

State Public Charter School Authority

Southern Nevada Trades High School

2024-2025 School Performance Plan

Classification: Not Rated

Distinction Designations:
Title I



Board Approval Date: November 30, 2024
Public Presentation Date: November 30, 2024

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: February 15, 2024

Student Success

Student Success Summary

- 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 Strengths

- Increase student enrollment to 300 for 2024-2025 school year
- Increase student academic achievement in Math and Reading

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 Summary

- 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 Strengths

- Continue to build team to ensure school culture stays positive and motivated
- Close learning gaps of students in reading and math
- Continue to implement weekly PLC meeting that are relevant, so teacher implement them daily.

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 Summary

- We have started to build great relationships with our families
- High participation on Family nights
- Built a positive relationship with neighbors in the surrounding neighborhood.

Connectedness Strengths

- Build a Parent Advisory Committee for the school
- Continue to build positive relationships with surrounding neighbors

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:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Performance objectives (SMART goals)

Accountability Data

- State assessment performance report





Goals

Revised/Approved: February 15, 2024

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

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://efaidnbmnnnibpcajpcglclefindmkaj/https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Schoollmprovement/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>Resources and Funding Needed: Iready - Title I, Pt. A, Performance Coach Intervention books - Title I, Pt. A</p>	Status Check		
	Feb	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 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.

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

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: 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. <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>	Status Check		
	Feb	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Annual Performance Objective 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.

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

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</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Feb	May	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Annual Performance Objective 1 Problem Statements:


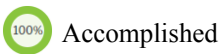
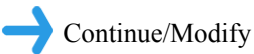

Adult Learning Culture
<p>Problem Statement 1: Adding new staff to a school can change culture, which can lead to a lack of participation or implementation of PLC material. Critical Root Cause: * New Teachers may be skeptical of new techniques when older techniques have worked for them in the past. *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

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://efaidnbmnnnibpcajpcglclefindmkaj/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</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Feb	May	May

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>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</p>

School Funding Summary

IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,303.26
+/- Difference					\$17,303.26
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Iready		\$0.00
1	1	1	Performance Coach Intervention books		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,049.94
+/- Difference					\$35,049.94
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,461.96
+/- Difference					\$7,461.96
Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,444.34
+/- Difference					\$1,444.34
Grand Total Budgeted					\$61,259.50
Grand Total Spent					\$0.00
+/- Difference					\$61,259.50