



State Public Charter School Authority

Southern Nevada Trades High School

School Performance Plan: A Roadmap to Success

Southern Nevada Trades High School 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.

Principal: Candi Wadsworth

School Website: snvtradeshighschool.org

Email: candi.wadsworth@snvtradeshighschool.org

Phone:

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on [March 23, 2023](#)



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.

[DO NOT DELETE ROWS. If you do not have certain personnel at your school, please write "Our school does not employ _____." Middle schools and high schools must have a student listed on the team or the plan will be rejected.]

Name	Role
Candi Wadsworth	Principal(s) <i>(required)</i>
Julie Carver	Other School Administrator(s) <i>(required)</i>
This team member will be added in the fall when school opens.	Teacher(s) <i>(required)</i>
Our school will not employ a paraprofessional	Paraprofessional(s) <i>(required)</i>
This team member will be added in the fall when school opens.	Parent(s) <i>(required)</i>
This team member will be added in the fall when school opens.	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
This team member will be added in the fall when school opens.	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). New school in 23-24, no previous NSPF report



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

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Completing phase A & B of construction before the 2024-2025 school year. Meeting our enrollment and growth projections
<p>Problem Statement: 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.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> 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 	

Student Success	
<p>School Goal: 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 SBAC exam.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> Student 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. 	<p>Aligned to Nevada’s STIP Goal:</p> <p><input checked="" type="checkbox"/> STIP Goal 1 <input checked="" 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: *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.*

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://efaidnbnmnnibpcajpcglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/SchoollImprovement/evidencedbasedlist.pdf

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

- *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, & Learning design)*

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

- *Personnel – teachers.*
- *Time – Friday afternoons will be dedicated to PD's and PLC's*
- *Materials – curriculum and Chromebooks*

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*

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

- *Being a First-year school, we will be using our CSP funding as well as Title 1.*

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

School principal and teachers



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: *language barrier and learning gaps that may make it difficult for them to reach our ELA goal of 52% proficiency*
- Support: *We will be hiring an ELL instructor to support these students*

Foster/Homeless:

- Challenge: *access to internet and school supplies*
- Support: *we will have a McKinney Vento liaison that will work directly with these students and families to provide support.*

Free and Reduced Lunch:

- Challenge: *This will be most of our student population, we can anticipate there will be some learning gaps that will make it difficult for students to meet our proficiency goals of 52% in ELA and 25% in Math*
- Support: *Targeted intervention in the classroom, small class sizes*

Migrant:

- Challenge: *struggle with stability*
- Support: *we will have a school counselor on site to support students.*

Racial/Ethnic Groups:

- Challenge: *We anticipate our school will have diverse ethnic groups that will fall into numerous categories above.*
- Support: *We will support his student group with targeted intervention, ELL teacher, school counselor and our McKinney Vento liaison*

Students with IEPs:

- Challenge: *special education students often have learning gaps that are more difficult to identify and fill to help them reach our proficiency goal of 52% in ELA and 25 % in Math*
- Support: *Dedicated Special Education Teacher (APR Indicator #10, APR Indicator #3), small class sizes (APR Indicator #5) and targeted intervention in the classroom to ensure students are career and college ready (APR Indicator #1, APR Indicator #2, APR Indicator #4)*

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)



Inquiry Area 2 – Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Administration has a professional development plan mapped out for the whole 2023-2024 year, with weekly meetings/trainings. Hiring highly qualified staff 	<ul style="list-style-type: none"> Staff buy in to PLC plan. Implementation and monitoring of professional development lessons by staff
<p>Problem Statement: Teachers not actively participating in professional development or not implementing lessons learned in their classroom, resulting in failed implementation.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> 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. 	

Adult Learning Culture	
<p>School Goal: <i>100% of staff will participate in weekly PD's and PLC meetings.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> 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>Aligned to Nevada's STIP Goal:</p> <p> <input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input checked="" type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6 </p>
<p>Improvement Strategy: <i>We will have dedicated time on Fridays that are within the normal school day for teachers to participate in PDs and PLC's</i></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.</p>	<p>Lead: <i>Who is responsible for implementing this strategy?</i> School principal</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>

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

- *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*

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

- *Personnel – teachers and staff.*
- *Time – Friday afternoons will be dedicated to this goal*
- *Materials – Student Data and PLC guide provided by Principal*

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*

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

- *We will not need any additional funding for this goal.*

Resource Equity Supports²: *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?*

² "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)

**English Learners**

- Challenge: *ELL learners need extra supports in the classroom*
- Support: *Work on getting all teacher TESOL endorsed by the end of the year*

Foster/Homeless:

- Challenge: *students do not have stability at home and may struggle with completing assignments outside of school hours*
- Support: *designated school liaison to provide support as well as making sure staff are aware of the students that fall in this category so they can be provided accommodations as well.*

Free and Reduced Lunch:

- Challenge: *parents that are not at the home as often due to work constraints*
- Support: *provide additional time at school for tutoring/ homework help*

Migrant:

- Challenge: *stability and learning gaps due to moving around often*
- Support: *By reviewing student progress data regularly teachers will be able to identify gaps and apply targeted intervention*

Racial/Ethnic Groups:

- Challenge: *may have been underserved in previous school and can have academic gaps*
- Support: *By regularly participation in PLC meetings to review Data teachers will identify gaps quicker and be able to intervene to fill learning gaps of students*

Students with IEPs:

- Challenge: *low graduation rate and high dropout rate*
- Support: *meeting regularly to review student data with teachers the SPED teacher will be able to provide support to teachers and students to identify and intervene before students reach the possibility of dropping out or not graduating (APR Indicator #2, APR Indicator #3, APR Indicator #13)*



Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Relationship with Latino outreach group Relationships with construction companies and unions 	<ul style="list-style-type: none"> 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.
<p>Problem Statement: <i>School administration struggles to find time to build and maintain relationships with community.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> 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. 	

