

**State Public Charter School Authority**  
**Southern Nevada Trades High School**  
**2025-2026 Status Checks with Notes**



**District Approval Date:** November 30, 2025 **Public Presentation Date:** November 30, 2025

# **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**

We do not yet have a star rating or Nevada report card

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# Inquiry Areas

## **Inquiry Area 1:** Student Success

**SMART Goal 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.

**Aligns with District Goal**

**Formative Measures:** iReady benchmark given 3 times a year; Fall, Winter, and Spring  
Indicator 3A

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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://efaidnbmnnibpcajpcglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Schoollmprovement/evidencedbasedlist.pdf</p> <p><b>Action Steps:</b> Book Studies- Weekly meetings- Teacher evaluations to see implementation</p> <p><b>Position Responsible:</b> Principal and teachers</p> <p><b>Resources Needed:</b> time</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> this was a first time using the IXL test as a benchmark. overall teachers liked this benchmark better, however we had some growing pains with learning the system. Teachers feel this test gives us a better results than previous iReading benchmark testing</p> <p><b>October Next Steps/Need</b> Continue to us IXL for intervention and filling gaps. While students work on grade level standards in the classroom</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> We have completed our 2nd round of benchmark testing with IXL, which went smoother this time. We applied lessons learned from our first benchmark. Student are showing growth and teachers are enjoying using the Data and lessons during their intervention time</p> <p><b>January Next Steps/Need</b> Continue to us IXL for intervention and filling gaps. While students work on grade level standards in the classroom</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

## **Inquiry Area 1:** Student Success

**SMART Goal 2:** 40% of Special Education students will show 1 grade level of growth, from 25% in Winter 2025, in Reading and Math from Fall 2025 to Spring 2026, as measure by the benchmark exam

### **Aligns with District Goal**

**Formative Measures:** iReady benchmark given 3 times a year; Fall, Winter, and Spring and SPED teacher assessments of students

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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, 20224, from file:///C:/users/candi.wadsworth/Work%20Folders/Downloads/10618.pdf.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>-Graduation: Percent of youth with IEPs exiting special education due to graduating with a regular diploma.</li> <li>-Drop Out: Percent of youth with IEPs who exited special education due to dropping out.</li> <li>-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.</li> <li>-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.</li> <li>-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 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.</li> </ul> <p><b>Action Steps:</b> special education staff will follow a pull out and push in schedule for all special education students.</p> <p>SPED staff will conduct monthly meetings with general education teachers</p> <p><b>Position Responsible:</b> Special education team</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b></p> <p>SPED and general education teachers feel they are on track with progress to make this goal. Students are working hard in the classrooms and during pull out sessions. Teachers feel the current benchmark test is giving them more accurate data.</p> <p><b>October Next Steps/Need</b></p> <p>Continue to work with students and track progress weekly</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b></p> <p>SPED and general education teachers feel they are on track with progress to make this goal. Students are working hard in the classrooms and during pull out sessions. Teachers feel the current benchmark test is giving them more accurate data as they prepare students for the upcoming state tests.</p> <p><b>January Next Steps/Need</b></p> <p>Continue to work with students and track progress weekly</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

## Inquiry Area 2: Adult Learning Culture

**SMART Goal 1:** 100% of staff will participate in weekly PD's and PLC meetings.

### Aligns with District Goal

**Formative Measures:** PLC attendance sheets

Teachers will receive informal walk throughs at least twice a month by school administration to monitor and implement support if needed

Twice a year teachers will have a longer formal observations using the NEPF framework

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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 <a href="https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community">https://www.iste.org/explore/professional-development/4-benefits-action-professional-learning-community</a></p> <p><b>Action Steps:</b> PLC attendance sheets Teachers will receive informal walk throughs at least twice a month by school administration to monitor and implement support if needed Twice a year teachers will have a longer formal observations using the NEPF framework</p> <p><b>Position Responsible:</b> School Principal</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Adult Learning Culture 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b> We continue to have great success with PLC's and dedicated staff participation</p> <p><b>October Next Steps/Need</b> Survey staff for requested topics for PLC and PD for the second semester</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b> We continue to have great success with PLC's and dedicated staff participation. After a mid year survey of staff they have asked for one Friday a month to dedicate PLC time for smaller group team meetings. We have implemented this for two months now with great success</p> <p><b>January Next Steps/Need</b> continue to implement Staff suggestions</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

### Inquiry Area 3: Connectedness

**SMART Goal 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.

#### Aligns with District Goal

**Formative Measures:** Parent night attendance sheets and participation

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> During open house event at beginning of school year, school leadership will encourage parents to sign up for parent advisory team</p> <p>Durisic, M. &amp; 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://efaidnbmnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/EJ1156936.pdf</p> <p><b>Action Steps:</b> Create a parent engagement calendar for the year Organize parent nights at various days and times to accommodate parent schedules Ensure bilingual staff are always available for translation assistance</p> <p><b>Position Responsible:</b> School Administration</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Connectedness 1</p>	<p><b>Oct:</b> In progress</p> <p><b>October Lessons Learned</b></p> <p>This continues to be a struggle for us, to gain parent participation. However we have seen some improvement with parents participating the the SPCSA Audit focus group, we were able to secure a parent for the board, and we are seeing more parents attend parent nights</p> <p><b>October Next Steps/Need</b></p> <p>Continue to communicate regularly with parents and build the relationship. We hope with the senior class this year we will gain more interest and parent support</p> <p><b>Jan:</b> In progress</p> <p><b>January Lessons Learned</b></p> <p>We have had some more success with parent engagement since October. Hosting a Day of the Dead festival, a Senior parent FASFA night, and parent teacher conferences all of which we had great turnout.</p> <p><b>January Next Steps/Need</b></p> <p>Continue to communicate regularly with parents and build the relationship and offer different times and day for parent nights.</p> <p><b>May:</b> No review</p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>