

State Public Charter School Authority
pilotED Cactus Park Elementary School
2024-2025 School Performance Plan

Classification: Not Rated

Distinction Designations:
Title I

Board Approval Date: April 17, 2024
Public Presentation Date: April 17, 2024

Mission Statement

Cactus Park Elementary | pilotED Schools of Nevada seeks to empower students in the way they see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.

Vision

Cactus Park Elementary | pilotED Schools of Nevada seeks to empower students in the way they see themselves and the world around them using a model steeped in social identity development, civic engagement, and academic excellence.

Value Statement

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 (Add a link to the school's School Rating Report.)

http://nevadareportcard.nv.gov/DI/nv/state_public_charter_school_authority/piloted_cactus_park/2023

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Comprehensive Needs Assessment

Student Success

Student Success Summary

A number of students are performing at or above grade level.

Strong willingness from the team to devote to student success.

Increasing school-wide systems and structures to yield academic results.

Student Success Strengths

Increasing student performance, proficiency, and growth.

Maintaining results as the school expands.

Increasing accountability to systems and structures implemented to support student achievement.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A significant percentage of students are performing below grade level. **Critical Root Cause:** As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.

Adult Learning Culture

Adult Learning Culture Summary

Administration of feedback survey and improve adult culture based on ongoing results.

Comprehensive professional development plan for the year.

Adult Learning Culture Strengths

Significant increase in number of staff due to enrollment growth - need to reestablish adult culture and differentiate adult learning.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): As a new school, many systems and structures must be developed and taught. Most staff continue to be new to the school and/or profession and need significant learning. **Critical Root Cause:** New school with brief and rapidly evolving history of adult learning.

Connectedness

Connectedness Summary

Feedback/climate survey for students and staff.

Institution of Sunshine Committee.

Adaptation of hiring strategy.

Connectedness Strengths

New school with new relationships amid start up hardships.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Relationships must be formed and nurtured among all stakeholders. **Critical Root Cause:** As a new school, it takes time to build relationships with stakeholders. Due to significant enrollment growth, we still have a critical mass of new stakeholders.

Priority Problem Statements

Problem Statement 1: A significant percentage of students are performing below grade level.

Critical Root Cause 1: As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.

Problem Statement 1 Areas: Student Success

Problem Statement 2: As a new school, many systems and structures must be developed and taught. Most staff continue to be new to the school and/or profession and need significant learning.

Critical Root Cause 2: New school with brief and rapidly evolving history of adult learning.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Relationships must be formed and nurtured among all stakeholders.

Critical Root Cause 3: As a new school, it takes time to build relationships with stakeholders. Due to significant enrollment growth, we still have a critical mass of new stakeholders.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- EL
- Homeless data
- Foster

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Teacher retention
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data





- Master schedule
- Study of best practices

Goals

Goal 1: Student Success

Annual Performance Objective 1: Increase the percent of all students meeting Median Typical Growth of 100 in ELA and Mathematics from 0% in August 2024 to 70% by May 2025, as measured by iReady Diagnostic.

Evaluation Data Sources: 100% of students take all three iReady diagnostics
 70% of students hit Median Typical Growth of 50 by Winter iReady Assessment
 70% pass rate on curricular assessments

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Small group instruction daily, daily iReady time, iReady and curricular PD, school-wide testing culture, curricular adherence, PD implementation, PLCs</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Reaching school-wide goals. Position Responsible: Assistant Principal</p> <p>Problem Statements/Critical Root Causes: Student Success 1 Resources and Funding Needed: Assistant Principal - Title III - ELL</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Annual Performance Objective 1 Problem Statements:





Student Success
<p>Problem Statement 1: A significant percentage of students are performing below grade level. Critical Root Cause: As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.</p>

Goal 1: Student Success

Annual Performance Objective 2: Increase the percent of students with IEPs meeting their iReady weekly minutes and pass rates on average by the end of each quarter in ELA and Mathematics from 0% in August 2024 to 90% by May 2025, as measured by iReady.

Assessment: (A) Participation rate for children with IEPs, (B) Proficiency rate for children with IEPs against grade-level academic achievement standards, (C) Proficiency rate for children with IEPs against alternate academic achievement standards, (D) Gap in proficiency rates for children with IEPs and for all students against grade-level academic achievement standards.