Connectedness	
<p>School Goal: <i>School will host monthly parent engagement events/ learning opportunities that will have 50% or more participation.</i></p> <p>Formative Measures:</p> <ul style="list-style-type: none"> 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. 	<p>Aligned to Nevada's STIP Goal:</p> <p> <input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4 <input checked="" type="checkbox"/> STIP Goal 5 <input checked="" type="checkbox"/> STIP Goal 6 </p>
<p>Improvement Strategy: <i>Set dates for parent engagement events prior to the school year giving staff time to plan.</i></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>Lead: <i>Who is responsible for implementing this strategy?</i> School principal and executive director</p>	



Solano, S. (n.d.) Key Benefits to back-to-school nights for parents. Retrieved on April 2, 2023, from

<https://raisinglanguagelearners.com/back-to-school-open-house/#:~:text=Parent%20involvement%20in%20back%20to,interest%20in%20their%20child's%20education.>

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

- *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.*
- *Professional development standards that will be met is: Equity and Cultural Competency*

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

- *Personnel – administration, teachers, bilingual staff member or ELL teacher*
- *Time – two designated times each month so parents are able to join depending on their work schedules.*
- *Space/Location – classroom or school's multipurpose area*
- *Materials – refreshments for parents and learning material based on the engagement event topic.*

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

- *Implementation Challenge: Parent attendance*
- *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.*

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

- *Title 1*

Resource Equity Supports³: 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: Parents may not speak or understand English*
- *Support: Have bilingual support at all parent engagement events*

³ "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)



Foster/Homeless:

- Challenge: *Parents may not be aware of resources that are available to them and their students*
- Support: *School liaison will reach out to parents to provide support and information on resources*

Free and Reduced Lunch:

- Challenge: *parents may be cautious about providing information on FRL applications*
- Support: *thorough explanation of why the applications are important and support given at the parent engagement events to assist families with completing them correctly*

Migrant:

- Challenge: *Parents may not be able to attend events in person*
- Support: *provide virtual options to trainings as well as recordings when possible*

Racial/Ethnic Groups:

- Challenge: *Parents may feel misunderstood or underrepresented*
Support: *The goal is to diversify staff to represent students/families as much as possible. Also, the administration will provide staff with diversity training as part of weekly meetings and PLCs throughout the year*

Students with IEPs:

- Challenge: *Parents may not understand their rights or the services available to their students*
- Support: *host a specialize parent engagement night for special education and 504 families to answer questions and inform them of support available (APR Indicator #8)*

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
<i>Event Name</i>	<i>Enter Date</i>	<ul style="list-style-type: none"> ● <i>Add lessons learned after each outreach event.</i>
<i>Tour Nevada Prep</i>	<i>7/25/22</i>	<ul style="list-style-type: none"> ● <i>Information on school and shared neighborhood</i>
<i>Home School Resource Fair</i>	<i>9/17/22</i>	<ul style="list-style-type: none"> ● <i>Connected with community partners like Scouts and learned about needs of homeschool</i>



		<i>families</i>
<i>CSAN Conference</i>	<i>9/23/22</i>	<ul style="list-style-type: none"> ● <i>Preview of legislative session, board training, collaboration with colleagues</i>
<i>CSN Construction Day</i>	<i>10/14/22</i>	<ul style="list-style-type: none"> ● <i>Met hundreds of middle school students and also industry professionals-discussed needs</i>
<i>Trunk or Treat</i>	<i>10/26/22</i>	<ul style="list-style-type: none"> ● <i>Met families and also law enforcement and discussed future plans to host law enforcement training to familiarize with our campus</i>
<i>Open house and tours of School Site</i>	<i>11/2/22</i>	<ul style="list-style-type: none"> ● <i>Held community event for over 100 industry leaders and community partners at school site-raised over \$100,000</i>
<i>Southern Nevada Building Trades Union</i>	<i>11/4/22</i>	<ul style="list-style-type: none"> ● <i>Met with representative from union to establish relationship and discuss future collaboration on workforce efforts</i>
<i>Neighborhood Meeting</i>	<i>11/17/22</i>	<ul style="list-style-type: none"> ● <i>Met with neighbors of school to introduce them to our school and hear any concerns</i>
<i>ACTE Work Based Learning Conference</i>	<i>11/30/22-12/2/22</i>	<ul style="list-style-type: none"> ● <i>Attended trainings relative to CTE curriculum, instruction, technology and workforce</i>
<i>Building Talent Foundation</i>	<i>1/5/23</i>	<ul style="list-style-type: none"> ● <i>Met with BTF team to discuss implementing their talent search program in our school to assist in student employment opportunities</i>
<i>Schools Choice Fair</i>	<i>1/21/23</i>	<ul style="list-style-type: none"> ● <i>Met prospective families</i>
<i>World Wide Safety</i>	<i>1/26/23</i>	<ul style="list-style-type: none"> ● <i>Honored as charity of choice at annual gala.</i>
<i>Neighborhood Meeting 2</i>	<i>3/2/23</i>	<ul style="list-style-type: none"> ● <i>Met with neighbors to address concerns raised at town council. Also signed up 3 students</i>
<i>Family Resource Fair 2</i>	<i>3/18/23</i>	<ul style="list-style-type: none"> ● <i>Interacted with home school families for enrollment prospects</i>