



Nevada State Public Charter School Authority

Southern Nevada Trades High School Site Evaluation Report: October 21, 2025

State Public Charter School Authority

775-687-9174

3427 Goni Rd, suite 103

Carson City, Nevada 89706

702-486-8895

500 E. Warm Springs Rd, suite 116

Las Vegas, Nevada 89119

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

The school's educational model

A strength of Southern Nevada Trades High School (SNTHS) is its educational model, which focuses on teaching students' skills-based lessons in the construction industry. According to the school's website, its school leaders, and its board members, the school's mission is to graduate students who are both college- and career-ready, especially for careers in construction and trade industries. Furthermore, according to the school's charter contract, the school emphasizes teaching the same math, science, history, and English classes that students need to graduate, but its focus on construction and trades is offered as elective classes, allowing students to practice skills in construction and home building. All focus groups stressed the value and deep appreciation for the school's educational model, which offers students alternative means, or a school-choice option, to earn their high school diploma and gain valuable skills in the trades.

Community partnerships

Another strength of SNTHS is its support from industry partnerships, which provide not only financial resources but also valuable collaborative opportunities for both faculty and students. According to the school's leaders and the board members who participated in the focus group, the school benefits from these partnerships, which support the school's mission and vision. One board member stated that community partners have invested in the school because the construction industry needs young people prepared to work in various trades, and the sector is vital to the local economy. Additionally, board members emphasized that these partnerships give students valuable first-hand experience in the trades industry. A few staff members noted the important role industry partners play in the school's short- and long-term success and the benefits for their students.

Positive student-teacher relationships

On the day of the site evaluation, there was evidence of strong student-teacher relationships, which serve as a strength for SNTHS. The school leaders stressed the school's emphasis on the teacher's role of developing and cultivating positive relationships with students to foster trust and respect. Several school leaders stated that they model this belief for their staff and mentioned that students frequently visit the administrative offices to greet them and check in daily. The State Public Charter School Authority (SPCSA) staff observed many teachers standing in doorways talking with students during passing periods, asking how they were doing and offering encouragement. Many students in the student focus group reflected on the staff's positive nature, and family focus group members shared similar stories about the encouraging impact their child's teachers or staff members had on their child's school experience at SNTHS.

Smaller class sizes

One notable strength of SNTHS on the day of the site evaluation was its small class sizes. With class sizes ranging from 13 to 22 students, teachers were positioned to provide individualized instruction, targeted feedback, and support to each student. This small structure fosters teacher-student relationships and enables educators to better identify and address learning needs in real time. Additionally, the smaller

class sizes can create an environment conducive to active participation and collaboration. When schools have smaller class sizes, students tend to be more comfortable sharing ideas, asking questions, and engaging in hands-on, project-based learning¹ (PBL) experiences aligned with the school's trade-focused mission. Many members of the student and family focus group highlighted their value and appreciation for having smaller class sizes. The site evaluation team noted that this personalized, interactive learning environment can strengthen classroom culture and enhance student confidence and achievement. Overall, the intimate learning environment at SNTHS is recognized as a key strength of the school.

Enrollment diversity

A notable strength of SNTHS is its inclusive, diverse student body, which reflects Nevada's broader public-school population. According to the SPCSA Academic Performance Framework² (APF), the school earned 13 out of 15 points in the enrollment diversity indicator, demonstrating strong alignment with the SPCSA's vision to expand equitable access to high-quality charter schools for all students. The school's enrollment of English Language Learners³ (ELL) students qualifying for free and reduced lunch⁴ (FRL), and students with disabilities, underscores the school's ongoing efforts to ensure that students from historically underserved communities have meaningful opportunities and access to public school choice options that fit their needs.

The board's commitment to the school's mission and vision

The SNTHS Board demonstrates commitment to the school's mission and vision of equipping students with both a high school diploma and valuable hands-on experience in the trades. This dedication is evident in the board's focus on aligning school operations, partnerships, and programming with real-world industry standards and workforce needs. Several of the Board members are original founding members who have remained steadfast in their service since the school's inception, providing stability, institutional knowledge, and a shared sense of purpose for SNTHS. A few of these individuals work directly within the Southern Nevada trades industry, bringing firsthand expertise, professional networks, and insight into current labor market demands. Their active involvement helps the school remain responsive to the community's evolving needs while preparing students for meaningful careers in high-demand technical fields. Through their commitment, the Board continues to uphold the school's vision of creating pathways that blend academic achievement with practical skill development in the various trade industries.

¹ Project-based learning (PBL) is a teaching method where students learn by investigating and responding to an authentic, complex question, problem, or challenge over an extended period.

²The Academic Performance Framework (APF) incorporates corresponding school year NSPF school ratings under the NSPF Index Score indicator, as the NSPF includes key performance measures such as academic achievement and proficiency, academic growth, English Learner (EL) growth, opportunity gaps, graduation rates, and chronic absenteeism.

³ An English Language Learner (ELL) is a student who is acquiring English in addition to their native language(s).

⁴ Free and reduced lunch (FRL) is a federal program in the United States that provides low-cost or free, nutritionally balanced meals to students from low-income households.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Significantly high chronic absenteeism

A significant challenge identified at SNTHS is its notably high chronic absenteeism⁵ rate. According to the 2024–25 Nevada School Performance Framework⁶ (NSPF), the school's chronic absenteeism rate is 71 percent, substantially higher than the district average of 19 percent. The previous year, the rate was 61 percent. These elevated rates create a barrier to consistent student engagement, academic achievement, and the development of workforce readiness skills, particularly in a school designed to provide hands-on learning experiences in the trades, where attendance is critical to skill mastery. Addressing this challenge will require targeted interventions, including strengthening student support systems, increasing family engagement, and implementing incentive-based attendance initiatives to promote consistent participation and accountability. The leadership team shared their plans to reduce chronic absenteeism in the leadership focus group session, including following up with students and families who are absent from school. Additionally, the team stated that they will examine the systems for reporting and monitoring absences to ensure accurate and up-to-date records. Lastly, the leaders stated they were willing to work with the SPCSA to ensure reporting systems are accurately tracked.

