

Clark County School District

Ortwein, Dennis ES

2026-2027 School Improvement Plan

Accreditation Status
Accredited

Classification: 3 Star School



District Approval Date: August 11, 2026

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/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

52% of our K-5th grade scholars scored at or above the 61st percentile in Math with a median growth percentile of 57. 54% of our K-5th grade scholars scored at or above the 61st percentile in ELA with a median growth percentile of 53. All grade levels were in the High Achievement/High Growth quadrants after the Spring MAP Math administration and all grade levels were in the High Achievement quadrant after the Spring MAP ELA administration. 33% of ELL scholars scored in the Advanced or Proficient band on the WIDA, up 8% from the previous year.

Student Success Areas for Growth

4th grade scholars scored in the 58th percentile in the Spring MAP administration for math for achievement. 5th grade scholars scored in the 50th percentile in the Spring MAP administration. 5th grade scholars scored in the 54th percentile in the Spring MAP administration for achievement. 5th and 3rd grade scholars did not show high growth in ELA (48th and 46th) after the Spring MAP administration. We did not meet our goal of having 66% of our scholars at or above the 61st percentile in Math. We did not meet our goal of having 62% of our scholars at or above the 61st percentile in ELA.

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 20% 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 in accordance with the Academic Plan

Student Group	Challenge	Solution
Free and Reduced Lunch	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
Migrant/Title1-C Eligible	We do not have a significant number of scholars in this group.	
Racial/Ethnic Minorities	Our Hispanic scholars achieved at the 60th% in Math. Our Black students achieved at the 45th% in Math and 47th% in ELA. Our Native Hawaiian or Pacific Islander scholars achieved at the 55th% in ELA. These levels are below the expected 61% set as our school goal and achieved by other groups	Focus on 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	56% of our scholars receiving IEP services score in the 40th %tile and below in mathematics and and 57% scored 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 43.9% of our students were proficient in Math on the 2024-2025 SBAC. Only 54% of our students were proficient in ELA on the 2024-2025 SBAC. This data will be updated upon release of the 2025-2026 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 51% in Spring 2026 to 61% in Spring 2027, as measured by iReady.

Increase the percent of students projected to be proficient in ELA (above the 60th %tile) from 54% in Spring 2026 to 64% in Spring 2027, as measured by

iReady.

Formative Measures: iReady

Aligns with District Goal

Improvement Strategy 1 Details					Reviews		
Improvement Strategy 1: Ensure that all instruction in all classroom includes AVID and Project Based Learning (PBL) strategies					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Educators will be supported in effectively using AVID and PBL strategies through professional learning, peer coaching, PLCs, and e-binders.	Educators, Strategists, Administrators	August-May				
Position Responsible: Administrator							
Resources Needed: 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							
AVID e-binder							
PBL e-binder							
Evidence Level							
Level 2: Moderate: HMH Into Reading/enVision Math							
Problem Statements/Critical Root Cause: Student Success 1							

Improvement Strategy 2 Details					Reviews		
Improvement Strategy 2: Educators will engage in vertical alignment twice per month during identified PLC meetings around Mathematics and Writing					Status Check		EOY Reflection
					Oct	Feb	June
					No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete			
1	Educators will participate in vertically aligned PLC meetings (K-2 and 3-5) twice monthly, once around math and once around writing, using previously established PLC protocols and tools.	Educators, Strategists, Activators, Administrators	August-May				
Position Responsible: Administrator Resources Needed: enVision Math Curriculum / Savvas (3) HMH Into Reading Curriculum Impact Team protocols (2) Writing Exemplars Evidence Level Level 2: Moderate: HMH Into Reading/enVision Math Problem Statements/Critical Root Cause: Student Success 1							

Adult Learning Culture

Adult Learning Culture Areas of Strength

Educators successfully participated in professional learning about differentiation and implemented strategies into Tier I instruction, exceeding the goal of 77% of Tier I monitoring observations showing evidence of "necessary differentiation" by achieving this goal 80% of the time.

Adult Learning Culture Areas for Growth

Educators have limited knowledge of the components and durable skills behind the Portrait of a Nevada Learner.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Perceived language barriers may prevent educators from engaging ELL scholars in developing durable skills	Provide professional learning around asset-based thinking and the Nevada Portrait of a learner, building upon previous professional learning around differentiation
Foster/Homeless	Perceived circumstances outside of the school setting for foster or homeless scholars may prevent educators from engaging these scholars in developing durable skills	Provide professional learning around asset-based thinking and the Nevada Portrait of a learner, building upon previous professional learning around differentiation
Free and Reduced Lunch	Perceived circumstances outside of the school setting for scholars qualifying for FRL may prevent educators from engaging these scholars in developing durable skills	Provide professional learning around asset-based thinking and the Nevada Portrait of a learner, building upon previous professional learning around differentiation
Migrant/Title1-C Eligible	We do not have a significant number of scholars in this group.	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Perceived academic deficits and circumstances outside of the school setting for racially and ethnically diverse scholars may prevent educators from engaging these scholars in developing durable skills	Provide professional learning around asset-based thinking and the Nevada Portrait of a learner, building upon previous professional learning around differentiation
Students with IEPs	Perceived academic deficits for scholars entitled to IEP services may prevent educators from engaging these scholars in developing durable skills	Provide professional learning around asset-based thinking and the Nevada Portrait of a learner, building upon previous professional learning around differentiation