Evaluation Data Sources: 90% of students with IEPs are meeting their iReady weekly minutes and pass rates weekly

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Small group instruction daily, daily iReady time, iReady and curricular PD, school-wide testing culture, curricular adherence, PD implementation, PLCs.</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Track student-facing data tracking in order to increase accountability, motivation of students and teachers, and ensure transparency with regular school reviews PD for teachers to use iReady toolkit to teach targeted small group lessons daily Having high quality biweekly Math and ELA PLCs using alternating intellectual prep and student work analysis leading toward pacing adherence, teacher confidence, and 70% curricular assessment pass rate Onboard all students onto testing platform within the first 1-2 weeks of school</p> <p>Position Responsible: Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Assistant Principal - Title II, Pt. A</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 2 Problem Statements:





Student Success

Problem Statement 1: A significant percentage of students are performing below grade level. **Critical Root Cause:** As a new school, our students come from various educational backgrounds. Academic proficiency takes time to build as an institution.

Goal 2: Adult Learning Culture

Annual Performance Objective 1: Increase schoolwide implementation of PD strategies with fidelity as defined on school Common Classroom Expectations and Foundational Effectiveness (CCE & FE) walkthrough measures from 0% in August 2024 to 80% in May 2025.

- Evaluation Data Sources:** 80% implementation of Open House CCE & FE by Open House
 1x
 80% implementation of Open House - Week 3 CCE & FE by end of week 3
 1x
 80% implementation of Open House - Week 6 CCE & FE by end of week 6
 1x
 80% implementation of Open House - Week 9 CCE & FE by end of week 9
 1x

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Establish clear expectations for teachers aligned with PD that provide a quality student experience and quality instruction.</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Daily walkthroughs to input CCE & FE observations Weekly teacher-facing check ins and celebrations during PD Wednesdays Weekly check-in during leadership team meeting Weekly 1:1 coaching with teachers to increase implementation percentage</p> <p>Position Responsible: Assistant Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> <p>Resources and Funding Needed: Assistant Principal - Title II, Pt. A</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: As a new school, many systems and structures must be developed and taught. Most staff continue to be new to the school and/or profession and need significant learning. **Critical Root Cause:** New school with brief and rapidly evolving history of adult learning.

Goal 3: Connectedness

Annual Performance Objective 1: Decrease the percent of all students who were chronically absent from 65% in 2023 to 24% by 2025, as reported by the Nevada School Performance Framework (NSPF).

- Evaluation Data Sources:** Daily attendance rate stays above 90%
- Daily
- Monthly average attendance rate of 90%
- Monthly
- Monthly chronic absenteeism rate under 20%
- Monthly
- Accurate attendance records daily
- Daily

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Improve recordkeeping, clear expectation and process for attendance, transparent school-wide student and teacher -facing tracking, attendance related awards and celebrations, clear parent-facing expectations/messaging/incentives</p> <p>What Works Clearinghouse, Institute of Education Sciences, U.S. Department of Education. (2017a, October). What Works Clearinghouse: Procedures Handbook (Version 4.0). Retrieved from http://whatworks.ed.gov</p> <p>Formative Measures: Create an attendance tracker Weekly attendance report sent to Karli Conduct PD for staff regarding Attendance requirements and procedures Create clear attendance procedures and steps (flow chart) Accountability for attendance procedures occurs in weekly 1:1 coaching check ins Awards/shout outs for schoolwide (daily), teachers (quarters), classrooms (weekly or daily), and individual students (weekly), parents (weekly).</p> <p>Position Responsible: Operations Manager</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Operations Manager - Title II, Pt. A</p>	Status Check		
	Feb	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Relationships must be formed and nurtured among all stakeholders. **Critical Root Cause:** As a new school, it takes time to build relationships with stakeholders. Due to significant enrollment growth, we still have a critical mass of new stakeholders.

School Funding Summary

IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,058.90
+/- Difference					\$14,058.90
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$144,581.01
+/- Difference					\$144,581.01
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Assistant Principal		\$0.00
2	1	1	Assistant Principal		\$0.00
3	1	1	Operations Manager		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,578.46
+/- Difference					\$40,578.46
Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Assistant Principal		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,943.87
+/- Difference					\$7,943.87

Title IV, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$10,050.22
				+/- Difference	\$10,050.22
				Grand Total Budgeted	\$217,212.46
				Grand Total Spent	\$0.00
				+/- Difference	\$217,212.46

Addendums

English Learners:

AB 219 Corrective Action Plan

Please complete your schools AB219 Corrective Action Plan (CAP) by completing all sections of this document and referring to the specified guidance. The spaces in this document will automatically expand to accommodate your answer, and you may add additional rows to the tables in each section as needed.

