

State Public Charter School Authority
Thrive Point Academy of Nevada
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

We believe mastery-based learning in online, remote, and in-person settings, that is transformative, personalized, and fosters meaningful connections, that engages hearts, minds, and intentionally helps students plan for their Next Big Step, whether that be career or college readiness, is the most effective way to help all students succeed.

TPAN will bridge the achievement gap that many at-risk students in underserved communities face. We wish to provide students a choice in completing their high school education by providing a structured learning environment with personalized plans including computer-based courses and mastery-based instruction and awarding a diploma upon fulfilling graduation requirements.

TPAN's mission is to offer a schooling experience, including credit recovery, to at-risk students; who have been suspended from another school, have habitual disciplinary issues, are academically disadvantaged, have been adjudicated, and/or have an Individualized Educational Plan; in underserved communities and prepare all ThrivePoint students for their Next Big Step in life, whether postsecondary education, the workforce, and/or military enlistment.

We fulfill our mission by giving students a choice in completing their high school education by providing a structured learning environment with personalized plans including computer-based courses and mastery-based instruction and awarding a diploma upon fulfilling graduation requirements.

We serve as an alternative high school providing credit recovery for students who are at-risk of not graduating high school. We will serve at least 75% of students, who:

- Have been expelled or suspended from a public school, including, without limitation, a charter school.
- Have been deemed to be a habitual disciplinary problem pursuant to NRS 392.4655.
- Are academically disadvantaged (defined in NAC as a student who has repeated two or more grades from kindergarten through grade 8 pursuant to NRS 392.033 or 392.125 or a student who is one or more years behind on the needed credits as defined in NAC 389.659 to promote to the next grade level or graduate from high school on time).
- Have been adjudicated delinquent.
- Have been adjudicated to be in need of supervision for a reason set forth in NRS 62B.320.
- Have an individualized education plan (IEP).

Vision

To prepare Nevadan students for their Next Big Step in life, supporting them through three pillars of success: Action, Engagement, and Achievement, and to be the preferred choice in personalized learning for at-risk high school students living in underserved communities.

Value Statement

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). NO ACCOUNTABILITY RECORDS AT THIS TIME (Year 1: 2024-2025)

Based on the 2023 Academic and Demographic Needs Assessment, ThrivePoint Academy of Nevada has chosen to locate in a community that meets the academic and demographic needs required pursuant to NRS 388A.249(2). The location of 204 S. Decatur Blvd., Las Vegas, NV 89107 is an area that is currently underserved with schools historically rated as one-star or two-star schools. The site is located in an area earmarked as an opportunity zone indicating that it is a low-income community.

The local high school, Western High School has a racial composition of 72% Hispanic, 16% Black, 6% White, 3% two or more races, 2% Asian, and 1% Hawaiian. Minority enrollment at Western High School is 94% of the student body, which is higher than the Nevada state average of 70%. Additionally, 100% of the student population qualify for free and reduced lunch under the National School Lunch Program (NSLP).

Western High School is ranked #680 out of 684 schools and is at the bottom 50% of all schools in Nevada (based off of combined math and reading proficiency testing data) for the 2020-21 school year. The percentage of students achieving proficiency in math is 3% (which is lower than the Nevada state average of 26%) for the 2020-21 school year. The percentage of students achieving proficiency in reading/language arts is 13% (which is lower than the Nevada state average of 42%) for the 2020-21 school year.

Western High School has a graduation rate of 80% and a Chronic Absenteeism Rate of 55.4%. Western High School's chronic absenteeism rate is much higher than the Clark County School District average of 40.6% and the Nevada state average of 36%.

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Comprehensive Needs Assessment

Revised/Approved: March 29, 2024

Student Success

Student Success Summary

ThrivePoint Academy's alternative program has key components to address the needs of all students including:

Student Success Coaches – our students love their coaches. Not only do the coaches encourage and mentor students to persist and engage with their academics, but they are also there to connect with them as young people allowing for a social and emotional connection that so many of these students need.

