



Clark County School District

Vail Pittman Elementary School

School Performance Plan: A Roadmap to Success

Vail Pittman 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: La Tonya Juniel-Swanson

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Phone: (702) 799-4213

School Designations: ☒ Title I ☐ MRI ☐ CSI ☐ TSI ☐ ATSI

Our SPP was last updated on 2/6/2024



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/vail_pittman_elementary_school/2022/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
La Tonya Juniel-Swanson	Principal(s) <i>(required)</i>
Thomas Holmes	Other School Leader(s)/Administrator(s) <i>(required)</i>
Trisha Chu Sarah Pecoraro Miguel Gutierrez Jennifer Morgan Blanca Martinez	Teacher(s) <i>(required)</i>
Donna Ogawa Jessica Villegas	Paraprofessional(s) <i>(required)</i>
Marcus Brown	Parent(s) <i>(required)</i>



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
Meet and Greet/ Open House	8/8/22	Family Engagement/School-Classroom/Systems/Structures Staff reviewed data, school systems and structures, grading, and classroom expectations.
STEAM Night 1st Grade	11/2/22	Staff provided activities for math and science to assist parents with helping students at home. Staff provided an insight into the learning expectations taking place. STEAM Steps and Processes (observe/ask, collect, imagine, plan, create, improve)
STEAM Night 2nd Grade	11/3/22	Staff provided activities for math and science to assist parents with helping students at home. Staff provided an insight into the learning expectations taking place. STEAM Steps and Processes (observe/ask, collect, imagine, plan, create, improve)
STEAM Night Kindergarten	11/7/22	Staff provided activities for math and science to assist parents with helping students at home. Staff provided an insight into the learning expectations taking place. STEAM Steps and Processes (observe/ask, collect, imagine, plan, create, improve)
STEAM Night 3rd Grade	11/10/22	Staff provided activities for math and science to assist parents with helping students at home. Staff provided an insight into the learning expectations taking place. STEAM Steps and Processes (observe/ask, collect, imagine, plan, create, improve)



STEAM Night 5th Grade	11/17/22	Staff provided activities for math and science to assist parents with helping students at home. Staff provided an insight into the learning expectations taking place. STEAM Steps and Processes (observe/ask, collect, imagine, plan, create, improve)
Family Engagement Night	5/10/23	Staff discussed how to engage students at home in learning, Staff modeled how to create a task that is aligned with math and reading, torque various student-friendly activities. Staff provided an insight into the learning expectations taking place. STEAM Steps and Processes (observe/ask, collect, imagine, plan, create, improve, make, and take)
Open House/Meet and Greet	8/3/2023	Family Engagement/School-Classroom/Systems/Structures Staff reviewed data, school systems and structures, grading, and classroom expectations. Community partnerships provided resources to family.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences 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	SBAC MAP Growth Assessments	Panorama Surveys, Districtwide survey, Culture, and Climate Survey Results	ReadyGen, Envisions, iReady, Imagine Learning, AIMS Plus, ELL Strategist
	Areas of Strength: Pittman ES has implemented systems and structures to support TIER I Instruction		
	Areas for Growth: Pittman will continue to build a strong climate, and culture that increases student success.		
Problem Statement	Vail Pittman ES has declined in ELA and math proficiency in the last two years. Providing staff with additional support to increase foundational skills needed in math and ELF for successful fluency in both subjects. Staff professional development in navigating technology and utilizing research-based curriculum and resources. In the Fall (2022) MAP data, 67% of students were considered at-risk in reading and 70% were at-risk in math (below the 40th percentile). On the Winter MAP data, 15% of students performed at or above the 61st percentile in math, and 18% performed at or above the 61st percentile in reading. On Spring (2023) MAP data, 17% of students performed above the 61st percentile in math, and 20% were proficient in reading.		
Critical Root Causes	Effective TIER I instruction and implementing grade-level-appropriate tasks. Teachers need more training and a strong understanding of implementing effective tiered instruction. Unwrapping the standards and aligning the standards to instruction.		



