



pilotED Schools of Nevada

Cactus Park Elementary

School Performance Plan: A Roadmap to Success

Cactus Park Elementary 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 CSI TSI TSI/ATSI

Our SPP was last updated on 4/17/2023.

This template was last updated by NDE on September 30, 2022. 1



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Karli Casto	Principal(s) <i>(required)</i>
N/A	Other School Administrator(s) <i>(required)</i>
Levi Casto	Teacher(s) <i>(required)</i>
Monse Garcia	Paraprofessional(s) <i>(required)</i>
Paul Youngberg	Parent(s) <i>(required)</i>
N/A	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>

N/A	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Add additional members/roles as necessary</i>	

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 [\(N/A, as this is a first year school\)](#).



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>A number of students are performing at or above grade level.</i> ● <i>Strong willingness from the team to devote to student success.</i> 	<ul style="list-style-type: none"> ● <i>Increasing student performance, proficiency, and growth.</i> ● <i>Maintaining results as the school expands.</i>
<p>Problem Statement: <i>A significant percentage of students are performing below grade level.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>As a new school, our students come from various educational backgrounds.</i> 	

Student Success	
<p>School Goal: <i>55% of students will achieve or exceed growth during the Spring in reading and math on the NWEA MAP test as indicated in the Achievement Status and Growth Projection.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● <i>The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) will be used to determine incoming student levels in Reading and Mathematics. This data will be used to create growth goals for each student, to be reevaluated in the Spring. The previous year's Spring scores will be used to create yearly (Spring to Spring) goals for students that have been at the school for at least one year; Fall to Spring goals will be created for Kindergarten and new students</i> 	<p>Aligned to Nevada's STIP</p> <p>Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> <p><input type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p>



Improvement Strategy: *Provide professional learning opportunities.*

Lead: *Who is responsible for implementing this strategy?*

Evidence Level: MAP EBI 3

School leadership and teachers

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Professional development, classroom walkthrough data*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Funding, staff, consulting*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Student attendance, staff implementation.*
- *Potential Solution: Continue supporting student attendance, create incentives. Provide PD and follow up to staff for implementation.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *CSP*



Resource Equity Supports¹: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: *Emergent English language skills impeding engagement in curricula.*
- Support: *Analyze WIDA data and incorporate engagement strategies.*

Foster/Homeless:

- Challenge: *Engage students in curriculum and attending daily.*
- Support: *Provide additional support from third-party and school-based wraparound services.*

Free and Reduced Lunch:

- Challenge: *Recruiting qualified staff.*
- Support: *Provide incentives for hiring and retaining teachers and other staff members. Employ personnel who provide services for at-risk students. Provide PD for staff regarding effective instructional practices and strategies for students who are at-risk.*

¹“Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Engagement representing diverse racial/ethnic groups.*
- Support: *Incorporate engagement strategies.*

Students with IEPs:

- Challenge: *Engagement representing all abilities.*
- Support: *Incorporate engagement strategies.*

Inquiry Area 2 - Adult Learning Culture

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Administration of climate survey and improve adult culture based on ongoing results.</i> ● <i>Comprehensive professional development plan for the year.</i> 	<ul style="list-style-type: none"> ● <i>Year 1 focus on enrollment and operations means year 2 needs more support for adult learning culture.</i>
<p>Problem Statement: <i>As a new school, many systems and structures must be developed and taught. Most staff are new to the school and need significant learning.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>New school without a history of adult learning.</i> 	

Adult Learning Culture

School Goal: *By the end of the year, 100% of teachers will be attending PD and implementing it accordingly*

with 80% fidelity.