Low academic achievement rates

A challenge at SNTHS is its low academic achievement proficiency⁷ rates as measured by the 2024-25 NSPF. The school's math proficiency rate is 7 percent compared to the SPCSA's district rate of 25 percent, and the English Language Arts (ELA) proficiency rate is less than 5 percent, well below the district average of 56 percent. The school's leadership team recognized the concern and stated that many students who enroll at the school enter performing below grade level, and a significant number require credit recovery to stay on track for graduation. The school has focused on supporting teachers in developing rigorous, standards-aligned Tier 1⁸ lessons and has also invested in purchasing and using the IXL⁹ online learning platform to help students with learning deficits.

Lower than expected enrollment

Another challenge faced by SNTHS is its lower-than-expected student enrollment. With a current enrollment of 262 students, the school falls short of its target of approximately 380-400 students. This lower enrollment directly impacts the school's funding, as public charter school allocations are largely based on student count. Reduced funding limits the school's ability to expand programs, enhance resources, and invest in additional supports that could further strengthen student outcomes. Despite this challenge, the school continues to recruit prospective students, highlighting the school's educational model of providing quality, hands-on education aligned with its trade-focused mission. Increasing

⁵ Chronic absenteeism is when a student misses at least 10% of school days in a year, for any reason, including excused or unexcused absences. For a standard 180-day school year, this equates to missing 18 days, or as few as two days per month. This pattern has serious negative impacts on a student's academic success, social-emotional development, and long-term outcomes.

⁶ NSPF is Nevada's public school rating system, designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600, which classifies schools within a one to five-star performance rating system

⁷ Academic proficiency rate is the percentage of students who have demonstrated a specific level of competency in a subject, as determined by an assessment.

⁸ Tier 1 instruction is the anchor of all tiered instruction. It is provided to all students every day. During Tier 1 instruction, teachers use scientifically researched programs and evidence-based practices, curricula, and strategies that have been proven effective for most students.

⁹ IXL is a subscription-based online learning platform that offers comprehensive K-12 curriculum practice in math, language arts, science, social studies, and Spanish. It provides personalized practice, interactive exercises, and detailed reports for students, parents, and teachers.

enrollment remains a key priority, as reaching the target would provide greater financial stability and opportunities that benefit both students and the broader Southern Nevada community.

Leadership change in the executive director's role

A challenge at SNTHS is the upcoming leadership change, specifically in the executive director position. School leadership changes can present challenges, and it is essential to ensure a successful transition. The school's leadership team and the Board outlined proactive measures to ensure a smooth transition, including delegating additional roles to an existing team member. The Board has also focused on maintaining clear communication with staff and families to promote stability during the transition period. Additionally, the school is seeking to preserve the current culture and strategic direction to avoid disruptions to ongoing programs. Ensuring that new leadership aligns with the school's mission and long-term goals will be critical to sustaining student success and organizational growth.

Meeting high levels of compliance tasks/deadlines

A challenge at SNTHS is meeting the standards in the SPCSA Organizational Performance Framework¹⁰ (OPF). According to the most recent results, the school did not meet standards in operations. The leadership team is actively working to address this challenge and has taken proactive tracking measures. The team plans to meet regularly to review compliance timelines and ensure all submissions are completed accurately and on schedule. By strengthening internal communication and accountability systems, the school aims to improve its operational performance and meet SPCSA expectations in the next evaluation cycle.

¹⁰ The SPCSA Organizational Performance Framework (OPF) is a system used by the Nevada State Public Charter School Authority (SPCSA) to evaluate the operational and legal compliance of charter schools, ensuring they meet minimum legal and ethical standards.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue to refine systems and structures for tiered interventions

The SPCSA recommends that SNTHS continue refining and strengthening its systems and structures within its tiered intervention framework to better support academic growth for all students. The school recognizes the need to implement Tier 2¹¹ targeted small-group instruction focused on specific skills for identified groups of learners, ensuring that interventions are precise, data-driven, and responsive to individual needs. While Project-Based Learning (PBL) is an engaging and motivating instructional model aligned with the school's hands-on mission, it does not always address foundational skill gaps in core subjects such as math and reading. To address this, the school is recommended to prioritize integrating strategic small-group instruction to reinforce essential academic skills and close learning gaps. The school's leaders may find it useful to ensure they use IXL with high fidelity to support its multi-tiered intervention systems and to provide intentional, skill-based interventions. Also, continued professional development on the use of IXL can be foundational for improving existing intervention systems. With that focus, the school can aim to ensure that all students have the foundational knowledge necessary to fully access and benefit from its rigorous, trade-focused curriculum.

Continue to focus on increasing instructional rigor

The SPCSA recommends that SNTHS continue to increase instructional rigor and student engagement by creating more opportunities for students to explain the "why" behind their answers and to demonstrate deeper levels of understanding. Rather than relying heavily on teacher-led content, the goal is to shift classroom dynamics toward student-driven exploration, discussion, and problem-solving. Strengthening Tier 1 instruction will be essential to this effort, ensuring that all students are consistently exposed to high-quality, rigorous learning experiences. To support this, teachers are encouraged to intentionally incorporate Bloom's Taxonomy¹², Kagan Cooperative Learning Structures¹³, and Webb's Depth of Knowledge¹⁴ (DOK) framework into lesson planning and delivery. These tools promote critical thinking, collaboration, and meaningful engagement, allowing students to analyze, evaluate, and create rather than simply recall information. By embedding these strategies into daily instruction, SNTHS can cultivate classrooms that are not only more interactive and student-centered but also aligned with the school's mission of preparing students for the analytical and problem-solving demands of the modern trade industry.

