

# State Public Charter School Authority

## Southern Nevada Trades High School

### 2023-2024 School Improvement Plan

**Classification:** Not Rated

**Distinction Designations:**  
Title I



**Board Approval Date:** November 30, 2023  
**Public Presentation Date:** November 30, 2023

# 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.

# Value Statement

## Nevada Report Card

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

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# Comprehensive Needs Assessment

Revised/Approved: March 23, 2023

## Student Success

### Student Success Areas of Strength

- *Receiving our building permit so we can start construction.*
- *Selecting curriculum that aligns with Nevada Standards and will support our student population.*
- *Receiving grants to be able to assist with first year expenses*

### Student Success Areas of Growth

- *Completing phase A & B of construction before the 2024-2025 school year.*
- *Meeting our enrollment and growth projections*

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** High Schools student in the 89110-zip code perform lower than the district and charter average in ELA and Math as measured by the SBAC.  
**Critical Root Cause:** \* The 89110 community is a title 1 community, many students have learning gaps. \* Students are unmotivated to attend the traditional classes due to lack of interest. \* Class sizes are large, and students are not given the one-on-one attention they need to grow academically

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

- *Administration has a professional development plan mapped out for the whole 2023-2024 year, with weekly meetings/trainings.*
- *Hiring highly qualified staff*

## Adult Learning Culture Areas of Growth

- *Staff buy in to PLC plan.*
- *Implementation and monitoring of professional development lessons by staff*

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** Teachers not actively participating in professional development or not implementing lessons learned in their classroom, resulting in failed implementation. **Critical Root Cause:** \* Teachers are often skeptical of new techniques when older techniques have worked for them in the past. \* Teachers feel professional development is irrelevant or a waste of time. \* Teachers do not have the support or resources to implement lessons learned effectively.

# Connectedness

## Connectedness Areas of Strength

- *Relationship with Latino outreach group*
- *Relationships with construction companies and unions*

## Connectedness Areas of Growth

- *Build positive relationships with surrounding neighbors in the community.*
- *Build relationships with parents and guardians.*
- *Find new partnerships within the community to support students and families.*

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** School administration struggles to find time to build and maintain relationships with community. **Critical Root Cause:** \* Day-to-day tasks take priority over seeking out or maintaining partnerships. \* Requirements of partnerships are sometimes excessive for schools to uphold. \* Participation by families can be limited due to work, childcare and time constraints.

# Priority Problem Statements

**Problem Statement 1:** High Schools student in the 89110-zip code perform lower than the district and charter average in ELA and Math as measured by the SBAC.

**Critical Root Cause 1:** \* The 89110 community is a title 1 community, many students have learning gaps. \* Students are unmotivated to attend the traditional classes due to lack of interest. \* Class sizes are large, and students are not given the one-on-one attention they need to grow academically

**Problem Statement 1 Areas:** Student Success

**Problem Statement 2:** Teachers not actively participating in professional development or not implementing lessons learned in their classroom, resulting in failed implementation.

**Critical Root Cause 2:** \* Teachers are often skeptical of new techniques when older techniques have worked for them in the past. \* Teachers feel professional development is irrelevant or a waste of time. \* Teachers do not have the support or resources to implement lessons learned effectively.

**Problem Statement 2 Areas:** Adult Learning Culture

**Problem Statement 3:** School administration struggles to find time to build and maintain relationships with community.

**Critical Root Cause 3:** \* Day-to-day tasks take priority over seeking out or maintaining partnerships. \* Requirements of partnerships are sometimes excessive for schools to uphold. \* Participation by families can be limited due to work, childcare and time constraints.

**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
- College and career readiness goals

## **Accountability Data**

- State assessment performance report
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity
- Economically disadvantaged
- Special education
- Migrant
- EL
- Homeless data
- Foster

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data

## **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher evaluation
- Administrator evaluation

## **Parent/Family/Community Data**

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



## Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Inquiry Areas

Revised/Approved: November 28, 2023

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

**School Goal 1:** All students will perform at or above SPCSA average of 54.3% in ELA and 25.2% in Math as measured by the 2023-2024 iReady benchmark exam.

**Evaluation Data Sources:** \* Students will be given the iReady progress monitoring exam in ELA and Math 3 times throughout the year (Fall, Winter, and Spring) to monitor progress.

\* Teachers will be giving students regular formal and informal assessments to determine mastery of standards; teachers will discuss results in weekly PLC meetings.

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> We will be hiring highly qualified teachers that will follow curriculum maps that align with the Nevada State Standards. 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>Evidence Level: We will be using iReady from Curriculum Associates to monitor students' progress. Curriculum Associates has an ESSA EBI rating of 2, 3 and 4. Hartland, C. (n.d.). Curriculum Associates- Evidence for ESSA. Evidenceforessa.org. Retrieved March 29, 2023, from chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/SchoolImprovement/evidencedbasedlist.pdf</p> <p><b>Action Step's Expected Result/Impact:</b> * Hire Highly qualified teachers. * 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, &amp; Learning design)</p> <p>Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions? * Implementation Challenge: Hiring of highly qualified staff * Potential Solution: We have started hiring early, so we are able to find the best possible candidates</p> <p><b>Position Responsible:</b> School principal and teachers</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Moderate, Promising, Has Rationale <b>Problem Statements/Critical Root Causes:</b> Student Success 1 <b>Resources and Funding Needed:</b> - Other (Specify source name within the strategy), - Title I, Pt. A</p>	Formative		
	Feb	May	May