Formative Measures:

- *Classroom walkthrough data, PD session attendance and participation.*

Aligned to Nevada's STIP Goal:

STIP Goal 1 STIP Goal 2

STIP Goal 3 STIP Goal 4

STIP Goal 5 STIP Goal 6



Improvement Strategy: *Strengthen PD structures*

Lead: *Who is responsible for implementing this strategy?*

Evidence Level: *Analyze effectiveness of PD EBI 3*

School leadership and teachers

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *PD sessions weekly, staff participation and feedback, classroom walkthroughs and administrative monitoring.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Time, funding, staff, PD providers*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Staff participation and funds for PD.*
- *Potential Solution: Incentivize participation, use fundraising.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *CSP*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Emergent English language skills impeding engagement in curricula.*
- *Support: Analyze WIDA data and incorporate engagement strategies.*

Foster/Homeless:

- *Challenge: Engage students in curriculum and attending daily.*



- Support: *Provide additional support from third-party and school-based wraparound services.*

Free and Reduced Lunch:

- Challenge: *Recruiting qualified staff.*
- Support: *Provide incentives for hiring and retaining teachers and other staff members. Employ personnel who provide services for at-risk students. Provide PD for staff regarding effective instructional practices and strategies for students who are at-risk.*

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Engagement representing diverse racial/ethnic groups.*
- Support: *Incorporate engagement strategies.*

Students with IEPs:

- Challenge: *Engagement representing all abilities.*
- Support: *Incorporate engagement strategies.*

Inquiry Area 3 - Connectedness

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> ● <i>Climate survey for students and staff.</i> 	<ul style="list-style-type: none"> ● <i>New school with new relationships amid start up hardships.</i>
<p>Problem Statement: Relationships must be formed and nurtured among all stakeholders.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● <i>As a new school, it takes time to build relationships with stakeholders.</i> 	

Connectedness



School Goal: *By the end of the year, students, families, and staff members will average 80% on the climate survey.*

Formative Measures:

- *Climate surveys, classroom walkthrough data.*

Aligned to Nevada's STIP

Goal:

STIP Goal 1 STIP Goal 2

STIP Goal 3 STIP Goal 4

STIP Goal 5 STIP Goal 6

Improvement Strategy: *Class Dojo, parent & family events, Family & Community Outreach Coordinator, weekly newsletter, staff bonding events, daily Kickstart meetings, daily morning classroom meetings.*

Evidence Level: EBI 3

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *We will implement or continue with all of the above. Classroom walkthrough data.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Time, training, funds.*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Lack of time and funding.*
- *Potential Solution: Use CSP money and train existing staff.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *CSP*

Lead: *Who is responsible for implementing this strategy?*
School Leadership and Teachers



Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

- Challenge: *Connectedness of ELL students.*

- Support: *Analyze WIDA data, incorporate engagement strategies. Provide PD to staff for effective strategies for ELL students.*

Foster/Homeless:

- Challenge: *Connectedness of Foster/Homeless students.*
- Support: *Provide support from wraparound services.*

Free and Reduced Lunch:

- Challenge: *Recruiting qualified staff.*
- Support: *Provide incentives for hiring and retaining teachers and other staff members. Employ personnel who provide services for at-risk students. Provide PD for staff regarding effective instructional practices and strategies for students who are at-risk.*

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Engagement representing diverse racial/ethnic groups.*
- Support: *Incorporate engagement strategies.*

Students with IEPs:

- Challenge: *Engagement representing all abilities.*
- Support: *Incorporate engagement strategies.*

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
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<i>Ribbon cutting for addition</i>	<i>10/23</i>	<ul style="list-style-type: none"> ● <i>Community is engaged and excited for a new school with a unique model.</i>
<i>Registration events</i>	<i>Ongoing</i>	<ul style="list-style-type: none"> ● <i>Families need support with online portals and registration process. Weekly tours and monthly events.</i>
<i>Open House</i>	<i>8/23</i>	<ul style="list-style-type: none"> ● <i>Families are excited to meet their new teachers and see our school.</i>
<i>Parent-Teacher conferences</i>	<i>9/23</i>	<ul style="list-style-type: none"> ● <i>Families are involved, engaged, and enthusiastic about their student success at Cactus Park.</i>



