

Diagnostic
Prior Diagnostic
Placement Definition

Fall 2025
None
Standard View

Criterion Referenced

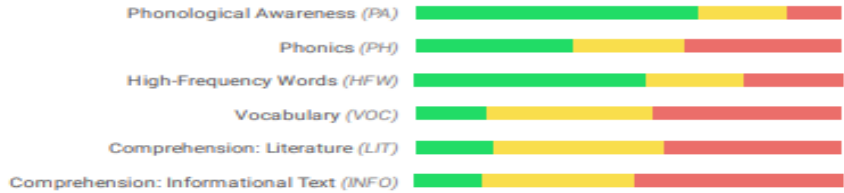
Students Assessed/Total: 372/380

Overall Placement



- At Risk for Tier 3
44%
- Tier 2
41%
- Tier 1
15%

Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

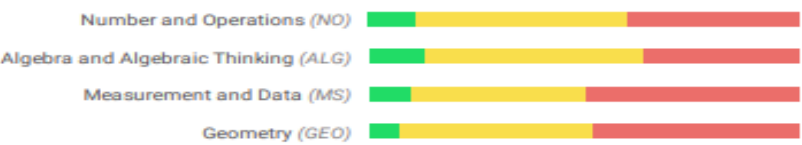
Showing 6 of 6

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade K	14%	86%		49/51
Grade 1	12%	62%	27%	60/61
Grade 2	12%	28%	60%	58/61
Grade 3	30%	20%	49%	69/70
Grade 4	13%	42%	45%	69/70
Grade 5	6%	21%	73%	67/67

Overall Placement



Placement By Domain



Switch Table View

Placement Summary

Show Results By

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement			Students Assessed/Total
Grade K	4%	96%		50/51
Grade 1	7%	58%	36%	59/61
Grade 2	3%	40%	57%	58/61
Grade 3	7%	37%	55%	67/70
Grade 4	7%	33%	59%	69/70
Grade 5	3%	37%	60%	65/67

MAP Current - Fall 2025-2026: 61st Percentile

All Tests Taken

25.0%

75.0%

Term Name:

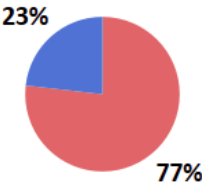
Fall 2025-2026

Threshold:

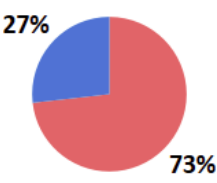
61st Percentile

Click on headings or charts to select a test subject or grade

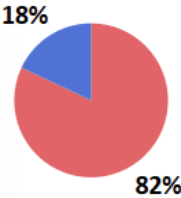
Mathematics



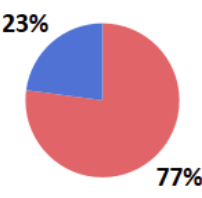
Reading



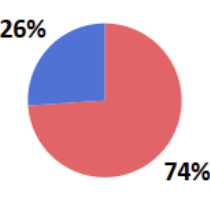
K



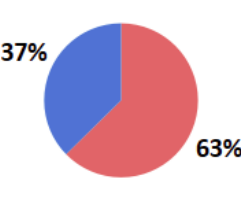
1



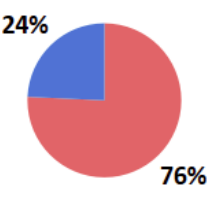
2



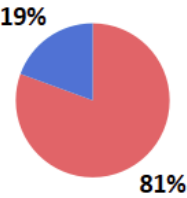
3



4



5





Chronic Absenteeism



View: Original



Save Custom View



Share

Chronic Absenteeism

Enrollment Status - Select whether counts will include all or only active student

(All) ▼

CA Potential - Choose whether to include or exclude MDP or MED:

Current (Federal Rules) ▼

Demographics - Select a student group from the dropdown below:

