

State Public Charter School Authority

Southern Nevada Trades High School

2025-2026 School Improvement Plan

Classification: Not Rated

Title I



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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Comprehensive Needs Assessment

Revised/Approved: February 15, 2025

Student Success

Student Success Areas of Strength

- Students are committed to the school's vision and mission
- High daily attendance
- Students are very engaged in classes, have a high willingness to learn, and help the school flourish

Student Success Areas for Growth

- Increase student enrollment to 350 for 2025-2026 school year
- Increase student academic achievement in Math and Reading

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students learning the English language struggle with grade level standards	Dedicated ELL teacher that pulls students daily for small group instruction and assistance.
Foster/Homeless		
Free and Reduced Lunch	Students are still playing catchup from COVID and many have not attended school regularly since 2020. students have large learning gaps	Smaller class sized, targeted intervention weekly
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		

Student Group	Challenge	Solution
Students with IEPs		

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our students are coming to us 2 or more grade levels below in Reading and Math

Critical Root Cause: Prior to our school many students were not attending school regularly which led to them falling behind in Reading and Math. Many of our students are ELL or have IEPs and have not experience the targeted small group teaching they need to flourish.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Highly qualified and dedicated staff
- Staff that is willing to go above traditional job duties to ensure school and students are successful

Adult Learning Culture Areas for Growth

- Continue to build team to ensure school culture stays positive and motivated as we grow
- Close learning gaps of students in reading and math
- Continue to implement weekly PLC meeting that have relevant professional development strategies that implement good classroom management techniques and teaching practices for low level learners

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Adding new staff to a school can change culture, which can lead to a lack of participation or implementation of PLC material.

Critical Root Cause: * New Teachers may be skeptical of new techniques when older techniques have worked for them in the past. * New Teachers may feel professional development is irrelevant or a waste of time.

Connectedness

Connectedness Areas of Strength

- We have started to build great relationships with our families
- High participation on Family nights
- Built a positive relationship with prospective employers for our graduating students and local construction businesses

Connectedness Areas for Growth

- Build a Parent Advisory Committee for the school
- Build relationships with local construction companies, that lead to internships and jobs for our students

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Parent are willing to attend events but we have had low interest in joining a parent advisory committee

Critical Root Cause: Parent are apprehensive of the time commitment involved Families are limited due to work schedules and childcare needs

Priority Problem Statements

Problem Statement 1: Our students are coming to us 2 or more grade levels below in Reading and Math

Critical Root Cause 1: Prior to our school many students were not attending school regularly which led to them falling behind in Reading and Math. Many of our students are ELL or have IEPs and have not experience the targeted small group teaching they need to flourish.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Parent are willing to attend events but we have had low interest in joining a parent advisory committee

Critical Root Cause 2: Parent are apprehensive of the time commitment involved Families are limited due to work schedules and childcare needs

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Adding new staff to a school can change culture, which can lead to a lack of participation or implementation of PLC material.

Critical Root Cause 3: * New Teachers may be skeptical of new techniques when older techniques have worked for them in the past. * New Teachers may feel professional development is irrelevant or a waste of time.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Student Climate Survey, Student Voice
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Study of best practices

Connectedness

- Attendance
- Community surveys and/or other feedback
- Other
 - parent feedback

Inquiry Areas

Revised/Approved: February 15, 2025

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://efaidnbmnnnibpcajpcglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Schoollmprovement/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 Resources and Funding Needed: Iready - Title IV, Pt. A - \$3,822	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Our students are coming to us 2 or more grade levels below in Reading and Math Critical Root Cause: Prior to our school many students were not attending school regularly which led to them falling behind in Reading and Math. Many of our students are ELL or have IEPs and have not experience the targeted small group teaching they need to flourish.

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: 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. 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 Resources and Funding Needed: staffing - IDEA-B - \$26,931.32	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Our students are coming to us 2 or more grade levels below in Reading and Math Critical Root Cause: Prior to our school many students were not attending school regularly which led to them falling behind in Reading and Math. Many of our students are ELL or have IEPs and have not experience the targeted small group teaching they need to flourish.

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	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Adding new staff to a school can change culture, which can lead to a lack of participation or implementation of PLC material. Critical Root Cause: * New Teachers may be skeptical of new techniques when older techniques have worked for them in the past. * New Teachers may feel professional development is irrelevant or a waste of time.