Continue to improve the completion of required Epicenter compliance tasks

The SPCSA recommends that SNTHS continue to improve its overall rating on the SPCSA Organizational Performance Framework, specifically in the operations sections, which did not meet the

¹¹ Tier 2 instruction is targeted, supplemental support provided to students who need additional help to meet grade-level standards after universal, Tier 1 instruction is insufficient.

¹² Bloom's taxonomy is used to categorize and describe educational objectives, guiding teachers in creating learning goals, lessons, and assessments that move students from basic comprehension to higher-order thinking skills such as analysis, evaluation, and creation.

¹³ Kagan Structures integrate cooperative learning, multiple intelligences, character development, and higher-level thinking into every lesson. Using Kagan Structures, a teacher does not plan a separate lesson on multiple intelligences. Rather, the teacher uses structures that engage and develop the range of intelligences.

¹⁴ Webb's Depth of Knowledge (DOK) framework is a pedagogical tool for designing and aligning activities, assessments, and instructional delivery. The framework's four levels of complexity are designed to challenge students' critical thinking, problem-solving, and metacognitive skills.

standard in the most recent Organizational Performance Framework. Improving in these areas can help meet the framework's standards. School leaders can refer to the information below to help them meet the standard.

- Operations: The operations category asks, 'Does the school submit epicenter¹⁵ tasks on time?' Compliance in this category depends on the percentage of Epicenter tasks: 90% of on-time submissions are considered to Meet the Standard; 80-89% of Submissions Are Considered to Approach the Standard; and less than 80% of Submissions Do Not Meet the Standard.
- Actively participating in monthly SPCSA professional development sessions can help school leaders stay up to date on key systems and practices. Also, referencing the weekly SPCSA update can help ensure the leadership team stays current on important information, including important deadlines, available grants, and training opportunities.

¹⁵ Epicenter reporting systems are a platform for charter schools to manage compliance, operations, and performance reporting with their authorizers.

Site Evaluation Findings: Strong Recommendations

The SPCSA has the following Strong Recommendation based on the Site Evaluation findings.

Improve student achievement

A strong recommendation for SNTHS is to take focused, strategic action to improve academic achievement and proficiency in English Language Arts (ELA), mathematics, and science, to work toward more favorable academic outcomes for its students. To achieve this, the school must develop and implement a comprehensive response plan that explicitly defines the action steps, timelines, and progress-monitoring systems needed to drive measurable improvement in student achievement outcomes. This plan should include targeted instructional interventions, data-driven decision-making practices, and professional development to strengthen Tier 1 instruction and ensure consistent alignment with state standards. By clearly outlining responsibilities, expected outcomes, and methods for evaluating progress, the school can create a structured path toward raising proficiency levels across all content areas. Such a proactive and deliberate approach will be critical to demonstrating growth, improving overall performance, and fulfilling the school's mission of preparing students for both academic and career success in the trade industry.

Site Evaluation Findings: Deficiencies

The SPCSA has the following Deficiency based on the Site Evaluation findings.

Decrease chronic absenteeism rates

| | |
|-----------|---|
| Context | <p>A. Per the Charter School Renewal Contract between the State Public Charter School Authority Board and the Southern Nevada Trades High School Board, which was approved on August 29, 2022, and took effect the same day, consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk. A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated.</p> <p>B. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1)</p> <p>C. The Charter School Contract between the State Public Charter School Authority and Southern Nevada Trades High School Board was executed on 8/29/2022, Part 2: School Operations: Student Recruitment, Enrollment, and Attendance: The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5).</p> |
| Condition | <p>According to the original contract executed on August 29, 2022, Southern Nevada Trades High School Board has committed to (1) Per truancy law in Nevada, it is required by schools to take responsibility for addressing truancy, (2) per the school's mission, "Southern Nevada Trades High School will promote excellence in academic and career and technical education, preparing students for postsecondary education and careers in construction-related professions. Through innovative career and technical training, 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."</p> <p>Currently, the levels of chronically absent students and, in turn, achievement at Southern Nevada Trades High School are falling well below expectations.</p> <ul style="list-style-type: none"> • Regular attendees: miss five or fewer days a year (less than one day per month) • At-risk attendees: miss five percent to nine percent of school (about nine days a year, or one to two days per month) |

| | <ul style="list-style-type: none">Chronically absent attendees: miss ten percent or more of school (about 18 days a year; more than two days per month)Severely chronically absent: miss 20 percent or more days of school (about 36 days a year; more than four days per month). | | | | | | | | | | | | |
|--------------------|--|-----------------------|---------------|-----------------------|---------------|---------|-------------|-------|-------|---------|-------------|-------|-------|
| Causes | Southern Nevada Trades High School students are not attending school regularly. Chronic absenteeism rates must be improved as they remain significantly above the SPCSA average. School leaders and staff are urged to develop and implement targeted strategies now to reduce these rates. Chronic absenteeism significantly impacts student outcomes, including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline (e.g., Balfanz & Byrnes, 2018; Gottfried, 2017). Immediate and focused action is essential to ensure student success. | | | | | | | | | | | | |
| Effect | <p>The most recent Nevada School Rating Report for the 2024-25 school year, as posted by the Nevada Department of Education in September 2025, indicates:</p> <ul style="list-style-type: none">An overall chronic absenteeism rate of 71.5%. (District Average, 19.3%) <p>Chronic absenteeism rates have been historically high at Southern Nevada Trades High School, as seen in the table below.</p> <table><tr><th>Year</th><th>School Level</th><th>Chronic Absenteeism %</th><th>SPCSA Average</th></tr><tr><td>2024-25</td><td>High School</td><td>71.5%</td><td>19.3%</td></tr><tr><td>2023-24</td><td>High School</td><td>61.7%</td><td>19.9%</td></tr></table> | Year | School Level | Chronic Absenteeism % | SPCSA Average | 2024-25 | High School | 71.5% | 19.3% | 2023-24 | High School | 61.7% | 19.9% |
| Year | School Level | Chronic Absenteeism % | SPCSA Average | | | | | | | | | | |
| 2024-25 | High School | 71.5% | 19.3% | | | | | | | | | | |
| 2023-24 | High School | 61.7% | 19.9% | | | | | | | | | | |
| Deficiency Finding | Southern Nevada Trades High School is expected to have interventions and systems in place to decrease chronic absenteeism rates. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, “The Measure for the Student Engagement Indicator for schools is Chronic Absenteeism. Research shows that reducing chronic absenteeism is critical to improving student achievement. A chronically absent student is a student who has missed 10 percent or more of the days they were enrolled for any reason, including excused, unexcused, or disciplinary absences.” | | | | | | | | | | | | |