Grade Level ▼

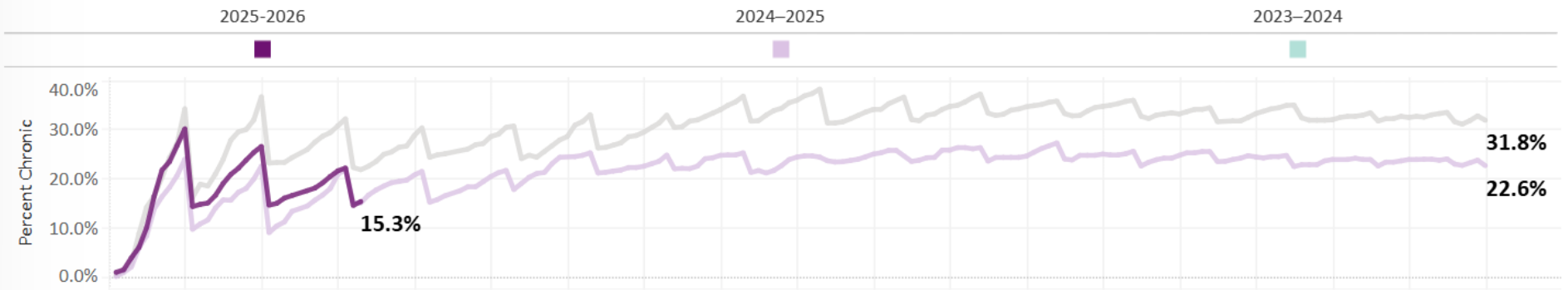
School Year - Select a school year from the dropdown below:

2025-2026 ▼

60 out of 394 Students (15.2%) are considered chronically absent for 2025-2026

Overall Chronic Absenteeism Comparison by School Year

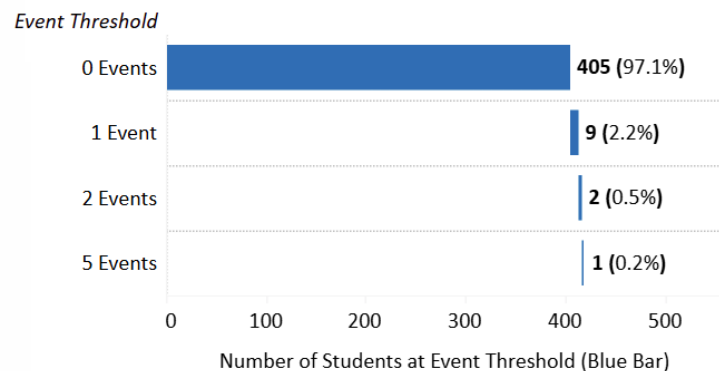
The chart below shows the rolling count of students who are chronically absent using Nevada Department of Education (NDE) business rules. Hover over a school day to see the details for that



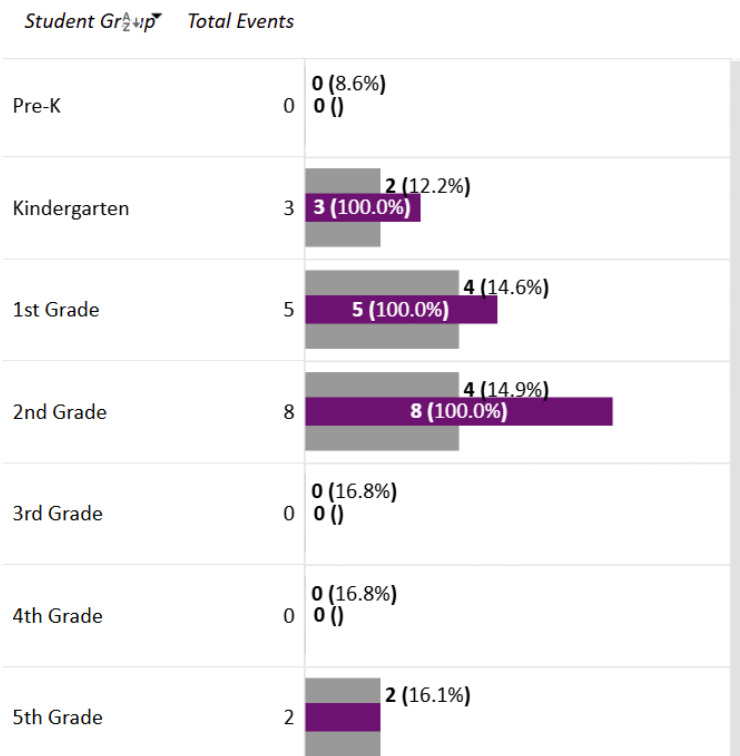


- Illment
- ndance
- avior
- view**
- rsis
- mative
- ssments
- iative
- ssments
- uction
- ents
- Folder
- nal Resources
- orts

Select an "Event Threshold" to filter the views on the right. Click on the "Show Student List" button to display the Student List.