Part B

Student Success	
School Goal: <i>Increase the percentage of students scoring at or above the 61st percentile in Fall 2023 ELA from 21.0% to 26.0% by the Spring 2024 MAP assessment. Students will increase their Fall score in math from 17.0% to 22.0% by Spring of 2024.</i>	Aligned to Nevada's STIP Goal 5: <i>All students can access new and continued opportunities supported by transparent, consistent funding and legislative/grant guidelines.</i> • <i>Equity: Implement pupil-centered funding.</i> • <i>Access to Quality: Fully expand education funding.</i> • <i>Success: Assess and manage risk.</i> • <i>Inclusivity: Manage funds proactively.</i> • <i>Community: Improve customer service.</i> • <i>Transparency: Communicate programmatic impact.</i>
Improvement Strategy: Consistent TIER I Instruction aligned to CCSD TIER I Instructional expectations. Utilize TIER I materials consistently for ELA, Math, and Science.	
Evidence Level: HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3; Amplify Science level 1	
Intended Outcome: Students' proficiency in reading and math using Tier I instruction aligned to grade level appropriate standards.	
Action Steps: • Implement <i>Tier I Best Practices</i>. • Teachers and students are clear about what the content and language objectives are for the day and learning • 21st Century Skills are in place critical thinking and reasoning, information literacy, collaboration, self-direction, and invention.) • The teaching and learning cycle is practical, to help measure student learning toward mastering standards on an ongoing basis using formative and summative assessments. Appropriate and varied primary and supplemental materials and tools are present to support different learning styles and needs. Intentional, meaningful, and purposeful teaching occurs consistently throughout all content areas. • Staff Development Days, PLCs, PDs, Assessment Calendars with Action Plan Design for Common Assessments, and Components of Effective lesson planning.	
Resources Needed: • MAP Resources (Reports, Goal-Setting Reports), Assessments, Professional Learning and Development, NVACS, and Common Core	



Standards.

Challenges to Tackle:

Staff members will learn several new curricula and must provide professional development and training on time to see the benefits and impact on student learning.

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

English Learners: The ELL department shared strategies with professional staff development days. Weighted Funds provide tutoring for EL students.

In addition to the school-wide goal and considered [equity supports](#), we have adopted the following Student Success Action Plan in alignment with AB 219

AB 219 Data Reviewed

ELL ELA Proficiency: The number of proficient ELL students in ELA SBAC was 4.8% in 2023.

ELL Math Proficiency: The number of proficient ELL students in Math SBAC was 9.6% in 2023.

ELL WIDA Met AGP: The number of ELL students who met AGP on the WIDA in 2023 was 41%

AB 219 Student Success Root Causes: As evidenced by SBAC proficiency, the problem is that English language learners are performing in the bottom 30th percentile in Nevada. A root cause of the low performance of English language learners in language proficiency and content achievement is teachers needing to provide discourse tasks in Tier 1 instruction so they can access the content and build language development simultaneously. Students need discourse structures to build their language proficiency and increase content achievement.

AB 219 Student Success [Goals](#):

- **Mathematics Summative Assessment:** Increase the percentage of ELL students proficient in Math from 9.6% to 15%, as measured by the 2024 SBAC Assessment.
- **Language Arts Summative Assessment:** Increase the percentage of ELL students proficient in ELA from 4.8% to 10%, as measured by the 2024 SBAC Assessment.
- **Language Summative Assessment:** Increase the percentage of ELL students meeting the Adequate Growth Percentile (AGP) in WIDA from 41% in 2023 to 46% by 2024, as measured by the WIDA and reported on the NSPF.

AB 219 Student Success Improvement [Strategy](#):

Consistent TIER I Instruction aligned to CCSD TIER I Instructional expectations.

Utilize TIER I materials consistently for ELA, Math, and Science.

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

95 CORE level 2, HMH Into Reading level 2; enVision Mathematics Common Core 2020 level 3; Amplify Science level 1

AB 219 Student Success Action

- **Action Plan:** Creating a reading center that targets closing literacy gaps with an emphasis on English Language Learners, five days a week for thirty minutes, targeting the four WIDA domains (speaking, reading, listening, and writing). Additionally, we will provide



academic and enrichment opportunities through our after-school program that will provide tutoring to help close achievement gaps in ELA and mathematics.

Monitoring: Evaluate progress from Map scores 3 times a year

Person Responsible: Trisha Chu & Kimtari Fortson-Cox [Wraparound Services]

- Small Group Instruction using 95 CORE/Progress Monitoring (FastBridge) to meet the needs of learners.

