

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
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. Hartland, C. (n.d.). Curriculum Associates- Evidence for ESSA. Evidenceforessa.org. Retrieved March 29, 2023, from chrome-extension://efaidnbmninnibpcapjpcglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/SchoolImprovement/evidencedbasedlist.pdf Action Steps: Book Studies- Weekly meetings- Teacher evaluations to see implementation Position Responsible: Principal and teachers Resources Needed: time Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned 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 October Next Steps/Need Continue to us IXL for intervention and filling gaps. While students work on grade level standards in the classroom Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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
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 Ripley, S. (n.d.). The Eric Digests. Retrieved March 6, 20224, from file:///C:/users/candi.wadsworth/Work%20Folders/Downloads/10618.pdf. Indicators: -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: Percentof youth with IEPs aged 16 and above with an IEP that includes appropriatemeasurable postsecondary goals that are annually updated and based upon anage-appropriate transition assessment, transition services, including coursesof study, that will reasonably enable the student to meet those postsecondarygoals, 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 Teammeeting where transition services are to be discussed and evidence that, ifappropriate, a representative of any participating agency that is likely to beresponsible for providing or paying for transition services, including, ifappropriate, pre-employment transition services, was invited to the IEP Teammeeting with the prior consent of the parent or student who has reached the ageof majority. Action Steps: special education staff will follow a pull out and push in schedule for all special education students. SPED staff will conduct monthly meetings with general education teachers Position Responsible: Special education team Evidence Level Problem Statements/Critical Root Cause: Student Success 1	Oct: In progress October Lessons Learned 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. October Next Steps/Need Continue to work with students and track progress weekly Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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
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 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: 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 Position Responsible: School Principal Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1	Oct: In progress October Lessons Learned We continue to have great success with PLC's and dedicated staff participation October Next Steps/Need Survey staff for requested topics for PLC and PD for the second semester Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need

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
Improvement Strategy 1: During open house event at beginning of school year, school leadership will encourage parents to sign up for parent advisory team Durisic, 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://efaidnbmnnnibpcajpcgglefindmkaj/https://files.eric.ed.gov/fulltext/EJ1156936.pdf Action Steps: 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 Position Responsible: School Administration Evidence Level Problem Statements/Critical Root Cause: Connectedness 1	Oct: In progress October Lessons Learned 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 October Next Steps/Need 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 Jan: No review January Lessons Learned January Next Steps/Need May: No review May Lessons Learned May Next Steps/Need