| | |
|--|--|
| | <p>Southern Nevada Trades High School considers ways to immediately increase student attendance and growth gains. The governing board and leadership may want to emphasize the following areas:</p> <ul style="list-style-type: none">• <u>Cultivate a schoolwide culture of attendance</u>• <u>Use chronic absence data to determine the need for additional supports</u>• <u>Develop staff capacity to adopt effective attendance practice</u>• <u>Advocate for resources and policies to improve attendance</u> <p>Further suggestions include supporting and participating in community-wide, cross-sector efforts to eliminate chronic student absenteeism by addressing its underlying causes. Communicate regularly with all staff, students, and their families about the importance of daily attendance and the availability of support services to help keep students in school and on track to success.</p> <p>A school with chronic absenteeism rates above 10% requires improvement, including an urgent need to address areas significantly below standard. The school must submit an improvement plan that identifies support and strategies tailored to indicators that are below standard within four weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with school leadership, and provide feedback to the school. The site evaluation team and school leadership will agree on the action plan, including the documented steps and the accompanying timeline.</p> |
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Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

| Name of Focus Group | Number of Participants |
|--|------------------------|
| Governing Board ¹⁶ | 5 |
| Family Members, Parents, and Guardians | 4 |
| Faculty and Staff | 8 |
| School Leadership | 6 |
| Students | 14 |

¹⁶ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Five members of the SNTHS Board participated virtually in the board focus, three of whom are original founding members with professional backgrounds in the Southern Nevada trades industry. Participants included leaders from companies such as Toll Brothers¹⁷, Nevada Stairs¹⁸, and local accounting and construction firms. They expressed strong commitment to the school's mission of combining academic learning with hands-on trade experience, a model they helped establish from the school's inception. One board member reflected, "We've created something unique in Southern Nevada; there's no other school like ours that gives students both a diploma and real skills for the workforce." The group discussed the importance of continuing this legacy, particularly as one of the current school leaders prepares to transition out in December.

Board members celebrated several recent successes, including student construction projects, increased community visibility, and growing industry partnerships. Board members praised the collaborative leadership team and strong systems in marketing, fundraising, and facilities management. They were particularly proud of events such as Women in Construction Month, during which female industry professionals mentor students, and of student-built projects, such as sheds constructed with donated materials from community partners. One board member shared, "It's amazing to see the construction activities happening on campus; students are learning real skills while helping to build something meaningful."

When discussing strengths, the Board emphasized the school's small class sizes, personalized learning environment, and focus on helping students get a "fresh start." They highlighted the value of hands-on instruction, internships, and contractor partnerships that connect classroom learning with career opportunities. The Board also recognized the importance of addressing current challenges, such as low enrollment and chronic absenteeism, which impact funding and student outcomes. Members expressed a shared commitment to supporting school leaders in these areas through increased outreach, family engagement, and expanded academic support, such as before- and after-school tutoring for students who are below grade level or credit deficient.

Financially, the Board described the school's situation as "challenging but doable." With approximately 262 students enrolled, the school continues to rely on community partnerships and fundraising to supplement state funding. The Board acknowledged the need to build enrollment to achieve greater financial stability, but emphasized that strong systems and partnerships are in place. They continue to monitor finances closely and maintain transparency through regular reporting and participation from all eleven members.

Finally, the Board reflected on its own operations and accountability. They meet regularly, consistently reach quorums, and maintain open communication among members. A performance matrix for evaluating school leadership has recently been finalized, and the group intends to use it more formally moving forward. As the school approaches a leadership transition, the Board plans to remain highly engaged by monitoring progress and providing support to the school leaders.

¹⁷ Toll Brothers is a Fortune 500 company that is the nation's leading builder of luxury homes, founded in 1967 by brothers Robert and Bruce Toll.

¹⁸ Nevada Stairs is a Las Vegas-based, locally owned stair company established in 1994 that specializes in custom staircase design and renovation services.

Focus Group Summary: Family Members, Parents, and Guardians

The family and guardian focus group consisted of four parents who participated virtually. The participants expressed appreciation for the school's mission of preparing students for both college and careers in the trades, emphasizing how this dual focus sets Southern Nevada Trades High School apart from other high schools in the region. One parent shared, "This school gives my child real skills they can use, not just in college but in life and a future career." The families recognized the unique value of hands-on learning opportunities and the individualized attention students receive in smaller class settings, which they felt helped their children stay engaged and motivated.

Parents described strong and supportive relationships with teachers and administrators, noting that staff are approachable, responsive, and genuinely care about student success. They appreciated communication through Infinite Campus,¹⁹ emails, and quarterly newsletters, which helped them stay informed about grades, events, and updates. Several parents also highlighted the school's efforts to host informational sessions, such as Free Application for Federal Student Aid²⁰ (FAFSA), and college-preparation nights, that raise awareness of post-secondary opportunities and financial aid. These events, they said, have strengthened their understanding of how the school's college-and-career model works.