Click on the stacked bar to filter the student list by severity levels. Click on the "Show Student List" button to display the Student List.
NOTE: Severity Levels are used to classify certain behavior incidents in alignment with the [PK-12 Student Code of Conduct](#).



Survey Summary Fall 2025-Grades 3-5 183 Responses

An 87% score reflects the average favorable response score across questions in this topic.

Favorable 87%

Approaching Favorable 0%

Not Favorable 13%

Supportive Relationships 87% Around the 60th percentile

Self-management 74% Around the 70th percentile

Sense of Belonging 70% Around 90th percentile

Perserverance 63% Around the 80th percentile

Social Awareness 63% Around the 40th percentile

Growth mindset 57% Around the 70th percentile

Raise Your Hand 55%

3rd-89%

4th-74%

5th-65%

VailPittman Elementary School Budget Plan and School Plan of Operation

Student Success	Adult Learning	Connectedness
Language Study-Tier II • Date Reviewed • Problem Statement • Critical Root Causes • Action Steps • Intended Outcomes • Budget • Resources Needed	Instructional Practice • Date Reviewed • Problem Statement • Critical Root Causes • Action Steps • Intended Outcomes • Budget • Resources Needed	Community Engagement • Date Reviewed • Problem Statement • Critical Root Causes • Action Steps • Intended Outcomes • Budget • Resources Needed

Student Success			
Data Reviewed	Student Performance, Social and Emotional Learning, Access to Rigorous Texts and Tasks	Student Performance, Social and Emotional Learning, Access to Rigorous Texts and Tasks	Student Performance, Social and Emotional Learning, Access to Rigorous Texts and Tasks
Student Success Areas of Strength	Pittman ES supports TIER I Instruction through structured systems. Our Wrap-Around Service team conducts daily check-ins with adult mentors and provides behavioral feedback to students, staff, and families. The school counselor, social worker, and behavior interventionist hold small group sessions to develop socioemotional and behavioral skills. We also offer targeted interventions for students struggling with interpersonal interactions and encourage self-monitoring techniques. Our instructional team provides academic support across all content areas, while the leadership team collaborates with teachers and students daily to enhance learning activities and instruction. In Spring 2024, 31% of students scored in the 61st percentile and above in math, and 19% in reading. In Spring 2025, 35% of students scored in the 61st percentile and above (4% increase), and 24% in reading (5% increase).		
Student Success Areas for Growth	Pittman has identified key areas for growth, specifically in delivering high-quality, tiered professional development programs for staff. By enhancing the effectiveness of these professional development initiatives, we can empower teachers to create more engaging and impactful lesson plans, ultimately fostering significant academic growth among students. This focused approach will not only improve instructional practices but also cultivate a collaborative environment where educators can share insights and strategies for success. According to the MAP Spring 2025 data, students scoring at or above the 61st percentile in both reading and math among the different grades are as follows: An encouraging 36% of Kindergarten students showcase a strong early learning foundation.		

	For 1st-grade students, 23% scored below proficiency in these fundamental subjects, indicating areas for growth and targeted support. Among 2nd graders, 34%, suggesting that ongoing efforts in classroom instruction are starting to bear fruit. In 3rd grade, 28%, highlighting both progress and opportunities for further enhancement. Finally, in 4th grade, 24% is emphasized, highlighting the continuous need for strategic interventions to elevate student outcomes.
Problem Statement Identifying Student Needs	Problem Statement 1 (Prioritized): At Vail Pittman Elementary School, 34% of students in mathematics and 24% of students in reading in grades K-5 scored at the 61st percentile or above. Recognizing the importance of strong foundational skills in both subjects, the school is dedicated to providing extensive support for its teaching staff. This initiative aims to foster successful fluency in math and English Language Arts (ELA) among students. To facilitate this, Vail Pittman will implement a comprehensive program that includes professional development workshops, coaching sessions, and resources tailored from research-based curricula, all focused on enhancing educators' abilities to effectively navigate technology in the classroom.
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.

