

State Public Charter School Authority

Southern Nevada Trades High School

2024-2025 Status Check



Mission Statement

Southern Nevada Trades High School promotes excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction related professions.

Vision

Through innovative career and technical training integrated with aligned academics, community partnerships, and individualized college and career-readiness planning, students' passions for learning are ignited and they are prepared for success in postsecondary education and the workplace.

Demographics & Performance Information

Nevada Report Card

As a first year school we do not yet have a star rating or Nevada report card

Table of Contents

Goals	4
Goal 1: Student Success	4
Goal 2: Adult Learning Culture	6
Goal 3: Connectedness	6



Goals

Goal 1: Student Success

Annual Performance Objective 1: All students will show a 30% increase in ELA and 25% increase in Math from Fall to Spring as measured by iReady benchmark exam.

Evaluation Data Sources: iReady benchmark that will be given in the Fall, Winter and Spring

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Teachers will meet weekly in PLC's to discuss student progress and intervention needs if needed. Students will be monitored on mastery of standards in individual student progress monitoring folders. The iReady assessment will be given three times a year and used to determine academic gaps.</p> <p>Hartland, C. (n.d.). Curriculum Associates- Evidence for ESSA. Evidenceforessa.org. Retrieved March 29, 2023, from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Schoollmprovement/evidencedbasedlist.pdf</p> <p>Formative Measures: * Choose a curriculum that aligns with Nevada State Standards * Implement weekly PLC Meetings for teachers to analyze and discuss student data (Nevada PD standards: Learning Communities, Data, & Learning design) Before and Afterschool Tutoring programs to assist students that need additional help.</p> <p>Position Responsible: Teachers and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate, Promising, Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Iready - Title I, Pt. A, Performance Coach Intervention books - Title I, Pt. A</p>	Status Check		
	Jan	Apr	May
			



No ProgressAccomplishedContinue/ModifyDiscontinue

Goal 1: Student Success

Annual Performance Objective 2: Special Education students will show 1 grade level of growth in Reading and Math from Fall to Spring, as measure by the iReady benchmark exam

Evaluation Data Sources: iReady benchmark that will be given in the Fall, Winter and Spring

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Special Education team will implement pullout and push in strategies to ensure students are on track of meeting goals. Special education staff will meet with general education teachers monthly to review student progress and needs</p> <p>Ripley, S. (n.d.). The Eric Digests. Retrieved March 6, 2024, from file:///C:/users/candi.wadsworth/Work%20Folders/Downloads/10618.pdf.</p> <p>Indicators:</p> <ul style="list-style-type: none"> -Graduation: Percent of youth with IEPs exiting special education due to graduating with a regular diploma. -Drop Out: Percent of youth with IEPs who exited special education due to dropping out. -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. -Education Environments (Children 6-21): Percent of children age 5 enrolled in kindergarten and aged 6-21 with IEPs served (A) Inside regular class 80% or more of the day, (B) Inside regular class less than 40% of the day, (C) In separate schools, residential facilities, or homebound/hospital placements. -Secondary Transition: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment transition services, was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. <p>Formative Measures: Special education staff follow student schedule pull out and push in schedule Monthly meetings between special education staff and general education staff</p> <p>Position Responsible: Special education team</p> <p>Student Groups This Strategy Targets: Students with Disabilities</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	May
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Adult Learning Culture



Annual Performance Objective 1: 100% of staff will participate in weekly PD's and PLC meetings.

Evaluation Data Sources: * Attendance sheets at all meetings will be reviewed.

* Teachers will receive weekly short informal walk throughs by the school administration to monitor implementation and to provide support if needed.

* Once every quarter, teachers will have a longer formal observation by administration

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: We will have dedicated time on Fridays that are within the normal school day for teachers to participate in PDs and PLC's</p> <p>Serviss, J. (May 2022). 4 Benefits of an active professional learning community. Retrieved April 6, 2023 from https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community</p> <p>Formative Measures: * Attendance sheets at all meetings will be reviewed. * Teachers will receive weekly short informal walk throughs by the school administration to monitor implementation and to provide support if needed. * Once every quarter, teachers will have a longer formal observation by administration</p> <p>Position Responsible: School Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	May
			



No Progress



Accomplished



Continue/Modify




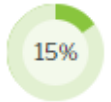




Discontinue

Goal 3: Connectedness

Annual Performance Objective 1: School will create a parent advisory committee of at least 5 members by winter of 2024. This team will meet monthly to assist school leadership with event and school growth.

Evaluation Data Sources: * Meeting attendance sheets and participation

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: During open house event at beginning of school year, school leadership will encourage parents to sign up for parent advisory team</p> <p>Durisc, M. & Bunijeva, M. (2017) Parental involvement as a important factor for successful education. CEPS Journal, 7(3) 137-150. Retrieved on March 6, 2024 from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ1156936.pdf</p> <p>Formative Measures: * Create a parent engagement calendar for the year with specific topics. * Organize location and various times for each event so all parents can participate. * Ensure a bilingual member of the staff is at each event to assist with translation needs.</p> <p>Position Responsible: School administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	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>			