While families expressed overall satisfaction, they also discussed areas for improvement, particularly in communication and outreach. A few parents mentioned that while information is available, reminders or more direct communication would help ensure that families don't miss important updates or events. They encouraged the school to continue expanding opportunities for parent involvement, such as forming a parent committee or holding hybrid meetings for those unable to attend in person. Parents shared that they are eager to be more involved but sometimes struggle with scheduling or transportation barriers, especially those whose students travel long distances to attend the school.

Attendance was another topic of discussion, with parents acknowledging that chronic absenteeism can be a challenge. Some parents noted that their children genuinely enjoy coming to school, but external factors such as long commutes or family circumstances can interfere with regular attendance. Parents recommended continued focus on attendance incentives, clearer communication about attendance policies, and the exploration of transportation partnerships to reduce barriers.

Overall, families expressed confidence in Southern Nevada Trades High School's direction and gratitude for the staff's dedication and responsiveness. They viewed the school's project-based approach, supportive staff, and close-knit community as major strengths that distinguish it from other high schools. Several parents felt that their voices were heard and that the school is genuinely invested in continuous improvement. Their feedback reflected a shared commitment to helping the school grow and thrive academically and operationally, and to being a place where students can build both knowledge and confidence for their future careers.

¹⁹ Infinite Campus is a web-based program that allows families to view their children's academic information.

²⁰ FAFSA, or the Free Application for Federal Student Aid, is a free application that determines your eligibility for federal student financial aid, such as grants, loans, and work-study programs

Focus Group Summary: Faculty and Staff

The staff focus group at SNTHS included eight faculty members who shared their perspectives on the school's strengths, challenges, and opportunities for growth. Many participants consistently highlighted students as the most rewarding aspect of their work, emphasizing the relationships they build and the motivation these connections provided. One staff member noted, "I enjoy the students the most. They keep me motivated and help justify why I do what I do." Faculty appreciated the school's unique combination of academic learning and trade education, describing it as a "unicorn school" where students can pursue hands-on skills while earning a high school diploma. Many also value the strong leadership team and collaborative environment, which allows them to share ideas, discuss student needs, and feel supported in their professional roles.

Several staff members emphasized the school's approach to making lessons engaging and relevant. Teachers described incorporating hands-on activities, movement, and topics meaningful to students, even in core subjects like math and English. They use tools such as timers, music, colors, and project-based approaches to maintain engagement, often collaborating with the Career and Technical Education²¹ (CTE) teams to ensure lessons align with trade applications. One teacher shared, "I make sure I choose things they want to talk about; I squeeze the math in and try to keep them moving." Staff also reported using IXL data and benchmark results to tailor instruction for individual students, helping ensure academic interventions are targeted and effective.

Collaboration and professional development were noted as key supports for instructional effectiveness. Staff engage regularly in professional learning communities²² (PLCs), collaborating with various content area teachers to design lessons to support the academic growth of their students. Several noted that recent professional development focused on classroom management, organization, and leveraging data to guide instruction has been particularly helpful. Other staff members also emphasized the importance of addressing students' social-emotional needs through counseling, buddy classrooms, reflection zones, clubs, and incentive systems such as student stores and extra credit. These structures were noted to help students manage challenges and build resilience in a supportive environment.

Despite the strengths, staff identified ongoing challenges, particularly around chronic absenteeism and student engagement. Several staff members expressed that many students face transportation or family barriers, and some parents are not fully supportive of consistent attendance. Faculty reported using incentives, breaking assignments into smaller steps, and integrating attendance into participation grades as strategies to encourage students to attend consistently. Staff also noted challenges related to cell phone use, balancing personal investment with self-care, and limited resources for special projects and trade materials.

The staff described the school culture as positive, inclusive, and community-oriented, with a strong sense of belonging and diversity among both students and faculty. Staff recommendations included focusing on expanding professional development, increasing donations and industry partnerships, and securing additional funding to enhance trade and special projects.

²¹ Career and Technical Education (CTE) is a multiyear educational program that combines academic and technical knowledge to prepare students for college and careers.

²² Professional learning communities (PLCs) are groups of educators who meet regularly to share expertise, collaborate, and improve their teaching practices to enhance student outcomes.

Focus Group Summary: School Leadership

The leadership focus group session at SNTHS included six school leaders who discussed current challenges, strengths, and areas of growth. One of the primary challenges identified was marketing and enrollment, as the school currently serves 262 students but aims to reach 380-400 to ensure stable funding and program growth. Leaders shared ongoing efforts to increase outreach, including middle school visits, community events, and direct family engagement to encourage enrollment. Despite this challenge, the team remains optimistic, noting that the school's hands-on, project-based learning model continues to attract interest, particularly through unique programs such as students designing scale models of their dream homes. Another challenge discussed was remediating students' learning gaps, and the school recently transitioned from i-Ready²³ to IXL for academic support.

Leaders highlighted several successes that have strengthened the school's culture and alignment with its mission. The implementation of the "Coyote Bucks," the school-wide reward system under the Multi-Tiered System of Support²⁴ (MTSS) Framework, reinforces positive student behavior and engagement, while events such as senior sunrise, dances, and beautification projects foster school pride and community. The school's small size was emphasized as a continuing strength, allowing students to build close relationships with staff. Additionally, industry partnerships have provided real-world learning experiences, including construction math projects and industry tours.

Academically, the leadership team emphasized the importance of refining data-driven instruction and maintaining rigor. As mentioned earlier, teachers now use IXL and benchmark data to guide small-group interventions on "Intervention Fridays," during which students receive targeted remediation based on performance data. Teachers continue to work toward the school's performance goals of increasing English Language Arts proficiency by 30% and math by 25% from fall to spring.