- **Action Plan:** Ensure Learning Intentions and Success Criteria correlate with activity conducted during instruction. 21st Century Skills are in place (critical thinking) and reasoning, information literacy, collaboration, self-direction, and invention) geared towards mastery of content areas based on formative and summative assessments.

Monitoring: Evaluate progress from Map scores 3 times a year

Person Responsible: Trisha Chu, Miguel Gutierrez, Blanca Martinez, Jennifer Morgan

- **Action Plan:** Provide professional development learning for all staff and build collaboration among teachers and coaches to support initiatives for professional learning communities.

Monitoring: Evaluate progress from Map scores 3 times a year

Person Responsible: Trisha Chu, Miguel Gutierrez, Blanca Martinez, Jennifer Morgan

- **Action Plan:** Family engagement through parent meetings through our Pittman Panther Plug on November 18, January 20th, February 17, March 23, and April 20th to provide families with activities to support the academic development of ELA and mathematical skills. Additionally, we host family events such as Trunk or Treat, movie nights, STEAM nights, meet & greet, open house, and parent-teacher conferences.

Monitoring: Evaluate progress from Map scores 3 times a year

Person Responsible: Daniela Mayoral

AB 219 Student Success Professional Learning

- **Professional Learning for [audience]:** *What professional learning does the site need around rigorous content and language practice opportunities for ELL students?*
- *95 Phonics-Level 1, Learning A-to-Z-Level 1, Imagine Learning-Level 3, Amplify Science-Level 1, Coaching-Level 2, CHAMPS-level 4, Write Tools-(No Level), Data Analysis-Level*
- *level*

Foster/Homeless: Providing resources for student learning, differentiation, scaffolds, and supports

Free and Reduced Lunch: N/A

Migrant: Providing resources for student learning, differentiation, scaffolds, and supports

Racial/Ethnic Minorities: Providing resources for student learning, differentiation, scaffolds, and supports



Students with IEPs: Providing resources for student learning, differentiation, scaffolds, and supports



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Surveys, Qualitative through Discussion (PLCs)</i>	<i>Training, Workshops, Observations with Action Steps and Feedback</i>	<i>PLCs, PDs, Coaching, Staff Development Days based on Teachers' Needs</i>
	<i>Areas of Strength: Increase opportunities to review data and align assessments, and assignments to Tier I instruction.</i>		
	<i>Areas for Growth: Increase knowledge and rigor in delivering Tier I instruction.</i>		
Problem Statement	<i>The main focus on ELA proficiency and teacher efficacy in ELA neglected to increase the skills and training needed to provide highly effective Tier I math instruction.</i>		
Critical Root Causes	<i>Lack of professional development in ELA curricula (HMH/95 Core/Amplify).</i>		

Part B

Adult Learning Culture	
School Goal: 100% of PLC coaching and mentoring will be provided to licensed and support staff by the leadership team to design practices aligned to the Teaching and Learning Cycle Plan and Tier I and Tier II components within all PLCs, and evidence will show that over 80% of practices are implemented through observations and instructional rounds.	Statewide Plan for the Improvement of Pupils (STIP) Connection Goal 2: <i>All students can access effective educators.</i> • <i>Equity: Ensure effective educators in low-performing schools.</i> • <i>Access to Quality: Provide quality professional learning.</i> • <i>Success: Decrease licensed educational personnel vacancies.</i> • <i>Inclusivity: Serve students in the Least Restrictive Environment.</i> • <i>Community: Increase candidates in the educator pipeline.</i> • <i>Transparency: Engage in effective communication.</i>
Improvement Strategy: Structured PLCs, unwrapping standards, aligning tasks and assessments at the appropriate grade levels for the specific	



content areas, and planning effective lesson delivery.

