

State Public Charter School Authority
Southern Nevada Trades High School
2024-2025 Status Check with Notes



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Goals

Goal 1: Student Success

Annual Performance Objective 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.

Evaluation Data Sources: iReady benchmark that will be given in the Fall, Winter and Spring

Summative Evaluation: Continue

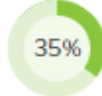




| Improvement Strategy 1 Details | Status Checks |
|---|---|
| <p>Improvement Strategy 1: Teachers will meet weekly in PLC's to discuss student progress and intervention needs if needed. Students will be monitored on mastery of standards in individual student progress monitoring folders. The iReady assessment will be given three times a year and used to determine academic gaps.</p> <p>Hartland, C. (n.d.). Curriculum Associates- Evidence for ESSA. Evidenceforessa.org. Retrieved March 29, 2023, from chrome-extension://efaidnbmninnibpcjpeglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/SchoolImprovement/evidencedbasedlist.pdf</p> <p>Formative Measures: * 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) Before and Afterschool Tutoring programs to assist students that need additional help.</p> <p>Position Responsible: Teachers and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate, Promising, Has Rationale</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | <p>Jan January Lessons Learned  We need to tie incentives to testing to ensure student motivation</p> <p>January Next Steps/Need We will be administering the winter benchmark next week</p> <p>Apr April Lessons Learned April Next Steps/Need</p> <p>May May Lessons Learned May Next Steps/Need</p> |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | |

Goal 1: Student Success

Annual Performance Objective 2: Special Education students will show 1 grade level of growth in Reading and Math from Fall to Spring, as measure by the iReady benchmark exam

Evaluation Data Sources: iReady benchmark that will be given in the Fall, Winter and Spring

Summative Evaluation: Continue

| Improvement Strategy 1 Details | Status Checks |
|---|---|
| <p>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</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"> -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. <p>Formative Measures: Special education staff follow student schedule pull out and push in schedule Monthly meetings between special education staff and general education staff</p> <p>Position Responsible: Special education team</p> <p>Student Groups This Strategy Targets: Students with Disabilities</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> | <p>Jan</p>  <p>January Lessons Learned</p> <p>We are struggling with having some students report to pullout session as they would prefer to stay in their gen ed classroom. We are evaluating if some of these student would benefit from more push in services</p> <p>January Next Steps/Need</p> <p>the SPED team will continue with their schedule and servicing students daily/weekly</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | |

Goal 2: Adult Learning Culture






Annual Performance Objective 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

Summative Evaluation: Continue

| Improvement Strategy 1 Details | Status Checks |
|---|---|
| <p>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</p> <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</p> <p>Formative Measures: * 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> <p>Position Responsible: School Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p> | <p>Jan</p> <p> January Lessons Learned Staff continue to enjoy this schedule and participate in Friday meetings and PLCs</p> <p>January Next Steps/Need We will be starting a staff book study this month</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | |

Goal 3: Connectedness

Annual Performance Objective 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.

Evaluation Data Sources: * Meeting attendance sheets and participation

Summative Evaluation: Continue

| Improvement Strategy 1 Details | Status Checks |
|---|---|
| <p>Improvement Strategy 1: During open house event at beginning of school year, school leadership will encourage parents to sign up for parent advisory team</p> <p>Durisc, 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://efaidnbmnnnibpcajpcgleclfindmkaj/https://files.eric.ed.gov/fulltext/EJ1156936.pdf</p> <p>Formative Measures: * 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.</p> <p>Position Responsible: School administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> | <p>Jan</p> <div data-bbox="1276 521 1377 621"> </div> <p>January Lessons Learned We still struggle with getting parent volunteers for this program.</p> <p>January Next Steps/Need We will continue to offer opportunities for parents to participate in school events</p> <p>Apr</p> <p>April Lessons Learned</p> <p>April Next Steps/Need</p> <p>May</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p> |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1068 663 1117"> </div> <div data-bbox="764 1068 982 1117"> </div> <div data-bbox="1079 1068 1333 1117"> </div> <div data-bbox="1434 1068 1629 1117"> </div> </div> | |