Family engagement has been a continued priority for the school. Leaders shared efforts to help families better understand SNTHS's dual focus on college and career readiness through parent nights, Free Application for Federal Student Aid (FAFSA) workshops, University of Nevada, Las Vegas (UNLV) presentations on scholarships, and consistent communication via Infinite Campus and quarterly newsletters. To address chronic absenteeism, currently at 71%, the team acknowledged the need for stronger parent partnerships and accurate attendance coding. Many students face transportation barriers, including those who rely on multiple bus transfers. The school has begun creating a parent committee and online communication systems to increase engagement and support consistent attendance.

Finally, the leadership team reflected on operational and compliance matters. The school's Board now includes a parent member and maintains 11 members. Leaders recognized the burden of increased organizational tasks, changing templates, and communication challenges with external partners, but remain committed to meeting all standards in the Organizational Performance Framework. Despite these challenges, the leadership team demonstrated collaboration, optimism, and a commitment to continuous improvement, ensuring that SNTHS continues to provide a meaningful, hands-on education that prepares students for success in both college and career pathways.

²³ i-Ready Learning is a digital instructional resource that assesses students with grade-level materials in reading and math.

²⁴ The Multi-Tiered System of Support (MTSS) Framework is a proactive academic and behavioral framework. The MTSS framework provides schools and teachers with onboarding and ongoing training and resources for tiered interventions and supports.

Focus Group Summary: Students

The student focus group at SNTHS included 14 students representing multiple grade levels who shared their experiences, perspectives, and ideas for improvement. Overall, students expressed a strong sense of belonging and appreciation for the school's hands-on, project-based learning model, which allows them to engage in real-world, trade-focused experiences. One student stated, "I wanted to be in construction, an architect, or work as a laborer." Another mentioned, "I am interested in carpentry, roofing, pipe welding, and maybe becoming a building inspector." Many highlighted the pride they take in projects such as building scale models of dream homes, participating in construction math, and working with industry-standard tools and materials. Students consistently described the school as a place where teachers know them personally, care about their progress, and are accessible for support, reinforcing the school's tight-knit, community-centered culture.

Students spoke positively about the variety of learning opportunities that connect academic subjects to the trades. They shared that the hands-on approach keeps them motivated and helps them understand how academic concepts apply to future careers. Many students also mentioned that the smaller class sizes contribute to more individualized attention and stronger relationships with teachers, helping them feel seen and supported. They appreciated opportunities to demonstrate learning through projects and group work rather than traditional tests, describing this as both engaging and confidence-building.

When asked about school culture, students highlighted positive changes such as the "Coyote Bucks" incentive system, school beautification projects, and social events, including dances and Senior Sunrise. These initiatives were described as helping create a stronger sense of school pride and unity. Students said they feel comfortable approaching staff, including administrators, to discuss school or personal matters, reflecting the school's open and supportive environment. Several students also recognized staff's efforts to plan activities and events that build community and make the school feel more welcoming.

At the same time, students acknowledged several challenges, particularly around attendance and transportation. Some reported long commutes involving multiple buses, and others noted that inconsistent attendance among peers impacts group work and classroom dynamics. Students expressed understanding of the importance of being present but also identified that some absences stem from family or logistical barriers. They appreciated that staff were making efforts to address attendance and involve families.

Overall, students conveyed that SNTHS is a place where they feel valued, supported, and connected to their future goals. Several students highlighted the school's unique mission of preparing them for both college and careers in the trades and expressed enthusiasm for continuing to grow academically and professionally. Their feedback included a desire for continued improvement in communication, attendance, and additional school activities.

Classroom Environment and Instruction Observation Rubric

A total of 15 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Environment | | | | | |
|--|---|--|---|---|--|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Classroom Learning Environment is Conducive to Learning | <p>The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students' efforts.</p> | <p>Talk between the teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p> | <p>The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p> | <p>The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Students' body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or care about, individual students.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 1 | TOTAL: 9 | TOTAL: 5 | TOTAL: 0 | TOTAL: 0 |
| Establishing a Culture for Learning | <p>The teacher communicates passion for the subject.</p> <p>Students indicate through their questions and comments a desire to understand content.</p> <p>Students assist their classmates in understanding the content.</p> | <p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p> | <p>The teachers' energy for the work is neutral.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to completing the work on their own.</p> <p>The teacher's primary concern appears to be to complete the task at hand.</p> | <p>The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 0 | TOTAL: 10 | TOTAL: 5 | TOTAL: 0 | TOTAL: 0 |

Classroom Environment and Instruction Observation Rubric

A total of 15 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|--|---|---|--|--|---|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Communicating with Students | If asked, students can explain what they are learning and where it fits into the larger curriculum context. | The teacher states clearly, at some point during the lesson, what the students will be learning. | The teacher provides little elaboration or explanation about what students will be learning. | At no time during the lesson does the teacher convey to students what they will be learning. | This criterion was not observed or rated. |
| | The teacher explains content clearly and imaginatively. | The teacher's explanation of content is clear and invites student participation and thinking. | The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. | Students indicate through body language or questions that they don't understand the content being presented. | |
| | The teacher invites students to explain the content to their classmates. | The teacher makes no content errors. | The teacher may make minor content errors. | Students indicate through their questions that they are confused about the learning task. | |
| | Students use academic language correctly. | Students engage with the learning task, indicating that they understand what they are to do. | The teacher must clarify the learning task. | | |
| | TOTAL: 0 | TOTAL: 12 | TOTAL: 3 | TOTAL: 0 | TOTAL: 0 |
| Using Questioning and Discussion Strategies | Students initiate higher-order questions. | The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. | The teacher frames some questions designed to promote student thinking, but many have a single correct answer. | Questions are rapid-fire and convergent with a single correct answer. | This criterion was not observed or rated. |
| | The teacher builds on and uses student responses to questions to deepen student understanding. | Discussions enable students to talk to one another without ongoing mediation by the teacher. | The teacher invites students to respond directly to one another's ideas, but few students respond. | The teacher does not ask students to explain their thinking. | |
| | Students extend the discussion, enriching it. | Many students actively engage in the discussion. | The teacher calls on many students, but only a small number participate. | Only a few students dominate the discussion. | |
| | Virtually all students are engaged. | | | | |
| | TOTAL: 0 | TOTAL: 5 | TOTAL: 9 | TOTAL: 0 | TOTAL: 1 |