Flexibility – ThrivePoint offers school in convenient sessions that are more accessible than a traditional school environment. Many at-risk students have jobs, children, and other responsibilities. Many ThrivePoint families appreciate the option to attend morning, afternoon, and even evening sessions. This flexibility also includes the learning modality with students having the option to work online at home or in class with their peers. Students have the option to work with both online and offline resources and are able to connect with their peers, their coaches, and their teachers as well.

Small class size and smaller learning environments – Many at-risk students feel overwhelmed and neglected in a larger comprehensive school environment. ThrivePoint campuses are located in accessible locations and maintain a smaller school environment average between 150-200 students at each learning center. ThrivePoint leaders, coaches, and teachers get to know each student on a personalized level so that they can help and support each student on both an academic and emotional level.

Student Success Strengths

Based on the 2023 Academic and Demographic Needs Assessment, ThrivePoint Academy of Nevada has chosen to locate in a community that meets the academic and demographic needs required pursuant to NRS 388A.249(2). The location of 204 S. Decatur Blvd., Las Vegas, NV 89107 is an area that is underserved with schools historically rated as one-star or two star schools. The site is located in an area earmarked as an opportunity zone indicating that it is a low-income community.

Students of the local high school within the same zip code, Western High School, have a higher credit deficiency percentage when compared to Clark County School District and the Nevada State Average. Western High School 9th graders were 19.1% deficient compared to Clark County School District at 14.2% and Nevada State at 14%. Western High School 10th graders were 37.8% credit deficient compared to Clark County School District at 24.9% and Nevada State at 23.9%. Western Highschool 11th graders were 31.2% deficient compared to Clark County School District at 23% and Nevada State at 21.5%. Western Highschool 12th graders were 19.2% deficient compared to Clark County School District at 13.8% and Nevada State at 12.3%⁸.

ThrivePoint Academy will open in 89107, the same zip code as Western High School. Furthermore, Western High School and ThrivePoint Academy are establishing a partnership to address credit deficiency. Therefore we ThrivePoint Academy anticipates that the student body will have a very similar need to address credit deficiency.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students located in 89107 are more likely to be credit deficient compared to other students at the local school district and state. **Critical Root Cause:** Students do not have access to highly supportive and structured alternative programs that offer addressing personalized needs of students.

Adult Learning Culture

Adult Learning Culture Summary

ThrivePoint Academy of Nevada will be in its first year of operation during the 2024-2025 academic year. All staff will be new to the school and many staff may be new to teaching in an alternative education program or distance education program. Many staff may have little to no familiarity with the student information system (Infinite Campus) or with the learning management system (Schools PLP). Additionally, all staff will have no experience using the unique components of the ThrivePoint program such as the role of Student Success Coaches.

Adult Learning Culture Strengths

Teachers at ThrivePoint Academy embrace the needs of our students. Teachers are committed to serving all students and meeting them where they are academically, behaviorally, and emotionally. Teachers understand that all students are different and they enroll at our school because they have not found success in a traditional school setting. All staff is committed to providing a high level of customer service in order for our students and families to experience consistent care and concern for the success of all students. All staff will approach curriculum and instruction with a priority of addressing building relationships with students in order to provide a safe and welcoming learning environment that students want to come back to consistently.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers lack in depth familiarity with curriculum and instruction platforms needed to implement the alternative program of ThrivePoint Academy. Teachers lack knowledge of distance education attendance requirements. **Critical Root Cause:** Teachers have not had the opportunity or experience to work the learning management system Schools PLP. Teachers do not have experience working with six week terms.

Problem Statement 1 (Prioritized): Teachers lack in depth familiarity with curriculum and instruction platforms needed to implement the alternative program of ThrivePoint Academy. Teachers lack knowledge of distance education attendance requirements. **Critical Root Cause:** Teachers have not had the opportunity or experience to work the learning management system Schools PLP. Teachers do not have experience working with six week terms.

Connectedness

Connectedness Summary

ThrivePoint Academy is dedicated to connecting students and families to wraparound support services and career pathways. "The next big step is a focal point of the school's engagement strategy with students. School leadership has made it priority to establish relationships with community partners to serve ThrivePoint families throughout the year. These partnerships address areas of non academic needs and career pathway opportunities for students.