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, and Staff Development Days based on Teachers' Needs</i>
Student Success Areas of Strength	Educators diligently engage in professional development, collaborative planning, and professional learning communities to deepen their content expertise. This dedicated approach not only enhances their knowledge but is also fundamentally focused on promoting academic growth and achievement for all students, ensuring that each learner reaches their full potential.		
Student Success Areas for Growth	To enhance student achievement, it is essential to emphasize the importance of effective Tier I instruction. This can be accomplished by ensuring that educators utilize data-driven decision-making and establish clear learning intentions and success criteria that align with established standards in all lessons and content areas. Additionally, ongoing professional development and active participation in professional learning communities (PLCs) should be encouraged to further enrich teachers' knowledge and skills.		
Problem Statement Identifying Student Needs	(Prioritized)Teacher efficacy and data analysis are crucial to the successful implementation of Tier I instruction. We must employ differentiated instruction through small group teaching to effectively address the diverse needs of all learners.		
Critical Root Causes	Teacher efficacy and data analysis are fundamental components in the successful implementation of Tier I instruction. To effectively address the diverse learning needs of all students, we must integrate differentiated instruction, particularly through small-group teaching. This method enables educators to tailor their approach, providing targeted support that can accommodate various learning styles and paces. By offering personalized attention and engaging activities, teachers can foster a more inclusive classroom atmosphere. As a result, students are more likely to feel empowered and motivated, leading to increased engagement and academic achievement. Through these strategies, we can ensure that every learner receives the quality education they deserve.		

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Districtwide survey Panorama survey	Districtwide-Survey	Districtwide-Survey
Student Success Areas of Strength	A strong partnership among families, students, teachers, support staff, and all stakeholders is essential for fostering student success as we navigate the learning journey together. This year's collective efforts have significantly reduced chronic absenteeism and behavioral incidents, while also enhancing family engagement, ensuring safety, and fostering meaningful two-way communication among all parties involved. Together, we are building a vibrant community committed to the growth and success of every student.		

Student Success Areas for Growth	To drive exceptional student success, we will strengthen our partnership among families, students, teachers, and support staff. We are committed to increasing community involvement by actively promoting student and staff attendance. By fostering an engaging environment where student voices lead our decisions, we are confident that we will create a dynamic atmosphere that empowers every learner to excel.
Problem Statement Identifying Student Needs	Effective communication, a positive climate and culture, a growth mindset, and a commitment to addressing the challenges of high staff, family, and student turnover, as well as tackling the issue of chronic absenteeism, are essential for fostering a thriving educational environment.
Critical Root Causes	Daily attendance of both students and staff plays a critical role in the educational environment, as disruptions in this area can significantly hinder the overall learning process. Inefficient communication among all parties — students, educators, and parents — exacerbates these issues, creating barriers to effective collaboration and support. Moreover, the current accountability measures in place are often ineffective, leading to a lack of follow-through on academic and behavioral expectations. This situation, combined with contributions from various factors such as academic performance, behavioral issues, and social-emotional learning, highlights the pressing need for a more integrated approach to support.

Focus Plan of Operation	
	Our ambitious learning intention is to elevate our school to a 3-Star rating or above, ensuring that we deliver an exceptional standard of education that prepares our students for future success. By fostering a culture of high expectations for both our dedicated staff and eager students, we aim to significantly enhance student growth and academic proficiency by the end of the school year. We will accomplish this goal through comprehensive and intensive professional development programs that equip our educators with the latest teaching strategies and tools. Additionally, we will cultivate vibrant professional learning communities where collaboration and sharing of best practices thrive. Our commitment to excellence extends to the recruitment and retention of highly effective staff who are passionate about teaching and inspire students to reach their fullest potential. To align our educational practices with proven frameworks, we will implement the Nevada Academic Content Standards, College and Career Readiness Standards, and the Common Core Standards, ensuring that our curriculum remains relevant and rigorous. Furthermore, we will provide both students and staff with a wealth of resources and data-driven insights to support their learning journeys and help them achieve remarkable success in their academic endeavors.
Carryover Funds Utilization \$7,017.28	• Traditional staffing positions • Supplies • Technology Upgrade • Materials (ELA, Math, Science, Social Studies) • Resources • Interventions (i-Ready, Fastbridge, Literacy Library, STEAM Manipulatives) • Class-Size Reduction • Office Specialist Staffing • Staff/Student Incentives • Support Staff (2) Campus Security (5) Tutors/Co-teachers (3.5) Office (2) Administration
Funding Source	Purpose
General Fund \$339,525.33	• Traditional staffing positions • Supplies • Technology Upgrade • Materials (ELA, Math, Science, Social Studies) • Resources • Interventions (i-Ready, Fastbridge, Literacy Library, STEAM Manipulatives) • Class-Size Reduction • Office Specialist Staffing • Staff/Student Incentives • Support Staff (2) Campus Security (5) Tutors/Co-teachers (3.5) Office (2) Administration