Classroom Environment and Instruction Observation Rubric

A total of 15 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

| Classroom Instruction | | | | | |
|--|--|---|---|---|--|
| | Distinguished | Highly Proficient | Approaching Proficient | Unsatisfactory | Not Observed |
| Engaging Students in Learning | <p>Virtually all students are engaged in the lesson.</p> <p>Lesson activities require high-level student thinking and explanations of their thinking.</p> <p>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</p> | <p>Most students are intellectually engaged in the lesson.</p> <p>Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.</p> <p>Students are invited to explain their thinking as part of completing tasks.</p> <p>The pacing of the lesson provides students with the time needed to be intellectually engaged.</p> | <p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and those requiring recall.</p> <p>Student engagement with the content is largely passive.</p> <p>The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.</p> | <p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks, activities, and materials require only recall or have a single correct response.</p> <p>The lesson drags on or is rushed.</p> | <p>This criterion was not observed or rated.</p> |
| | TOTAL: 1 | TOTAL: 3 | TOTAL: 11 | TOTAL: 0 | TOTAL: 0 |
| Using Assessment in Instruction | <p>Students indicate they clearly understand the characteristics of high-quality work.</p> <p>The teacher uses multiple strategies to monitor student understanding.</p> <p>Students monitor their own understanding.</p> <p>Feedback comes from many sources.</p> | <p>The teacher makes the standards of high-quality work clear to students.</p> <p>The teacher elicits evidence of student understanding.</p> <p>Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance.</p> | <p>There is little evidence that the students understand how the work is evaluated.</p> <p>The teacher monitors understanding through a single method, without eliciting evidence of understanding from students.</p> <p>Feedback to students is vague.</p> | <p>The teacher does not indicate what quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Students receive no feedback, or feedback is global or directed to one student.</p> | |
| | TOTAL: 0 | TOTAL: 6 | TOTAL: 9 | TOTAL: 0 | TOTAL: 0 |

Classroom Observations and Additional Comments

Students were completing an independent assignment in their Introduction to Basic Construction Skills class when the teacher transitioned to a whole-group review. The instructor facilitated a recap by posing targeted questions and using cold calling to ensure participation from multiple students. Throughout the discussion, the teacher encouraged students to elaborate on their responses, referencing both peer and instructor feedback to deepen understanding. Students reflected on examples of the oldest buildings they had seen and discussed potential reasons these structures have remained durable over time. While participation was present, some students appeared hesitant to contribute. Incorporating additional strategies such as visual supports, real-world examples, or explicit instruction on key construction vocabulary could strengthen comprehension and build student confidence during class discussions.

Fourteen high school students participated in a teacher-led discussion focused on scenario-based questions about customer service skills and on solving additional problems posed by the teacher. A specific question concerned charging a customer for damage to a restaurant's buffet. Students shared varied responses as the teacher presented additional questions or details to consider as they constructed their responses. The teacher referenced the text the class was reading, the "Let Them Theory"²⁵ by Mel Robbins²⁶, which focused on the social and behavioral dynamics individuals encounter when dealing with others. The students were engaged, and the lesson's pacing was appropriate.

In a shop class, students continued working on their shed project, focusing on building the rafters. As part of the process, the teacher emphasized the different kinds of cuts and the ridge beam widths. A few students were observed putting on their gloves and helmets as they prepared to work on their projects outside. Another student communicated that a circular saw was needed, and other students put on their work glasses. The students displayed self-directed behaviors and seemed committed to their project. The teacher provided clear and concise directions.

Students worked with partners to complete a Wheel Revolutions Data Table in a math class. The teacher began by reviewing the essential question, "Does wheel size affect the number of revolutions a wheel makes?" After discussing the concept, students wrote their individual predictions. To make the lesson more tangible, the teacher displayed several examples of wheel sizes and asked students to measure their desks and other classroom items. As students shared their findings, the teacher provided guidance, prompting each pair and recording sample answers on the board for students to copy. The teacher praised students who asked thoughtful questions and showed persistence in working out the wheel revolutions. Most students participated and appeared engaged in the activity, but three of the seventeen did not take part.

In an English Language Arts class, the teacher presented a study guide to support the lesson's objective of teaching students about Alice Walker, the author of "The Color Purple"²⁷. The lesson's focus was on the legacy of her work and her social influence. The teacher then presented a short video on quilting and

²⁵ The "Let Them Theory" is a mindset tool for gaining peace and power by accepting that you cannot control other people's actions, feelings, or choices.

²⁶ Melanie Lee Robbins (née Schneeberger; born October 6, 1968) is an American author, podcast host, and lawyer. Mel Robbins. Born. Melanie Lee Schneeberger.

²⁷ The Color Purple is a Pulitzer Prize-winning novel by Alice Walker about the life of Celie, a poor Black woman in rural Georgia in the early 1900s.

black history, encouraging the students to take notes on their study guide. The lesson also included a short reading passage about Alice Walker and constructed response questions requiring text-dependent written responses. There were 13 students, and they were engaged during the lesson. Students in a science class worked independently on a matching assignment focused on body systems. Afterward, the teacher reviewed the answers with the class, asking students to share their responses for each question. The teacher maintained a positive tone and offered encouragement throughout the review. Despite his efforts to engage the class, only a few students participated, and overall involvement remained limited.