**School Goal 1 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> High Schools student in the 89110-zip code perform lower than the district and charter average in ELA and Math as measured by the SBAC. <b>Critical Root Cause:</b> * The 89110 community is a title 1 community, many students have learning gaps. * Students are unmotivated to attend the traditional classes due to lack of interest. * Class sizes are large, and students are not given the one-on-one attention they need to grow academically</p>





## Inquiry Area 2: Adult Learning Culture

**School Goal 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

Improvement Strategy 1 Details	Formative Reviews		
<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>Evidence Level: Level 4: Rationale: Regular PLC's allow educators opportunities to directly improve their teaching and learning, build stronger relationships with their team, stay on top of new research, and assist teachers with meaningful reflection. 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 Step's Expected Result/Impact:</b> * Master Schedule that includes half day Fridays for students * Completed and mapped out professional development calendar * Guided PLC process that includes MTSS * All professional development standards for Nevada will be met: Learning Communities, Leadership. Resources, Data, Learning Designs, Implementation, Outcomes, Equity, and Cultural Competency</p> <p>Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions? * Implementation Challenge: Teacher buy-in may be a potential challenge. Some may want to spend this time doing other instructional tasks * Potential Solution: By having staff be involved with the process and explaining the why behind it and how it will help in everyone's classroom, we will quickly gain buy in</p> <p><b>Position Responsible:</b> Principal</p> <p><b>Identify All That Apply:</b> FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups - <b>Evidence Level:</b> Has Rationale</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	Formative		
	Feb	May	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

### School Goal 1 Problem Statements:

## Adult Learning Culture

**Problem Statement 1:** Teachers not actively participating in professional development or not implementing lessons learned in their classroom, resulting in failed implementation.  
**Critical Root Cause:** \* Teachers are often skeptical of new techniques when older techniques have worked for them in the past. \* Teachers feel professional development is irrelevant or a waste of time. \* Teachers do not have the support or resources to implement lessons learned effectively.


**Inquiry Area 3: Connectedness**


**School Goal 1:** School will host monthly parent engagement events/ learning opportunities that will have 50% or more participation.


**Evaluation Data Sources:** \* Meeting attendance sheets and participation


\* Informal feedback from parents and families and formal feedback in the form of surveys that will be sent out electronically and in paper form.

Improvement Strategy 1 Details	Formative Reviews		
<p><b>Improvement Strategy 1:</b> Set dates for parent engagement events prior to the school year giving staff time to plan.</p> <p>Evidence Level: Level 4: Rationale: Parent nights are very important to building a strong school home relationship. When students see that their parents are showing an interest in their education, they will show more interest and desire to succeed. Teachers also show more excitement and motivation when they see parents participating in parent engagement events.</p> <p>Solano, S. (n.d.) Key Benefits to back-to-school nights for parents. Retrieved on April 2, 2023, from <a href="https://raisinglanguagelearners.com/back-to-school-open-house/#:~:text=Parent%20involvement%20in%20back%2Dto,interest%20in%20their%20child's%20education.">https://raisinglanguagelearners.com/back-to-school-open-house/#:~:text=Parent%20involvement%20in%20back%2Dto,interest%20in%20their%20child's%20education.</a></p> <p><b>Action Step's Expected Result/Impact:</b> * Create a parent engagement calendar for the year with specific topics.</p> <ul style="list-style-type: none"> <li>* Organize location and various times for each event so all parents can participate.</li> <li>* Ensure a bilingual member of the staff is at each event to assist with translation needs.</li> <li>* Professional development standards that will be met is: Equity and Cultural Competency</li> </ul> <p>Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?</p> <ul style="list-style-type: none"> <li>* Implementation Challenge: Parent attendance</li> <li>* Potential Solution: by providing a variety of times for our parent engagement events we should be able to accommodate those parents that work swing or midnight shifts.</li> </ul> <p><b>Position Responsible:</b> Principal and Executive Director</p> <p><b>Identify All That Apply:</b>                      FRL, EL, IEP, Migrant, Foster/Homeless, Racial/Ethnic Groups                      - <b>Evidence Level:</b>                      Has Rationale</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p> <p><b>Resources and Funding Needed:</b> - Title I, Pt. A</p>	Formative		
	Feb	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**School Goal 1 Problem Statements:**

## Connectedness

**Problem Statement 1:** School administration struggles to find time to build and maintain relationships with community. **Critical Root Cause:** \* Day-to-day tasks take priority over seeking out or maintaining partnerships. \* Requirements of partnerships are sometimes excessive for schools to uphold. \* Participation by families can be limited due to work, childcare and time constraints.

# School Funding Summary

General Funds					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$753,144.00
<b>+/- Difference</b>					\$753,144.00
IDEA-B					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$20,594.74
<b>+/- Difference</b>					\$20,594.74
Title I, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$21,707.30
<b>+/- Difference</b>					\$21,707.30
Title II, Pt. A					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,472.43
<b>+/- Difference</b>					\$8,472.43
Title III - ELL					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00



Title III - ELL					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,770.23
<b>+/- Difference</b>					\$1,770.23
Transportation Grant					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$25,010.00
<b>+/- Difference</b>					\$25,010.00
Other (Specify source name within the strategy)					
Inquiry Area	School Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,613,185.00
<b>+/- Difference</b>					\$1,613,185.00
<b>Grand Total Budgeted</b>					\$2,443,883.70
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					\$2,443,883.70