



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.

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 6/27/2023.



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/2023/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
Heather Synold	Assistant Principal
Maurice Cooper Dara Zaccagnino Denise Castle Denise Araujo Stephanie Dziedziak	Teacher
Patrice Royal	Paraprofessional
Garrett Marcotte Alex Gonzalez Chad Capone Brittney Byars	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
Staff Gathering	9/23/22	We need a better balance between our focus on math and literacy instruction. We need to strengthen our Tier I instruction, with a particular emphasis on EL learners.
Leadership Team Meeting	10/17/22	Focus on Frameworks and practical application in our master schedule.
Status Check #1	1/26/23 1/30/23	We are making progress towards the goals we set.
Act 3 Reflection SOT Meeting	5/16/23	We reviewed data on each goal using the Status Tracker as a guide. We did not achieve Goals 1 & 3, but made progress. Revisions will be made to the improvement strategies and action steps to create a more targeted plan. We met Goal 2. This goal will be discontinued and replaced with a goal that can support Goals 1 & 3.
Act 3 Reflection Leadership Team Meeting	5/23/23	We reviewed data on each goal using the Status Tracker as a guide. We did not achieve Goals 1 & 3, but made progress. Revisions will be made to the improvement strategies and action steps to create a more targeted plan. We met Goal 2. This goal will be discontinued and replaced with a goal that can support Goals 1 & 3.



Status Check #1/Act 2	10/16/23 10/24/23	
Status Check #2/Act 2	1/29/24	We met separately with the Leadership Team and the SOT. We reviewed data on each goal using the Status Tracker as a guide. We also reviewed the proposed Strategic Budget for the 2024-2025 school year.



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; SBAC Spring 2020 and 2021	District Wide Survey Results, Panorama	Classroom observations, collection of student work samples
	<p><i>Areas of Strength:</i> 42% of our 3rd-5th grade students are projected to be proficient on the SBAC in ELA, an increase of 4% from the 2021-2022 school year. 37% of our 3rd-5th grade students are projected to be proficient on the SBAC in Math, an increase of 6% from the 2021-2022 school year.</p>		
	<p><i>Areas for Growth:</i> In 2022-2023, 3rd, 4th, and 5th grade students' proficiency rates in ELA on MAPS maintained or decreased from Fall to Spring (44% to 44%, 35% to 24%, and 36% to 32%). In 2022-2023, 3rd, 4th, and 5th grade students' proficiency rates in Math on MAPS decreased from Fall to Spring (45% to 41%, 32% to 30%, and 29% to 23%).</p>		
Problem Statement	<p>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 32.9% of our students were proficient in Math on the 2021 SBAC. Only 38.8% of our students were proficient in ELA on the 2021 SBAC. Only 34.7% of our English Language students met their AGP target. This data will be updated upon release of the 2022-2023 SBAC results.</p>		
Critical Root Causes	<ul style="list-style-type: none"> -Lack of conceptual experiences with core math concepts -Lack of time for math intervention -Lack of consistency in use of math 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 -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 37% in Spring 2023 to 47% in Spring 2024, as measured by MAP Growth.</p> <p>Increase the percent of students projected to be proficient in ELA from 42% in Spring 2023 to 52% in Spring 2024, 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 (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 ● Impact Team protocols (2) ● Curriculum Engine 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● 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
 - utilize Edulastic resources
 - develop a common assessment with the grade level
- Teachers will use the Unpacking and Calibration Impact Team protocols to develop and/or choose an assessment and analyze the results

Resources Needed:

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

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, meeting the previously set goal for this Inquiry Area.		
	<i>Areas for Growth:</i> Not all teachers post or state the learning intentions and provide success criteria for students		



<p>Problem Statement</p>	<p>There is not a consistent practice that allows students to be able to share what they are learning, communicate its importance, and know when they have mastered the content. Students who are not able to articulate this information are less likely to increase understanding of and take responsibility for their own learning. Evidence Walk data showed that the learning intention was written in a visible location 43% of the time, orally stated 28% of the time, and known by the student through observer’s questioning 13% of the time.</p>
<p>Critical Root Causes</p>	<p>Teachers are given the freedom to use their own professional judgment when making instructional decisions, including posting the learning intention and providing success criteria.</p>

Part B

<p style="text-align: center;">Adult Learning Culture</p>	
<p>School Goal: By the end of the 2024 school year, 90% of evidence walks will show that teachers are posting and/or verbally stating learning intentions and success criteria and checking for student understanding.</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 Learning Intentions and Success Criteria</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2: Moderate</i></p>	
<p>Intended Outcomes: <i>Educators will learn how to write and effectively use learning intentions and success criteria to increase student understanding of and responsibility for their own learning</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Teachers will participate in an initial professional learning session about learning intentions and success criteria ● Teachers will receive follow up professional learning sessions about learning intentions and success criteria in both whole group and small group settings ● Teachers will collaboratively write learning intentions and success criteria during Impact Team Meetings ● Teachers will receive coaching on their implementation of learning intentions and success criteria through the coaching system that is a part of the supervision/observation process in place at our school 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Teacher Clarity Playbook ● Redelivery of Elementary Collaborative Professional Learning ● Coaching documents 	



- 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
- 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

Improvement Strategy: *Evidence Walks*

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

Intended Outcomes: *Teams will build collective efficacy about the effective implementation of learning intentions and success criteria by conducting Evidence Walks and discussing data based on the trends.*

Action Steps:

- Teachers will participate in Evidence Walks with a focus on learning intentions and success criteria
- Teachers will hold collaborative discussions about the trends from the Evidence Walks in order to refine our collective practice

Resources Needed:

- Evidence Walks protocol
- Schedule for Evidence Walks and classroom coverage

Challenges to Tackle:

- Willingness to participate in Evidence Walks; educators will be invited to participate and share their experiences with colleagues to generate momentum about this job embedded professional development strategy
- Willingness to be vulnerable and allow other educators into the classroom to observe; we will focus on building relational capacity and collective efficacy with staff during staff gatherings
- Coverage so educators can participate in Evidence Walks; administration will create a calendar of coverage in advance

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, District Wide 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> Challenging feelings and emotional regulation		
Problem Statement	Students have difficulty with emotional regulation. Students who are experiencing difficulty regulating their emotions may not be able to focus on or access learning and may be chronically absent. Only 37% of our students who took the Panorama Survey in Spring 2023 scored favorably when answering questions about how well they regulate their emotions.		
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 responsiveness to provide direct teaching opportunities for students to regulate emotions, lack of awareness about how to respond in the moment to students in distress, lack of availability to the counselor when needed		



Part B

Connectedness	
<p>School Goal: Increase the favorable responses to questions about “emotional regulation” from 37% in Spring 2023 to 47% by Spring 2024.</p>	<p>STIP Connection:</p> <p>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: <i>Implement a Shared Space (reward area and calming area) and school based rewards program</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1- Strong</i></p>	
<p>Intended Outcomes: <i>Development of a safe space for students in crisis paired with a highly desirable space to receive rewards for regulating emotions and positive behavior.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● 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 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● 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 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● 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)	\$5,534,409.00	Staffing, Service Level Agreements, Supplies and Other Services	A, B, and C
Read By Grade 3	\$94,970.00	Strategist	A, B and C
At Risk	\$444, 119.00	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	\$190,293.00	2nd Grade Teacher, 72% of a Learning Strategist	A, B, and C
GATE	\$70,489.00	Teacher	A, B, and C
Elementary School Support Model Cohort	\$3,000	Materials for the Shared Space	C
Title III	\$3,300	QTEL Institute and Imagine Learning Licenses	A and B