Connectedness Strengths

Staff will need to understand how community partners are stakeholders in the success of the school and students. Staff needs to understand the services, supports, and opportunities partners can provide for students. Staff needs time connect and learn from community partners and provide feedback on how we can plan how to serve students.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Staff is not fully aware of how partners can be of service to students or how to organize best practices for working together. **Critical Root Cause:** The nature of the school opening with brand new staff and no reference of how partnerships have worked with the school in the past.

Priority Problem Statements

Problem Statement 1: Students located in 89107 are more likely to be credit deficient compared to other students at the local school district and state.

Critical Root Cause 1: Students do not have access to highly supportive and structured alternative programs that offer addressing personalized needs of students.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers lack in depth familiarity with curriculum and instruction platforms needed to implement the alternative program of ThrivePoint Academy. Teachers lack knowledge of distance education attendance requirements.

Critical Root Cause 2: Teachers have not had the opportunity or experience to work the learning management system Schools PLP. Teachers do not have experience working with six week terms.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Staff is not fully aware of how partners can be of service to students or how to organize best practices for working together.

Critical Root Cause 3: The nature of the school opening with brand new staff and no reference of how partnerships have worked with the school in the past.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: Teachers lack in depth familiarity with curriculum and instruction platforms needed to implement the alternative program of ThrivePoint Academy. Teachers lack knowledge of distance education attendance requirements.

Critical Root Cause 4: Teachers have not had the opportunity or experience to work the learning management system Schools PLP. Teachers do not have experience working with six week terms.

Problem Statement 4 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- School goals
- College and career readiness goals

Accountability Data

- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals


Revised/Approved: April 8, 2024


Goal 1: Student Success


Annual Performance Objective 1: During the 2024-2025 academic year, staff will focus on student engagement, with an emphasis on helping each student successfully reach the goals on their personalized Student Success Plan in order to help ensure that each student make adequate academic progress leading them to make at least 1.0 full credit per six week learning period.

Evaluation Data Sources: 1. Credits completed by learning period (LP).

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: TPAN students will work on a personalized learning plan that includes mastery-based learning and frequent benchmark assessments to monitor growth, provide progress monitoring, and intervention.</p> <p>(Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008). Dropout Prevention: A Practice Guide (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc.</p> <p>Formative Measures: 1. Ensure that each student participates in diagnostic assessments to determine interventions (Edmentum Exact Path) 2. Ensure that each student has a personalized Student Success Plan 3. Ensure that staff are closely monitoring student progress and providing frequent feedback and support (engagement/contact) 4. Provide training for all staff who will be involved in administering, evaluating data, and/or providing interventions on the assessments and intervention materials (NV PD Standards - Data, Outcomes)</p> <p>Position Responsible: Director of Student Engagement Principal Teachers Student Success Coaches Counselor</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Software / Curriculum Resources (Schools PLP, Edmentum, Renaissance Star, etc.) - Title I, Pt. A</p>	Status Check		
	Feb	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Students located in 89107 are more likely to be credit deficient compared to other students at the local school district and state. **Critical Root Cause:** Students do not have access to highly supportive and structured alternative programs that offer addressing personalized needs of students.

Goal 1: Student Success


Annual Performance Objective 2: During the 2024-2025 academic year, TPAN will utilize diagnostic assessments in Exact Path to assess students' current skill levels at the beginning of the academic year, have students participate in prescriptive online interventions, and monitor progress throughout, alongside Renaissance Star Projected Growth measures to track expected growth trajectories to increase the proficiency levels of 70% of students with IEPs by 10% in math and reading comprehension assessments.


