

**State Public Charter School Authority**

**Thrive Point Academy of Nevada**

**2024-2025 Status Check with Notes**



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# Goals






## 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).

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Modify formative measures as needed

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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 <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a>.</p> <p><b>Formative Measures:</b></p> <ol style="list-style-type: none"> <li>1. Ensure that each student participates in diagnostic assessments to determine interventions (Edmentum Exact Path)</li> <li>2. Ensure that each student has a personalized Student Success Plan</li> <li>3. Ensure that staff are closely monitoring student progress and providing frequent feedback and support (engagement/contact)</li> <li>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)</li> </ol> <p><b>Position Responsible:</b> Director of Student Engagement Principal Teachers Student Success Coaches Counselor</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p><b>- Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	<p><b>Jan</b></p> <p> <b>January Lessons Learned</b></p> <p>The learning management system (Schools PLP) needs to be retested every summer to ensure a smooth and progressive learning experience for all students. A testing window will allow staff to current glitches faster.</p> <p><b>January Next Steps/Need</b></p> <p>ThrivePoint will submit an amendment request to add to the school's distance education plan to add more course choices for students.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b></p> <p><b>April Next Steps/Need</b></p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

## **Goal 1: Student Success**

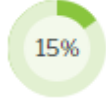




**Annual Performance Objective 2:** During the 2024-2025 academic year, TPAN will utilize diagnostic assessments in Exact Path to assess students' current skill levels at the beginning of the academic year, have students participate in prescriptive online interventions, and monitor progress throughout, 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

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Modify formative measures as needed

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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., &amp; 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. <a href="https://whatworks.ed.gov">https://whatworks.ed.gov</a>)</p> <p><b>Formative Measures:</b> 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><b>Position Responsible:</b> Principal  Teachers  Student Support Coaches</p> <p><b>Student Groups This Strategy Targets:</b>  Students with Disabilities  - <b>Evidence Level:</b>  Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1276 126 1381 256"> <p><b>Jan</b></p>  </div> <div data-bbox="1415 126 2022 313"> <p><b>January Lessons Learned</b></p> <p>ThrivePoint Academy will alter the school calendar to extend learning period 1 with an orientation week that will include a time window to complete baseline diagnostic Edmentum testing. This additional week will not interfere with the 6 week learning period schedule.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 451 1381 483"> <p><b>Apr</b></p> </div> <div data-bbox="1415 337 2022 427"> <p><b>January Next Steps/Need</b></p> <p>ThrivePoint Academy will continue to have students complete Edmentum testing and Exactpath learning.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div data-bbox="1276 565 1381 597"> <p><b>May</b></p> </div> <div data-bbox="1415 451 2022 646"> <p><b>April Lessons Learned</b></p> <p><b>April Next Steps/Need</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 1105 663 1149">  No Progress </div> <div data-bbox="768 1105 982 1149">  Accomplished </div> <div data-bbox="1083 1105 1335 1149">  Continue/Modify </div> <div data-bbox="1440 1105 1629 1149">  Discontinue </div> </div>	






## **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

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Modify formative measures as needed

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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, &amp; J. Gilson (Year of publication: 2020). "Implementing Professional Learning Communities: Teachers' Perceptions of the ESSA Evidence-Based Intervention Requirement" )</p> <p><b>Formative Measures:</b> 1. Develop the projected annual PD calendar; to include projected topics:</p> <ul style="list-style-type: none"> <li>- Prepare preservice materials June - mid-July 24</li> <li>-Secure any vendor presentations June 24</li> <li>-Onboarding SSCs July 24 for</li> <li>-Preservice Professional Development ( ThrivePoint Vision &amp; 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</li> <li>-Collaborative sessions with teachers</li> <li>-Special PD events as scheduled or needed</li> </ul> <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><b>Position Responsible:</b> Principal Student Engagement Director</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups</p> <p>- <b>Evidence Level:</b> Promising</p> <p><b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1</p>	<div style="display: flex; flex-direction: column;"> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;"> <p><b>Jan</b></p>  </div> <div> <p><b>January Lessons Learned</b></p> <p>ThrivePoint Academy has made schedule modifications to the staff schedule to accommodate more focused PLCs. Separate PLC groups have been organized for Student Success Coaches, Teachers, hybrid learning environment, virtual learning environment, and student interventions.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p><b>Apr</b></p> </div> <div> <p><b>April Lessons Learned</b></p> <p><b>April Next Steps/Need</b></p> <p>ThrivePoint will continue designated PLC time on Fridays.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p><b>May</b></p> </div> <div> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p> </div> </div> </div>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>	








### **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 it's 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

**Summative Evaluation:** Continue/Modify

**Next Year's Recommendation:** Modify formative measures as needed

Improvement Strategy 1 Details	Status Checks
<p><b>Improvement Strategy 1:</b> 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., &amp; Ferroggiaro, E. (2017). Fairfax, VA: ICF International, Accelerating Connections to Employment: Final evaluation report)</p> <p><b>Formative Measures:</b> 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><b>Position Responsible:</b> Principal Counselor</p> <p><b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups  - <b>Evidence Level:</b> Strong</p> <p><b>Problem Statements/Critical Root Causes:</b> Connectedness 1</p>	<p><b>Jan</b></p>  <p><b>January Lessons Learned</b> ThrivePoint is eager to open the position of Community Engagement Coordinator. This position is on the school budget for 2025-2026. Maintaining working relationships is important to keep students connected to opportunities consistently.</p> <p><b>January Next Steps/Need</b> ThrivePoint will finalize the job description for the Community Engagement Coordinator and prepare to start taking steps to fill that position.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b></p> <p><b>April Next Steps/Need</b></p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	