



Clark County School District

Ortwein Elementary School

School Performance Plan: A Roadmap to Success

Ortwein Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Traci Leigh Holloway

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Phone: (702) 799-2680

School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 02/5/2025



School Demographics and Performance Information

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 http://nevadareportcard.nv.gov/DI/nv/clark/dennis_ortwein_elementary/2024/nspf.

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
Vanessa Price	Assistant Principal
Barb Cobos Dara Zaccagnino Denise Castle Denise Araujo Kim Wright Anna Comia Maurice Cooper	Licensed Staff
Misty Olmos	Paraprofessional
Garrett Marcotte Brittany Inouye Hannah Murphy Brittney Byars Jakki Meccariello	Parent



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Status Check #2/Act 2	2/5/25	We met separately with the CIT and the SOT. We reviewed data on each goal using the Status Tracker as a guide. We also reviewed the proposed Strategic Budget for the 2025-2026 school year to support the goals.
Act 3	5/20/24 5/24/24	We met separately with the Leadership Team and the SOT. We reviewed data on each goal using the Status Tracker as a guide. We updated our goals as needed based on the available data.
Leadership Team	6/24/24	We met to finalize the new goals for our SPP based on the outcomes of Act 3.
CIT	8/21/24	We met with the newly formed Continuous Improvement Team to review the SPP Inquiry Areas and Improvement Strategies
Status Check #1/Act 2	9/23/24	



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
Data Reviewed	MAP 2019, 2020, 2021, 2022, 2023, 2024; SBAC Spring 2020, 2021, 2022, 2023; WIDA 2024	District Wide Survey Results, Panorama	Classroom observations, collection of student work samples, Tier I Monitoring Tool Data
	<i>Areas of Strength:</i> 49.5% of our 3rd-5th grade students are projected to be proficient on the SBAC in ELA, an increase of 6% from the 2022-2023 school year. 51.5% of our 3rd-5th grade students are projected to be proficient on the SBAC in Math, an increase of 10% from the 2022-2023 school year.		
	<i>Areas for Growth:</i> In 2023-2024, 1st, 3rd, and 5th grade students' proficiency rates in ELA on MAP decreased from Fall to Spring (72% to 62%, 52% to 51%, and 45% to 44%). Tier I Monitoring Tool data shows that adopted Tier I Instructional Materials are being used in classrooms 54% of the time.		
Problem Statement	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 2023-2024 SBAC results.		
Critical Root Causes	<ul style="list-style-type: none"> -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 		



Part B

Student Success	
<p>School Goal: Increase the percent of students projected to be proficient in math from 51% in Spring 2024 to 61% in Spring 2025, as measured by MAP Growth.</p> <p>Increase the percent of students projected to be proficient in ELA from 49% in Spring 2024 to 59% in Spring 2025, as measured by MAP Growth.</p>	<p>Aligned to Nevada’s STIP Goal:</p> <p>Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: 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)</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2-Moderate</i></p>	
<p>Intended Outcomes: <i>Teachers will use high-quality instructional materials to ensure consistency across and within grade levels</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none">● Teachers will receive a full set of physical and digital resources for ELA and Math● Teachers will attend District training on the use of materials● Teachers will be supported in effectively using the materials by the Read by Grade 3 Strategist and the Math Strategist● Teachers will use the pacing guides and materials to plan instruction during PLCs, following the Teaching and Learning Cycle (Impact Teams)	
<p>Resources Needed:</p> <ul style="list-style-type: none">● 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	

**Challenges to Tackle:**

- time to collaborate; administrator will provide protected time during the morning when teachers report and provide coverage for educators to collaborate during the instructional day at least once per quarter
- time within daily instructional schedule; administration will design a Master Schedule with input from educators and educators will adhere to the schedule
- scheduling concerns; administration and grade level teams will revisit the Master Schedule frequently and make adjustments as needed
- attitudes / beliefs of staff about required curriculum; educators will be provided opportunities to collaborate, share, and learn from each other
- effective, consistent use of Impact Team protocols; administrators and strategists will attend Impact Team Meetings and coach as needed

Improvement Strategy: Teachers 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

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

Intended Outcomes: *Ensure that teachers are delivering high-quality instruction with a common understanding of end-of-the-year mastery for each standard*

Action Steps:

- For each standard or cluster, teachers will either:
 - use common assessments that are embedded in the Tier I instructional materials OR
 - develop a common assessment with the grade level
- Teachers will use the Plan to Teach and Assess Template in the Teaching and Learning Cycle to document the plans and decisions

Resources Needed:

- enVisionMath Curriculum / Savvas (3)
- HMH Into Reading Curriculum
- Impact Team protocols (2)

Challenges to Tackle:

- Agreement on common assessment tools; educators will be provided time to explore and/or create common assessments using available tools
- Agreement on the timeline of administering assessments; educators will focus on timelines during Impact Team meetings and agree to adhere to the established timelines
- Time to select and/or develop an assessment; time will be provided during Impact Teams to select and/or develop an assessment
- Time to analyze data after an assessment; a timeline and protocol will be provided to complete the Teaching and Learning Cycle during



Impact Team Meetings

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, 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

Foster/Homeless: Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction

Free and Reduced Lunch: Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction

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, focus on student dignity, equitable access to high-quality Tier I instruction