APR3: Assessments

- Evaluation Data Sources:** 1. Renaissance Star Student Growth Measures
2. Exact Path diagnostic and intervention reports

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Teachers will use diagnostic test, provide interventions, personalized supports, and adjust IEPs to effectively meet the instructional needs of students with IEPs.</p> <p>(Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. https://whatworks.ed.gov)</p> <p>Formative Measures: 1. Staff will review all incoming student IEPs and ensure that all student accommodations and modifications are taken into consideration; when designing student success plans (personalized learning plans). 2. Students will participate in BOY (beginning-of-the-year) diagnostic assessment; upon enrollment to obtain base-line data 3. Students will participate in online interventions through Exact Path and/or sessions with their teacher. 4. Ensure access to necessary technological resources and adapt instructional strategies to meet the diverse needs of students. 5. Provide comprehensive training and ongoing support to teachers and staff on implementing effective interventions in a hybrid/blended learning environment. (NV PD Standards: Resources, Data, Learning Design, Outcomes)</p> <p>Position Responsible: Principal Teachers Student Support Coaches</p> <p>Student Groups This Strategy Targets: Students with Disabilities - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p> <p>Resources and Funding Needed: Intervention materials and resources (software, training, manipulatives, materials, printing and instructional supplies) - IDEA-B</p>	Status Check		
	Feb	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 2 Problem Statements:





Student Success

Problem Statement 1: Students located in 89107 are more likely to be credit deficient compared to other students at the local school district and state. **Critical Root Cause:** Students do not have access to highly supportive and structured alternative programs that offer addressing personalized needs of students.

Goal 2: Adult Learning Culture

Annual Performance Objective 1: By the end of the 2024-2025 academic year, 100% of teachers at ThrivePoint Academy of Nevada will demonstrate proficiency in designing and delivering mastery-based learning opportunities aligned with each student's personalized learning plans (Student Success Plan), as evidenced by classroom observations, teacher summative evaluations, teacher self-assessments, and feedback from students and administrators.

- Evaluation Data Sources:**
1. Classroom Observations
 2. Teacher summative evaluations
 3. Teacher self-assessment survey
 4. Feedback from students and parents

Improvement Strategy 1 Details	Status Checks				
<p>Improvement Strategy 1: Staff will participate in ongoing, sustained, and tailored professional development that is tied to the specific needs of teachers and students; to support the instructional delivery of personalized learning in the hybrid/blended model . Professional Learning Communities (PLC) will focus on technology integration, data-driving decision making, and the design of targeted interventions.</p> <p>(Authors J. Sherwood, M. Nguyen, & J. Gilson (Year of publication: 2020). "Implementing Professional Learning Communities: Teachers' Perceptions of the ESSA Evidence-Based Intervention Requirement")</p> <p>Formative Measures: 1. Develop the projected annual PD calendar; to include projected topics:</p> <ul style="list-style-type: none"> - Prepare preservice materials June - mid-July 24 -Secure any vendor presentations June 24 -Onboarding SSCs July 24 for -Preservice Professional Development (ThrivePoint Vision & Mission, Educational Model, Use of electronic, curriculum, Mastery Learning, ThrivePoint Grading, Systems, Why Vibe, Mini-Lessons, Scorecards, Assessment Calendar, PD Calendar, Required training in state of NV -Collaborative sessions with teachers -Special PD events as scheduled or needed <p>2. Use the PLC process to monitor and evaluate the effectiveness of interventions, through data analysis and feedback mechanism throughout the year in order to identify areas for additional training or support</p> <p>(Targeted NV PD Standards: Learning Communities, Leadership, Resources)</p> <p>Position Responsible: Principal Student Engagement Director</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> <p>Resources and Funding Needed: Professional Development Training (contracted services associated with software and systems, supplies, materials, snacks, and other relevant resources) - General Funds</p>	<p align="center" colspan="3">Status Check</p>	<p align="center">Feb</p>	<p align="center">May</p>	<p align="center">May</p>	
<p align="center">  No Progress  Accomplished  Continue/Modify  Discontinue </p>					





Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: Teachers lack in depth familiarity with curriculum and instruction platforms needed to implement the alternative program of ThrivePoint Academy. Teachers lack knowledge of distance education attendance requirements. Critical Root Cause: Teachers have not had the opportunity or experience to work the learning management system Schools PLP. Teachers do not have experience working with six week terms.</p>

Goal 3: Connectedness

Annual Performance Objective 1: During the 2024-2025 academic year, TPAN will employ a strategic outreach campaign, grounded in community engagement, in order to ensure that families are aware of the variety of educational opportunities available, including the services provided by community partnerships of TPAN; as evidenced by TPAN reaching and maintaining its year one enrollment goal of 300 students.