In one biology classroom, the teacher maintained a positive and upbeat tone while interacting with students. Expectations were reinforced as needed, and the teacher's friendly manner helped set a productive tone. On the board, the teacher had written the question, "What continues to grow on a person's body after they die?" which immediately sparked students' curiosity. The teacher also displayed prompts such as pay attention, paraphrase, nod, and ask questions, then asked students what behaviors those actions represented. A few students provided surface-level responses, and the teacher encouraged them to think more deeply. One student responded, "active listening," which prompted a discussion of its meaning and its importance for engagement during instruction. The teacher was clear in her expectations and explained why active listening is essential for understanding and participation in class. Students in a woodworking class collaborated to create an ofrenda or a traditional altar for the upcoming Day of the Dead²⁸ celebration at the school. Working in small groups, they measured, cut, and hammered materials while discussing next steps in their projects. The teacher circulated around the room, assisting groups as needed and providing guidance to ensure accuracy and safety. All students wore appropriate safety glasses throughout the activity. A few students were also sketching designs in their notebooks, planning ideas for future projects.

Students learned about the five main beliefs of Confucianism²⁹, including the belief in respecting elders. The teacher presented a video and briefly paused it to ask students questions, emphasizing key points. The response mainly consisted of single-student responses that required restatement, with few opportunities or demands to extend their thought processes. The lesson structure could have engaged more students by including student-to-student responses to encourage more students to share their thoughts. There were approximately 17 students.

Students in a science class learned about various elements, including lithium fluoride, iodine, bromine, and sodium nitrate. The activity lacked a cohesive structure to maximize student engagement and ensure accountability for completing the tasks. Several students appeared disengaged and were not actively working to complete the assignment of identifying different elements. The teacher did attempt to engage the students, but the strategies proved ineffective as students' learning time was not maximized.

²⁸ The Day of the Dead (Día de los Muertos) is a multi-day celebration of honoring deceased loved ones held on November 1 and 2.

²⁹ Confucianism is a system of ethics, philosophy, and social principles developed from the teachings of Confucius that emphasizes morality, social order, and respect for elders.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

| Prior Recommendation by Site Evaluation Team | School Assessment of Progress | SPCSA Staff Assessment of Progress |
|--|---|--|
| As Southern Nevada Trades High School grows, it is recommended that school leaders and instructional staff continue to work collaboratively to develop a more refined plan to meet the needs of students within Academic Tier levels one, two, and three. This might be accomplished by determining which students will fall into each category. In addition, the school should consider how instruction within each tier will be conducted, including the frequency, size of student groups, and how learning will be measured for specific skills within the Tier level. | The leadership team provided an update on the school's instructional focus to support student achievement, including supporting teachers to improve their practices through observation and feedback, professional development, and the purchase and use of the IXL program to address students' learning gaps. | The SPCSA recognizes the school's efforts to improve academic outcomes and strongly recommends that the school's leadership team continue to work with staff to refine and bolster systems and structures to increase student achievement and proficiency rates. |
| Consider strengthening the way the school implements the teaching of grade-level work, remediation, and acceleration. With large gaps between student ability and grade-level expectations, it is recommended that this process to accommodate, remediate, and differentiate grade-level assignments become more detail-oriented as the school moves into year two and continues to grow. | The school's leaders provided an update on their focus on addressing student learning gaps and on their recent investment in the IXL program designed to address learning deficits. Additionally, the school leaders shared the ongoing support provided to teachers. | The SPCSA acknowledges the school leaders' efforts to address students' academic deficits and strongly recommends that the school continue refining its multi-tiered support for struggling learners and continue supporting teacher development. |
| Develop a formalized Positive Behavior Intervention and | The school leaders and staff highlighted the school's focus on supporting students with a positive behavioral intervention mindset and on using reinforcers, such as | The SPCSA staff acknowledge the school's efforts to provide a school-wide Positive Behavioral Intervention and Support System |

| | | |
|--|--|---|
| Support ³⁰ (PBIS) System to enhance and continue the positive culture that has been established at the school. This should help manage minor behavioral infractions such as dress code, cell phone use, and tardiness. Universal procedures for the whole school may also help support the school in terms of consistency from classroom to classroom. | Coyote Bucks, to reinforce desired behaviors. Additionally, social and emotional support for students remains a priority for the school leaders and their staff. | to its students. The school would benefit from continuing its efforts to ensure that all students receive the support they need to enhance their school experience at Southern Nevada Trades High School. |
| Continue to improve student enrollment numbers through a variety of marketing methods, which have already been put into motion. Several ideas for this were shared during the site evaluation, and it is recommended that the school continue with strong efforts already underway. | The school leaders provided an update on their current enrollment, which is 262 and below their target of 400. | The SPCSA acknowledges the school's proactive recruitment efforts and encourages its leaders to continue recruiting prospective students who would benefit from the school's model. |
| Consider a plan to continue monitoring students who test out of the i-Ready system currently in place. Since the i-Ready testing system has a ceiling at an eighth-grade achievement level, it is suggested that the leadership team locate a second monitoring system that will provide achievement data for educators beyond eighth grade, as this school will continue to enroll students through grade twelve. | The school leadership team discussed their recent transition from i-Ready to IXL, and the staff participated in one professional development session and is actively using the system to provide Tier 2 interventions to support students' academic learning gaps. | The SPCSA recognizes the school's decision to transition to the IXL learning platform and recommends that school leaders and staff continue refining the school-wide academic intervention systems to improve student outcomes. |

³⁰ PBIS stands for Positive Behavioral Interventions and Supports, a proactive, data-driven framework that schools use to establish a positive school culture and improve academic and behavioral outcomes for all students

Operational Compliance Checks

| | | | |
|-------------------------------|---|-----------------------------|------------------------------|
| Fire Extinguisher | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| Nurse's Station | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| Evacuation Plan in Classrooms | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | |
| Food Permit | <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> N/A |
| Elevator Permit | <input type="checkbox"/> YES | <input type="checkbox"/> NO | <input type="checkbox"/> N/A |

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.