Students with IEPs: Ensuring that students with IEPs are present for Tier I 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
Data Reviewed	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
	<i>Areas of Strength:</i> Teachers successfully implemented a Master Schedule with 90% compliance, maintaining the previously set goal for this Inquiry Area. Teachers were observed to follow the CCSD Pacing Guide 77% of the time, instruction was aligned to the standard 93% of the time, learning tasks were aligned to the standard 90% of the time, and instructional materials supported the standard 90% of the time.		
	<i>Areas for Growth:</i> Tier I Instructional Materials were only observed to be used 54% of the time, Learning Intentions were		



	interacted with 46% of the time, Success Criteria was interacted with 43% of the time, and Differentiation was observed 59% of the time.
Problem Statement	There is not a consistent practice that structures the PLC (Impact Teams) process so that educators progress through the Teaching and Learning Cycle, using the protocols provided. This leads to inconsistencies across classrooms within the same grade level and across multiple grade levels in planning, assessing, teaching, analyzing, and responding to instruction. Educators were not provided enough time or training to fully implement the Tier I ELA instructional materials or related tools (Pacing Guides, Assessment Frameworks, Clarity Guides), resulting in inconsistencies.
Critical Root Causes	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 the Teaching and Learning Cycle as outlined by CCSD.

Part B

Adult Learning Culture	
<p>School Goal: By the end of the 2025 school year, 90% of Impact Team Agendas and Minutes will show adherence to the applicable Teaching and Learning Cycle (plan, analyze, respond) components</p>	<p>STIP Connection: Goal 2: All students have access to effective educators.</p>
<p>Improvement Strategy: <i>Professional Learning about effective use and impact of The Teaching and Learning Cycle on PLC (Impact Team) discussions</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2: Moderate</i></p>	
<p>Intended Outcomes: <i>Educators will understand and be able to apply the applicable Teaching and Learning Cycle components during weekly PLC (Impact Team) meetings in order to improve consistency and quality of curriculum, tasks, instructional practices, assessments, and responses to instruction.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Teachers will participate in an initial professional learning session about the Teaching and Learning Cycle ● Teachers will receive follow-up professional learning sessions about the Teaching and Learning Cycle in both whole-group and small-group settings ● Grade Levels will use the Teaching and Learning Cycle components during Impact Teams ● Grade Levels will receive coaching on their implementation of the Teaching and Learning C cycle during Impact Teams by their 	



assigned administrative coach

Resources Needed:

- Teaching and Learning Cycle
- Related Teaching and Learning Cycle Templates
- Impact Team Meeting Schedule
- Impact Team Protocol (3)

Challenges to Tackle:

- Staff mindsets; administrators will encourage and celebrate educators and provide time to have collaborative and safe discussions about their feelings and experiences
- Individual teacher lesson delivery styles; educators individuality will be celebrated and educators will be permitted to have professional freedom within established boundaries
- Additional time for collaboration; administrator will provide protected time during the morning when teachers report and provide coverage for educators to collaborate during the instructional day at least once per quarter

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

English Learners: 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

Foster/Homeless: Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction

Free and Reduced Lunch: Consistency with predictable schedules across classrooms and grade levels, equitable access to high-quality Tier I instruction

Migrant: Consistency with predictable schedules across classrooms and grade levels

Racial/Ethnic Minorities: 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

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



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Panorama, Districtwide Survey, School Climate Data	District Wide Survey Data, Internal Weekly Check-In, Counselor documentation	District Wide Survey Data, Event 3 Outreach Data
	<i>Areas of Strength:</i> Supportive relationships, positive feelings, and sense of belonging		
	<i>Areas for Growth:</i> Sense of Belonging, challenging feelings, emotional regulation, and social awareness		
Problem Statement	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 60% in Spring 2024. 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 Causes	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		

Part B

Connectedness	
School Goal: Increase the favorable responses to questions about "sense of belonging" from 60% in Spring 2023 to 70% by Spring 2025.	STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: <i>Implement a Shared Space (reward area and calming area) and school-based rewards program</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Strong	
Intended Outcomes: <i>Development of a school-wide PBIS system, including 5 school-wide expectations, common corrective language, a behavior matrix and referral system, a PBIS Team to analyze data, and a House System to reward and recognize desired behavior.</i>	

**Action Steps:**

- Work with the Elementary School Support Model Cohort to learn about implementing a Shared Space through PBIS
- Develop a Team to design both spaces
- Develop a shared understanding of why, how, and when students (who) will use the spaces
- Design the rewards system
- Introduce students and teachers to the space
- Collect data on students using the space
- Review the data to refine the system

Resources Needed:

- School Wide PBIS (SWPBIS) Tiered Fidelity Inventory (TFI) results (1)
- Funding from Director of MTSS to purchase materials for the space
- Reward system tool
- Data collection tool

Challenges to Tackle:

- Mindsets among students and staff; administrators will encourage and celebrate educators and provide time to have collaborative and safe discussions about their feelings and experiences
- Prioritizing time within instructional minutes; administration will provide professional opportunities for educators to learn about the connection between social-emotional learning and academic learning

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

English Learners: Accountability talk with sentence frames, nonverbal signals, consistency with predictable schedules across classrooms and grade levels

Foster/Homeless: Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking

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: Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking



Students with IEPs: Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking



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)	\$6,261,981	Staffing, Service Level Agreements, Supplies and Other Services	A, B, and C
Read By Grade 3	\$115,120	Strategist	A, B and C
At Risk	\$463,854	Math Strategist, 3rd Grade Teacher, School Support Instructional Facilitator, School Community Liaison, Campus Security Monitor, Extra Hours for Support Staff, Supplies	A, B, and C
English Learners	\$179,435	2nd Grade Teacher, 72% of a Learning Strategist	A, B, and C
GATE	\$86,267	Teacher	A, B, and C
Elementary School Support Model Cohort	\$3,000	Materials for the Shared Space	C