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There has not been consistent conversations or opportunities to develop common understanding of the Nevada Portrait of a Learner and how it connects to other initiatives in place at our school, including AVID and Project-Based Learning. There is a lack of general understanding of and knowledge about this collective vision of the mindsets and skills that bring academic knowledge to life.

Critical Root Cause: This information has not been introduced, engaged with, or embedded in current teaching and learning practices at our school.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2026-2027 school year, 100% of licensed educators will have an in-depth understanding of the Portrait of a Nevada Learner.

Formative Measures: Professional Learning Pre and Post Survey

Aligns with District Goal

Improvement Strategy 1 Details					Reviews												
Improvement Strategy 1: Professional Learning and follow up regarding Nevada Portrait of a Learner <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Educators will participate in seven professional learning sessions around the Nevada Portrait of a Learner.</td><td>Educators, Strategists, Administrators</td><td>Initial- August Follow Up- Once monthly September through May</td><td></td></tr></table> Position Responsible: Administrator Resources Needed: Portrait of a Learner Resources from Portrait to Practice Pilot Evidence Level Level 2: Moderate: Tier I Monitoring Tool Problem Statements/Critical Root Cause: Adult Learning Culture 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Educators will participate in seven professional learning sessions around the Nevada Portrait of a Learner.	Educators, Strategists, Administrators	Initial- August Follow Up- Once monthly September through May		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Educators will participate in seven professional learning sessions around the Nevada Portrait of a Learner.	Educators, Strategists, Administrators	Initial- August Follow Up- Once monthly September through May									
					Oct	Feb	June										
No review	No review																

Improvement Strategy 2 Details					Reviews												
Improvement Strategy 2: Professional Learning and follow up regarding Project Based Learning as related to the Nevada Portrait of a Learner <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Educators will participate in self-guided and direct professional learning related to PBL and plan project based learning experiences during PLCs</td><td>Educators and Administrators</td><td>August-May, at least on project per semester</td><td></td></tr></table> Position Responsible: Administrator Resources Needed: PBL Gold Standard Teaching Practices and Design Elements PBL timelines and expectations document PBL e-binder Evidence Level Level 2: Moderate: Problem Statements/Critical Root Cause: Adult Learning Culture 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Educators will participate in self-guided and direct professional learning related to PBL and plan project based learning experiences during PLCs	Educators and Administrators	August-May, at least on project per semester		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Educators will participate in self-guided and direct professional learning related to PBL and plan project based learning experiences during PLCs	Educators and Administrators	August-May, at least on project per semester									
					Oct	Feb	June										
No review	No review																

Connectedness

Connectedness Areas of Strength

Panorama Data for 3rd-5th grade scholars in 2025-2026 shows that 90% of scholars experience supportive relationships. 74% of scholars reported that they allow others to speak without interrupting them. 73% of scholars reported often paying attention in class and coming to class prepared. 80% of scholars report that they care about other people's feelings. 74% reported that they listen to other people's point of view. 74% of scholars report that they are likely to try again if they fail at something important to them. In the 2025-2026 school year, we refined our PBIS and MTSS system using the Tiered Fidelity Inventory as a guide.

Connectedness Areas for Growth

Panorama Data continues to show a decline in positive responses to questions about Sense of Belonging, decreasing from 68% to 57% during the 20252-2026 school year and from 63% to 57% between Spring 2025 and Spring 2026. Our scholars report a positive sense of belonging at a lower rate than other scholars on average in the District (65%).

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	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
Foster/Homeless	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
Free and Reduced Lunch	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
Migrant/Title1-C Eligible	We do not have a significant population of scholars in this category.	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	61% of our Black scholars responded favorable to sense of belonging questions. 64% of our multiracial scholars responded favorable to sense of belonging questions. Other groups were at or above the school average. This could be because they do not see themselves reflected in our school practices and culture.	Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking, intentional efforts to highlight and celebrate these groups
Students with IEPs	63% of our scholars entitled to IEP services responded favorable to sense of belonging questions. This could be because they are not consistently in one single setting or able to participate in activities and build relationships due to programming conflicts.	Repeated practice, oral conversation, deep-seated belief that all students can learn, restorative practices, focus on student dignity, asset-based thinking, intentional scheduling

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 65% in Spring 2026. 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, lack of communication about school wide systems to families

Inquiry Area 3: Connectedness

SMART Goal 1: Increase the favorable responses to questions about "sense of belonging" from 57% in Spring 2026 to 67% by Spring 2027.

