State Public Charter School Authority

Thrive Point Academy of Nevada

2025-2026 School Performance Plan

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.

Demographics & Performance Information

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

Student Success

Student Success Areas of Strength

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. Students experience review the Thrive Guide daily with their coaches to help organize daily objectives and academic performance reflection.
- 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 Areas for Growth

ThrivePoint Academy is focused on serving students that have not found success of serving students in traditional schools. Students come into ThrivePoint typically having low academic performance, specifically being credit deficient and not on track to graduate on time. Many students also have a history of poor attendance. Maintaining student engagement to create a consistency is important for Student Success Coaches to help maintain enrollment for students. Students enrolled in the online only program are less engaged and have a lower overall pass rate compared to students in the hybrid program.

Problem Statements Identifying Student Success Needs

Problem Statement 1: On average . 70% of failed courses are earned by students who are enrolled in the school's online only program.   **Critical Root Cause:** Students enrolled in the online only program are more disengaged with their learning and have inconsistent communication and planning with their Student Success Coach and teachers.

Problem Statement 2: Students transfer to ThrivePoint credit deficient and typically perform below grade level.   **Critical Root Cause:** Low academic success based on inconsistent attendance, learning disabilities, and poor experiences in traditional school settings.

Problem Statement 3: Students are not engaged with postsecondary education and workforce ready planning or opportunities.   **Critical Root Cause:** Students are not exposed with consistent career opportunities, postsecondary planning or connected to college and career ready support.

Adult Learning Culture

Adult Learning Culture Areas of Strength

ThrivePoint Academy areas of strength in Adult Learning Culture include:

- Teachers are consistently mindful of students and their individual needs.
- Teachers commit to serving students and meeting them where they are academically, behaviorally, and emotionally.
- Students and their families experience consistently high levels of care and concern from staff when trying to resolve issues.
- Instructional practices support relationship building with students at all levels and ensures a safe and welcoming learning environment that encourages student engagement.
- Instructional staff engage in weekly professional learning communities (Student Success Coaches, Teachers, Mixed) consistently adjusting learning interventions for each student.
- NV SC-EL Survey Results

Adult Learning Culture Areas for Growth

- Implementing MTSS model
- Classroom management and best practices for supporting highly at-risk students in an alternative learning environment.
- Instructional and behavioral interventions and strategies for at-risk students.
- Maintaining a consistently high level of engagement/attendance for all students.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1: Professional development needs to be targeted and focused to implement MTSS program that includes instructional and behavioral interventions.

Connectedness

Connectedness Areas of Strength

Staff are deepening their understanding of how community partners are stakeholders in the success of the school and students. Staff 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.

Coaches and teachers engage well with in-person students.

School leaders and teachers collaborate daily to address student needs.

Students have meaningful connections with one another.

Connectedness Areas for Growth

Increase staff knowledge of community partners and organizations which provide supports to students/families.

Increase campus college and career activities

Increase connections for students to explore career opportunities.

Implement student/staff surveys to obtain consistent feedback.

Problem Statements Identifying Connectedness Needs

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:** Having established a robust network of community partnerships, we now need to support teacehrs and staff to develop the autonomy to identify which partnerships would best support students.

Problem Statement 2: Students do not fully grasp the importance of high school graduation with post-high school opportunities.   **Critical Root Cause:** Students lack sufficient exposure to post-high school career paths to see what options are available.

Problem Statement 3: Professional learning activities need to be targeted and focused to prepare staff to support a highly at-risk population using MTSS.   **Critical Root Cause:** Our Instructional staff have varrying levels of confidence with instructional strategies that best support at-risk populations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Student Success

- College and career readiness data
- Course Offerings
- Credit sufficiency/deficiency data
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Graduation rates
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Annual dropout rate data

- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Enrollment
- Enrollment trends
- Perception/survey data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records

Inquiry Areas

Inquiry Area 1: Student Success

Inquiry Area 2: Adult Learning Culture

Inquiry Area 3: Connectedness

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

ThrivePoint Academy's comprehensive needs assessment process includes reviewing the data in the following areas.

- The average amount of credits earn each learning period (six weeks).
- The average rate of students demonstrating master of content by earning a letter grade of a 'C' or higher.
- The overall pass rate of each learning period.