency in school-wide expectations and protocols

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** Increase the favorable responses to questions about "sense of belonging" from 62% in Spring 2025 to 72% by Spring 2026.

**Aligns with District Goal**

**Formative Measures:** Panorama

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Implement a school-based rewards program based on PBIS				<b>Status Check</b>		<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Oct</b>	<b>Feb</b>	<b>June</b>
1	Design and implement a school-based system in which scholars earn and spend House Points on tangible and non-tangible rewards	PBIS Team, Educators (Licensed & Support), Administrators	Design- August & September Implement & Revise- October-May	In progress	In progress	
<p><b>Position Responsible:</b> Administrator</p> <p><b>Resources Needed:</b> School Wide PBIS (SWPBIS) Tiered Fidelity Inventory (TFI) results (1)            Funding from Director of MTSS to purchase materials for the space            Reward system tool- 5 Star            Data collection tool- 5 Star</p> <p><b>Evidence Level</b>            Level 1: Strong: TFI/PBIS</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>						
Improvement Strategy 2 Details				Reviews		
<b>Improvement Strategy 2:</b> Implement a Tier II PBIS system to support scholars displaying repeated undesirable school behavior				<b>Status Check</b>		<b>EOY Reflection</b>
<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Oct</b>	<b>Feb</b>	<b>June</b>
1	Design and implement a Tier II Behavior protocol	PBIS Team, MTSS Team, Educators (Licensed & Support), Administrators	Design- August & September Implement & Revise- October-May	In progress	In progress	
<p><b>Position Responsible:</b> Administrator</p> <p><b>Resources Needed:</b> PBIS Tiered Fidelity Inventory results (1)            Tier II protocol            Behavior Referral Flowchart            Behavior Referral submissions            Behavior Intervention Plans</p> <p><b>Evidence Level</b>            Level 1: Strong: TFI/PBIS</p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>						

# Priority Problem Statements

**Problem Statement 1:** Overall Math and ELA proficiency is low. Students who are not proficient in Math and ELA will continue to fall behind because knowledge in both areas builds upon previous understanding. Only 41.3% of our students were proficient in Math on the 2023 SBAC. Only 43.4% of our students were proficient in ELA on the 2023 SBAC. Only 37.5% of our English Language students met their AGP target. This data will be updated upon release of the 2024-2025 SBAC results.

**Critical Root Cause 1:** -Lack of conceptual experiences with core math concepts and foundational reading skills -Lack of consistency in use of vocabulary, strategies, and common routines across and within grade levels -Lack of consistency in curriculum, materials, and strategy use within and across grade levels -Lack of high-quality Tier I instruction using adopted instructional materials -Lack of protected Tier I instructional time

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** There is not a consistent practice that structures the PLC (Impact Teams) process so that teams of educators discuss best practices in differentiating during math and ELA instruction to account for various learning styles and academic levels. There has not been sufficient professional learning for educators to develop these practices.

**Critical Root Cause 2:** Teachers are given the freedom to use their own professional judgment when making instructional decisions. The choices grade levels are allowed to make for PLCs (Impact Teams) are not aligned to best practices in differentiating instruction.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** There has been a significant decline in the sense of belonging at our school. In Spring 2021, 78% of students reported a strong sense of belonging, compared to 62% in Spring 2025. Students who are experiencing a lack of sense of belonging may not be able to focus on or access learning and may be chronically absent.

**Critical Root Cause 3:** Insufficient time to create a shared sense of community, disruptions in instruction and social interactions due to circumstances out of the school's locus of control, lack of awareness about how to respond in the moment to students in distress, lack of availability to the counselor when needed, lack of consistency in school-wide expectations and protocols

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Student Success

- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs
- Other
  - District Wide Survey Results, Panorama
  - Classroom observations, collection of student work samples, Tier I Monitoring Tool Data

## Adult Learning Culture

- Staff surveys and/or other feedback
- Student Climate Survey
- Walk-through data
- Other
  - Staff Gathering Data Meeting, classroom observations, Evidence Walks, Tier I Monitoring Data
  - District Wide Survey results, internal surveys, Evidence Walks
  - Notes and agendas from various meetings (Impact Teams, RTI, Leadership), data gathering from Evidence Walks

## Connectedness

- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Other
  - School Climate Data
  - Internal Weekly Check-In, Counselor documentation
  - Event 3 Outreach Data

# Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$5,904,550	Administration, Licensed Staff, Support Staff, General Supplies	Student Success, Adult Learning Culture & Connectedness
At-Risk Weighted Allocation	\$279,654	Partial Administration, Partial Educator, Campus Security Monitor	Student Success, Adult Learning Culture & Connectedness
EL Weighted Allocation	\$197,586	Educator, Partial Educator, Supplies	Student Success, Adult Learning Culture & Connectedness
General Carry Forward	\$153,276	Partial Art Teacher, General Supplies, Substitutes/Prep Buys for professional learning	Student Success, Adult Learning Culture & Connectedness
Read by Grade 3	\$124,204	Strategist	Student Success, Adult Learning Culture
EL Weighted Carry Forward	\$3,006	Partial Educator	Student Success

# Continuous Improvement Team

<b>Team Role</b>	<b>Name</b>	<b>Position</b>
Member	Jakki Meccariello	Parent
Member	Garrett Marcotte	Parent
Member	Brittany Inouye	Parent
Member	Brittany Byars	Parent
Member	Misty Olmos	Support Staff
Member	Barb Cobos	Teacher
Member	Maurice Cooper	Teacher
Member	Anna Comia	Teacher
Member	Kimberly Wright	Social Worker
Member	Denise Castle	Counselor
Member	Denise Araujo	Math Specialist
Member	Dara Zaccagnino	Literacy Specialist
CI Team Lead	Traci Leigh Holloway	Principal

# Community Outreach Activities

Activity	Date	Lesson Learned
SOT Meeting	8/26/25	Review of data from last year
SOT Meeting	9/16/25	Presentation of updated School Performance Plan