- Evaluation Data Sources:** 1.) Quarterly enrollment reports
 2) Parent Engagement Surveys
 3) Available data provided by community partners

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: TPAN will develop community, local business, and workforce development partnerships, and add to the list of career and technical education, apprenticeship partnerships, and network connections to attract and support the needs of all students. (Modicamore, D., Lamb, Y., Taylor, J., Takyi-Laryea, A., Karageorge, K., & Ferroggiaro, E. (2017). Fairfax, VA: ICF International, Accelerating Connections to Employment: Final evaluation report)</p> <p>Formative Measures: 1. Identify and participate in community engagement events throughout the year 2. Identify and partner with local businesses and non-profit organizations in order to sponsor events and job training opportunities for students and families 3. Continue to work with Workforce Development partners to implement job readiness programming for students 4. Identify curriculum and programs support the expansion of CTE course offerings . 5. Create list and path of apprenticeship opportunities and place students; based on eligibility and alignment with their post-secondary goals 6. Create and provide family engagement opportunities to strengthen parent engagement and community connection. 7. Provide training for staff on how to provide exceptional customer service and promote authentic family engagement; as well as proper documentation of engagement efforts (NV PD Standard: Outcomes, Cultural Competency)</p> <p>Position Responsible: Principal Counselor</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups - Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p> <p>Resources and Funding Needed: Community Engagement Expenses (flyers, marketing materials, printing, snacks, activity resources, etc.) - Title I, Pt. A</p>	Status Check		
	Feb	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Annual Performance Objective 1 Problem Statements:

Connectedness

Problem Statement 1: Staff is not fully aware of how partners can be of service to students or how to organize best practices for working together. **Critical Root Cause:** The nature of the school opening with brand new staff and no reference of how partnerships have worked with the school in the past.

Continuous Improvement Plan Committee

Team Role	Name	Position
Student	Brandon Gonzalez	Student
District-level Professional	Dr. Amy Schlessman	Chief Academic Officer
Business Representative	Josh Molina	Board Member
District-level Professional	Jason Elliott	Director of Student Engagement
Paraprofessional	Jessica Saucedo	Support Staff
Parent	Hector Gonzalez	Board Member
Classroom Teacher	John Rivera	Teacher
Administrator	Vincent Medina	Principal

School Funding Summary

General Funds					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development Training (contracted services associated with software and systems, supplies, materials, snacks, and other relevant resources)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,788,898.00
+/- Difference					\$2,788,898.00
AB 495					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-B					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1	Intervention materials and resources (software, training, manipulatives, materials, printing and instructional supplies)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$33,165.00
+/- Difference					\$33,165.00
IDEA-b, Sect 619 EC					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education EXN					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00

Special Education EXN					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title I, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1	Software / Curriculum Resources (Schools PLP, Edmentum, Renaissance Star, etc.)		\$0.00
3	1	1	Community Engagement Expenses (flyers, marketing materials, printing, snacks, activity resources, etc.)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$131,385.00
+/- Difference					\$131,385.00
Title I, 1003(a)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title II, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$21,060.00
+/- Difference					\$21,060.00

Title III - ELL					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,640.00
+/- Difference					\$11,640.00
Title III - Immigrant					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Title IV, Pt. A					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
NV Ready! State Pre-K					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

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

ARP ESSER CTE					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
BSCA Stronger Connections					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
CRSSA ESSER II					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Transportation Grant					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Other (Specify source name within the strategy)					
Goal	Annual Performance Objective	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$220,590.00
				+/- Difference	\$220,590.00
				Grand Total Budgeted	\$3,206,738.00
				Grand Total Spent	\$0.00
				+/- Difference	\$3,206,738.00