Evidence Level 4: *Build a committed staff through professional development - level 1; Fastbridge*

Intended Outcomes: Implement Tier I math and ELA instruction, in-depth knowledge of mathematical practices and math standards, improve student achievement in math assessments, differentiate math lessons, small group interventions, and maximize the use of instructional materials. *Practical components of lesson planning for math and ELA increase knowledge in math content areas, strands, standards, and pedagogical math terms to share in discourse.*

Action Steps:

- Designing instruction based on standards
- Standards-based lesson/task alignment
- PLC focus on unwrapping the standards/data-driven decision-making
- Professional Development

Resources Needed:

- *Strategists, Math/ELA Tools, and Resource, and Planning Time*

Challenges to Tackle:

- Effective time management to learn new curriculum and programs.
- Staff Retention to reduce retraining

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

English Learners: Providing resources for student learning, differentiation, scaffolds, and support. Weighted Funds provide tutoring for EL students.

In addition to the school-wide goal and considered [equity supports](#), we have adopted the following Adult Learning Culture Action Plan in alignment with AB 219

AB 219 Data Reviewed

Understanding Language Development Professional Learning Participation

74% of our teachers completed Session 1 of the ULD sessions.

56% of our teachers completed Session 2 of the ULD sessions.

56% of our teachers completed Session 3 of the ULD sessions.

50% of our teachers completed Session 4 of the ULD sessions.



AB 219 Adult Learning Culture Root Causes: As evidenced by classroom observations, a root cause of low performance of English language learners in language proficiency and content achievement is the need for additional knowledge and skills for educators to deliver effective Tier I instruction designed to provide support for English learners to have access to the content that builds English language development and content simultaneously.

AB 219 Adult Learning Culture Goals: With the school-wide implementation of the improvement strategies in our action steps, students will increase their proficiency using academic language content knowledge while engaging in productive discourse to solve real-world problems to meet grade-level expectations.

- **Instructional Materials** - Class instructors will provide materials.
- **Instructional Design and Delivery** - Teachers will log into Canvas to attend the 4 Understanding Language Development sessions.
- **Professional Learning and Collaboration** - Understanding Language Development (This strategy does not have a level code), and LETRS (Language Essentials for Teachers of Reading and Spelling) Level 3

AB 219 Adult Learning Culture Improvement Strategy: Understanding Language Development

AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): ULD is not a program. It does not have an evidence level.

AB 219 Adult Learning Culture Action

- **Action Step:** All educators at Pittman ES will complete the Understanding Language Development (ULD) professional learning series, sessions 1-4, to increase the knowledge and skills of teachers at Pittman ES to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content.
 - **Monitoring Plan:** The administration will receive a monthly ULD completion report to ensure all teachers complete the four sessions by May 2024.
 - **Person Responsible:** Teachers and Administrators

AB 219 Adult Learning Culture Professional Learning

Professional Learning for Educators: Professional learning on discourse structures as a means of raising the level of academic discourse among ELL students.

Foster/Homeless: Providing resources for student learning, differentiation, scaffolds, and supports

Free and Reduced Lunch: N/A

Migrant: Providing resources for student learning, differentiation, scaffolds, and supports

Racial/Ethnic Minorities: Providing resources for student learning, differentiation, scaffolds, and supports

Students with IEPs: Providing resources for student learning, differentiation, scaffolds, and supports



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide survey Panorama survey	Districtwide-Survey	Districtwide-Survey
	<i>Areas of Strength: Wrap-Around Services Team initiatives and services to support social-emotional, behavioral, and academic learning.</i>		
	<i>Areas for Growth: Pittman will increase family engagement.</i>		
Problem Statement	Pittman's chronic absenteeism rate was 33%.		
Critical Root Causes	Daily student attendance impacted learning opportunities and the learning environment. School staff must consistently take proactive measures to identify students at risk for attendance concerns. Teachers must increase two-way communication with families and log data into Infinite Campus.		

Part B

Connectedness	
School Goal: Reduce the percentage of chronically absent students from 44% in 2022 to 39% by 2024, as measured by the Focus Ed report.	STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i> • <i>Equity: Address disproportionate discipline.</i> • <i>Access to Quality: Implement a Multi-Tiered System of Support</i> • <i>Success: Improve school safety.</i> • <i>Inclusivity: Improve school climate.</i>