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://efaidnbmnnnibpcajpcglclefindmkaj/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	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Parent are willing to attend events but we have had low interest in joining a parent advisory committee Critical Root Cause: Parent are apprehensive of the time commitment involved Families are limited due to work schedules and childcare needs

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The staff meets at least twice a month to discuss school operations, improvement and needs. The student council also meets twice a month with their staff liaison to discuss the school and give feedback to administration that is shared. Administration also sends out staff and family surveys twice a year to receive feedback on the school and administration team.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Site Based Committee, which includes staff, parents, and community members meets in the fall and springs to review the plans and provide feedback for making revisions. In addition, additional stakeholder feedback is gathered by family and staff surveys.

2.2: Regular monitoring and revision

The team meets quarterly prior to the status check review deadline to discuss the plan and our progress on it, so that the status check can be completed.

2.3: Available to parents and community in an understandable format and language

Our plan is posted on our website where families can access it whenever they wish. We are also happy to print a copy of our plan if a family requests it.

2.4: Opportunities for all children to meet State standards

Our plan focuses on supporting all students and all families at our school. As a CEP school all of our students are designated as Title 1 students so we ensure all measures we take are focused on improving academic gains and social emotional learning.

2.5: Increased learning time and well-rounded education

Our goal is improve student scores in Reading and Math. Many of our students come to us multiple grade levels behind. Our focus is to provide quality instruction that helps to fill gaps and bring students closer to grade level. We monitor this progress by administering a benchmark assessment test three times a year, fall, winter and spring.

2.6: Address needs of all students, particularly at-risk

As a CEP school all of our students are designated as Title 1 students so we ensure all measures we take are focused on improving academic gains and social emotional learning.

3.1: Annually evaluate the schoolwide plan

As a team quarterly we review the plan to determine progress within in each goal. We used student test data, student, family and staff feedback as well as administration observations to determine progress.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

We have a family engagement coordinator and well as a bilingual liaison that work to ensure we are able to engage families to the best of our ability. Parents receive updates and announcements regularly through email and text.

4.2: Offer flexible number of parent involvement meetings

On our parent survey we ask parents the days of the week and times that work best for them. We use this information to rotate our family events to ensure that we are hosting events on the days and times that work best for our families.

5.1: Determine which students will be served by following local policy

all students are served

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittaney Mitchell	School counselor		1

Plan Notes

03/17/2025: Include baseline data (e.g., "50% of Special Education students will show 1 grade level of growth, from 20% as of Winter 2024 ").

03/17/2025: Revise the goal to include the specific school year (e.g., "From Fall 2025 to Spring 2026") to ensure clarity about the timeframe.

03/17/2025: In the Formative Measures area, include the SPP/APR indicator aligned with your goal. Specify the letter (e.g., 3B) if necessary (do not use #15-18) <https://doe.nv.gov/offices/inclusive-education/spp-and-apr/>

03/17/2025: Please clarify where IDEA-B funds will be used if not tied to the special ed goal. Thank you.

ESSA Tabs: You are a Title I school. You must complete the Schoolwide and Targeted Assistance Title I Elements Tab. If you paid for personnel using Title I funding, please list them in the Title I personnel tab.

School Funding Summary

General Funds					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
AB 495					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-B					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	staffing		\$26,931.32
Sub-Total					\$26,931.32
Budgeted Fund Source Amount					\$26,931.32
+/- Difference					\$0.00
IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$60,800.00
+/- Difference					\$60,800.00
Title I, 1003(a)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title II, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$4,164.36
+/- Difference					\$4,164.36
Title III - Immigrant					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV, Pt. A					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Iready		\$3,822.00
Sub-Total					\$3,822.00
Budgeted Fund Source Amount					\$3,822.00
+/- Difference					\$0.00
NV Ready! State Pre-K					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER Late Liquidation					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-B					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

ARP ESSER CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
CRSSA ESSER II					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Transportation Grant					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Other (Specify source name within the strategy)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Other (Specify source name within the strategy)				
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code
				Amount
Budgeted Fund Source Amount				\$0.00
+/- Difference				\$0.00
Grand Total Budgeted				\$95,717.68
Grand Total Spent				\$30,753.32
+/- Difference				\$64,964.36