English Language \$15,845.18	• Traditional staffing positions • Supplies • Technology Upgrade • Materials (ELA, Math, Science, Social Studies) • Resources • Interventions (i-Ready, Fastbridge, Literacy Library, STEAM Manipulatives) • Class-Size Reduction • Office Specialist Staffing • Staff/Student Incentives • Support Staff (2) Campus Security (5) Tutors/Co-teachers (3.5) Office (2) Administration
Title I \$11,140.09	• Traditional staffing positions • Supplies • Technology Upgrade • Materials (ELA, Math, Science, Social Studies) • Resources • Interventions (i-Ready, Fastbridge, Literacy Library, STEAM Manipulatives) • Class-Size Reduction • Office Specialist Staffing • Staff/Student Incentives • Support Staff (2) Campus Security (5) Tutors/Co-teachers (3.5) Office (2) Administration
At-Risk	• Traditional staffing positions • Supplies • Technology Upgrade • Materials (ELA, Math, Science, Social Studies) • Resources • Interventions (i-Ready, Fastbridge, Literacy Library, STEAM Manipulatives) • Class-Size Reduction • Office Specialist Staffing • Staff/Student Incentives • Support Staff (2) Campus Security (5) Tutors/Co-teachers (3.5) Office (2) Administration

TIER II-III		
	Tier II (daily for 15-20 minutes) Targeted Support-Small Groups/Individual Extension Activities for meets and above the Tier I skills/standards (HMH/i-Ready/SBAC/Envisions/Project-Based Learning) Intervention Activities for below Tier I skills/standards 95 CORE (Chip kits) Leveled Library/Rigby Readers 0-40th% (In-Class Interventions) 61st% and aboveTutors (Pull-Out) Success of Instruction: Running record, student data conferences, weekly assessments	Tier II(daily sessions lasting 15-20 minutes) Targeted Support: Small Group and Individual Instruction Materials Needed: Extension Activities: These are designed for students who are meeting or exceeding Tier I skills and standards. Resources include platforms such as HMH, i-Ready, SBAC, Envisions, and various Project-Based Learning activities that challenge advanced learners. Intervention Activities: These activities are specifically designed for students who are below the expected Tier I skills and standards, providing them with the necessary support to catch up. 95 CORE Kits: These Chip kits offer structured resources for skill development. Leveled Library and Rigby Readers: A collection of reading materials that adjust to various reading levels, ensuring all students find appropriate texts for their current abilities.

		In-Class Interventions: For students ranging from the 0th to the 40th percentile, these interventions will be implemented within the classroom setting to provide immediate support. Pull-Out Tutors: For students in the 61st percentile and above, qualified tutors will provide focused instruction outside of the regular classroom environment.
	Tier III (daily 20-30 minutes) RTI (Progress Monitor) 0-10% 11%-40- Fluency Intervention (Pull-Out) ReInvent Tutors (Phonological Awareness/Phonics/High Frequency Words/Vocabulary/Fluency) Newcomers (Daily Pull-Out) Reading Center Success of Instruction: Running record, student data conferences, weekly assessments	Tier III (daily interventions lasting 20-30 minutes) Response to Intervention (RTI): Progress Monitoring Students in the 0-10th Percentile: Specialized monitoring and support will be provided to identify and address specific needs. Students in the 11%-40% Range: These students will receive targeted Fluency Intervention through Pull-Out services, aiming to boost their reading fluency and comprehension. ReInvent Tutors: These tutors will focus on critical areas, including Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, and Fluency, utilizing tailored instruction that meets individual learning needs. Newcomer Support: New students will benefit from daily Pull-Out sessions at the Reading Center, designed to help them acclimate and improve their reading skills effectively.