	• <i>Community: Expand access to behavioral health professionals.</i> • <i>Transparency: Cultivate a public-friendly Department.</i>
Improvement Strategy: Implement a schoolwide attendance incentive program to support students and their families. Collaborate with all stakeholders to organize events to build strong community relationships.	
Evidence Level 4: <i>Creating a positive school climate and culture - level 3</i>	
Intended Outcomes: <i>Build positive relationships among staff, students, and the community to encourage attendance.</i>	
Action Steps: • <i>Weekly staff meetings (celebrate success), monthly committee meetings, and opportunities for parents to plan events and meetings.</i> • <i>The parent involvement will include parents in the decision-making process, organizing student events, and creating volunteer opportunities.</i>	
Resources Needed: • <i>Wrap-Around Services Team, Social Committee, and Leadership Team</i>	
Challenges to Tackle: • <i>Limited partnerships with community partners to find ways to incentivize increase attendance.</i> • <i>Parent involvement in monthly meetings.</i>	
Equity Supports. What will we do to support the following student groups around this goal?	
English Learners: Providing resources for student learning, differentiation, scaffolds, and support. Weighted Funds provide services in alignment with “Tutoring services.” In addition to the school-wide goal and considered equity supports, we have adopted the following Connectedness Action Plan in alignment with AB 219 AB 219 Data Reviewed <i>Chronic Absenteeism:</i> 25.2% of ELL students are chronically absent. AB 219 Connectedness Root Causes: As evidenced by Focus ED, the problem is chronic absenteeism. A root cause of the low performance of English language learners in language proficiency and content achievement is high absenteeism among our multilingual learners. Our students must attend school to engage actively in content and language with their peers.	



Areas of Strength: The wrap-around Service team partnered with community liaisons such as ReInvent to assist in 2-way communication with parents and home visits to decrease chronic absenteeism, including positive reinforcers and incentives.

Areas for Growth: Provide data and information to families about the importance of students attending school.

AB 219 Connectedness [Goals](#):

- Decrease the percentage of ELL students who are chronically absent, as reported in Focus ED, from 25.2% to 20% by May of 2024.

AB 219 Connectedness Improvement [Strategy](#):

The wrap-around Services team and the partnership with ReInvent will monitor student attendance, make regular home visits when applicable, conduct parent communication parent workshops, and provide resources, referrals, and incentives to increase overall attendance for students through attendance celebrations and rewards weekly.

AB 219 [Evidence Level](#) (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Wrap-Around and ReInvent Level 4, PLC-Level 2, Social Worker-Level 4, Sound Partners-Level 1, STEAM-Level 3

AB 219 Connectedness Action

● **Action Steps:**

- Wrap-Around Services team and the partnership with ReInvent daily monitor student attendance
- Run am/pm reports to identify absent students
- Celebrate the end of the week student attendance
- Parent Plug (November 18, January 20, February 17, March 23, and April 20)

Monitoring Plan: The wrap-around Services team and the partnership with ReInvent will monitor student attendance, make regular home visits when applicable

Person Responsible:

- School Counselor
- School Social Worker
- Licensed Educator
- Behavior Strategist

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for [audience]:** *Weekly staff meetings (celebrate success), monthly committee meetings, and opportunities for parents to plan events and meetings*
- *The parent involvement will include parents in the decision-making process, organize student events, and create volunteer opportunities.*

Foster/Homeless: Providing resources for student learning, differentiation, scaffolds, and support.

Free and Reduced Lunch: N/A



Migrant: Providing resources for student learning, differentiation, scaffolds, and supports

Racial/Ethnic Minorities: Providing resources for student learning, differentiation, scaffolds, and supports

Students with IEPs: Providing resources for student learning, differentiation, scaffolds, and supports

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)
General Funds	\$732,605.00	Technology, supplies, services, extra duty pay, resources, materials, tutoring, PD	Improved student achievement on summative assessments Goals 1, 2, and 3
EL Weighted Funds	\$220,703.00	Tutoring, PD	Support for ELL students, tutoring, supplies, and resources, Goal 1
At-Risk Weighted Funds	\$86,609.89	Tutoring, PD	Connectedness
School Generated Funds	\$26,554.14	Student incentives, Staff Development	Services, supplies, student recognition events, and activities, Goal 3
Title I	\$269,770.00	Staffing/Parent Engagement	Staffing, parent support, resources, and tools, Goals 1, 2, and 3
Title II	9174.00	Imagine Learning software for language development , subs for teachers to participate in instructional rounds to observe high-quality instruction for English learners	Student Success, Adult Learning Culture