Formative Measures: Panorama

Aligns with District Goal

Improvement Strategy 1 Details					Reviews												
Improvement Strategy 1: Implement a school-wide behavior management system <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement The Zones of Regulation in select classrooms participating in a voluntary pilot program</td><td>Zones of Regulation Pilot Team, MTSS Team, Administrators</td><td>Design- August & September Implement & Revise- October-May</td><td></td></tr></table> Position Responsible: Administrator Resources Needed: Zones of Regulation On-Demand Adult Learning Modules Zones of Regulation Digital Curriculum Evidence Level Level 1: Strong: TFI/PBIS Problem Statements/Critical Root Cause: Connectedness 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement The Zones of Regulation in select classrooms participating in a voluntary pilot program	Zones of Regulation Pilot Team, MTSS Team, Administrators	Design- August & September Implement & Revise- October-May		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Implement The Zones of Regulation in select classrooms participating in a voluntary pilot program	Zones of Regulation Pilot Team, MTSS Team, Administrators	Design- August & September Implement & Revise- October-May									
Oct	Feb	June															
					No review	No review											

Improvement Strategy 2 Details					Reviews												
Improvement Strategy 2: Increase family engagement in our PBIS (House) System <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Design and implement a consistent family engagement system (newsletter, website, invites) for informing and including families in our House System</td><td>PBIS Team, MTSS Team, Educators (Licensed & Support), Administrators</td><td>Design- August & September Implement & Revise- October-May</td><td></td></tr></table> Position Responsible: Administrator Resources Needed: Smore Newsletter Website Classroom communication systems (Class Dojo) 5 Star Management System School created surveys about implementation and impact Evidence Level Level 1: Strong: TFI/PBIS Problem Statements/Critical Root Cause: Connectedness 1					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Design and implement a consistent family engagement system (newsletter, website, invites) for informing and including families in our House System	PBIS Team, MTSS Team, Educators (Licensed & Support), Administrators	Design- August & September Implement & Revise- October-May		Status Check		EOY Reflection
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete								
					1	Design and implement a consistent family engagement system (newsletter, website, invites) for informing and including families in our House System	PBIS Team, MTSS Team, Educators (Licensed & Support), Administrators	Design- August & September Implement & Revise- October-May									
Oct	Feb	June															
					No review	No review											

Priority Problem Statements

Problem Statement 1: There has not been consistent conversations or opportunities to develop common understanding of the Nevada Portrait of a Learner and how it connects to other initiatives in place at our school, including AVID and Project-Based Learning. There is a lack of general understanding of and knowledge about this collective vision of the mindsets and skills that bring academic knowledge to life.

Critical Root Cause 1: This information has not been introduced, engaged with, or embedded in current teaching and learning practices at our school.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: 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 65% in Spring 2026. 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 2: 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, lack of communication about school wide systems to families

Problem Statement 2 Areas: Connectedness

Problem Statement 3: 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 43.9% of our students were proficient in Math on the 2024-2025 SBAC. Only 54% of our students were proficient in ELA on the 2024-2025 SBAC. This data will be updated upon release of the 2025-2026 SBAC results.

Critical Root Cause 3: -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 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- 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

Adult Learning Culture

- Administrator evaluation
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data
- Other

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

Plan Notes

Funding Source	Amount	Purpose(s) for which funds are used	Applicable Goal(s)
General Funds Allocation	\$6,126,462	Administration, Licensed Staff, Support Staff, General Supplies	Student Success, Adult Learning Culture & Connectedness
At-Risk Weighted Allocation	\$304,067	Partial Administration, Partial Educator (2), Campus Security Monitor	Student Success, Adult Learning Culture & Connectedness
EL Weighted Allocation	\$196, 634	Educator, Partial Educator	Student Success, Adult Learning Culture & Connectedness
General Carry Forward	\$31,574	Supplies, Partial Educator	Student Success, Adult Learning Culture & Connectedness
Read by Grade 3	\$124,546	Strategist	Student Success, Adult Learning Culture

Continuous Improvement Team

Team Role	Name	Position
Member	Christina Hutt	Parent
Member	Alyssa Hodges	Parent
Member	Colleen Fink	Parent
Member	Marisa Angelo-Stanley	Parent
Member	Jessica Vazquez	Support Staff
Member	Anna Comia	Teacher
Member	Erika Maglanque	Parent
Member	Denise Araujo	Math Specialist
CI Team Lead	Traci Leigh Holloway	Principal