1 SCHOOL CONTACT INFORMATION

School Name:	Cactus Park Elementary
District:	pilotED School of Nevada
School Website:	https://www.pilotednevada.org/
Principal:	Karli Casto
Email:	kcasto@pilotednevada.org
Phone:	725-726-2626
School Year:	2024-2025

2 IDENTIFY ROOT CAUSES (DATA ANALYSIS)

Identify the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance at <https://nde.padlet.org/glamarre2/sn0ymasiqvvdwpx1/wish/2153902037>

- Language Barrier - Limited spoken English at home
- EL students unable to understand lessons
- Not all teachers are bi-lingual and able to help translate basic instructions
- No designated EL Teacher to support EL students

3 PLANS TO ADDRESS ROOT CAUSES

Plans and Strategies to address the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance <https://nde.padlet.org/glamarre2/sn0ymasiqvvdwpx1/wish/2153902037>

- Teachers pull aside EL students during independent work time in ELA and Math to practice basic phonics concepts. Practice identifying:
 - letters and sounds in the English alphabet
 - vowel letters and sounds
 - blends, digraphs, irregular vowel families
 - sight words
- Have EL students listen to and/or watch phonics videos during morning work and complete basic worksheets to identify letters/sounds and match pictures to words or pictures to sentences.
- Utilize Interventions to help pull EL students during small groups to strengthen their phonemic awareness, basic english grammar, and parts of a sentence.
- Have teachers write key vocabulary words on the board as frequently as possible.
- Utilize pictures when discussing vocabulary to help support ELs – the more pictures, the better!

4 ACADEMIC ELA AND/OR MATH GOAL(S)

Develop attainable quantitative goal(s) for improvement in the achievement of pupils who are English Learners and timelines for meeting those goals. For assistance with formatting SMART goals refer to the guidance at <https://nde.padlet.org/glamarre2/x5ds8wrqki2fji9/wish/2327938875>

SMART Goal:	Teachers and interventionists work with EL students at-least 2-3 times a week on basic phonics concepts, sentence structure, grammar, number recognition, and basic math concepts - utilizing google translate if needed.
Timeline for meeting goal	End of April
SMART Goal:	Teachers conduct monthly assessments for EL students including basic phonemic awareness and basic math concepts for K-2 students to check student progress at the end of February, March, and April.
Timeline for meeting goal	End of April - 3 Assessments

5 ACTION STEPS

Identify specific actions to improve the achievement of pupils who are English learners, plans to monitor those actions and identification of persons responsible for taking and monitoring those actions.

Action Step:	Teachers keep track of which ELs they work with on a weekly basis and what concepts were reviewed.		
Monitoring Plan:	Leader does a bi-weekly check on lesson plans and walkthroughs to ensure teacher compliance.	Person(s) Responsible:	Teacher, Leader
Action Step:	Teachers schedule monthly phonics assessments and monthly math assessments for ELs and submit them to AP for review by EOM.		
Monitoring Plan:	AP will observe teachers conducting assessments for ELs. AP will keep track of which teachers are submitting assessments in a timely manner.	Person(s) Responsible:	Teacher, Leader
Action Step:	Teachers work with ELs 2-3 times a week during morning work or independent work time during ELA and Math on basic phonics and math concepts.		
Monitoring Plan:	Teachers complete their weekly tracking sheet to make note of which students they worked with and what concepts were reviewed.	Person(s) Responsible:	Teacher

6 PROFESSIONAL DEVELOPMENT

Describe the professional development that will occur that is designed to address the needs of pupils who are English learners. The audience for your professional development should include administrators, teachers, and other educational staff (paraprofessionals, EL coordinators, etc.).

Professional Development:	Discuss the importance of supporting our ELs and ways in which we will target these groups of students during morning work and small group instruction.	Audience:	Leadership, teachers, interventionists, SPED teachers, and specialist teachers
Professional Development:	Phonics drills and flashcards for small group instruction.	Audience:	AP, class teachers, interventionists, SPED teacher
Professional Development:	Effective ways to help support your ELs throughout the day.	Audience:	Leadership, teachers, interventionists, SPED teacher, and specialist teachers

