

**State Public Charter School Authority**

**Thrive Point Academy of Nevada**

**2024-2025 Status Check with Notes**



# 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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# 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> 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><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 <b>- Evidence Level:</b> Moderate</p> <p><b>Problem Statements/Critical Root Causes:</b> Student Success 1</p>	<p><b>Jan</b> <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> <b>April Lessons Learned</b></p> <p> Provide comprehensive training for all staff involved in administering assessments, evaluating data, and implementing interventions in alignment with NV PD Standards (Data, Outcomes).</p> <p><b>April Next Steps/Need</b></p> <p>Identify key staff members who will lead training sessions. Develop training materials and resources tailored to assessment administration and intervention strategies.</p> <p><b>May</b> <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>	

## **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></p> <ol style="list-style-type: none"> <li>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).</li> <li>2. Students will participate in BOY (beginning-of-the-year) diagnostic assessment; upon enrollment to obtain base-line data</li> <li>3. Students will participate in online interventions through Exact Path and/or sessions with their teacher.</li> <li>4. Ensure access to necessary technological resources and adapt instructional strategies to meet the diverse needs of students.</li> <li>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)</li> </ol> <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>	<p><b>Jan</b></p> <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> <p><b>January Next Steps/Need</b></p> <p>ThrivePoint Academy will continue to have students complete Edmentum testing and Exactpath learning.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b></p> <p>Students will engage in online interventions through Exact Path and/or direct instructional sessions with their teachers to address their academic needs.</p> <p><b>Technology Access and Instructional Adaptation:</b> Ensure students have access to necessary technological resources and adapt instructional strategies to support diverse learning needs.</p> <p><b>April Next Steps/Need</b></p> <p>Implement progress monitoring tools to track student engagement and effectiveness of interventions.</p> <p>Conduct technology audits to assess and address gaps in student access to necessary resources.</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>	

## **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>	<p><b>Jan</b></p> <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> <p><b>January Next Steps/Need</b></p> <p>ThrivePoint will continue designated PLC time on Fridays.</p> <p><b>Apr</b></p> <p><b>April Lessons Learned</b></p> <p>The Professional Learning Community (PLC) framework will be utilized to assess the effectiveness of interventions through data analysis and continuous feedback.</p> <p>PLC meetings will be scheduled to facilitate discussions on best practices and necessary adjustments.</p> <p>Develop a structured PLC meeting schedule to support ongoing professional learning and intervention evaluation.</p> <p><b>April Next Steps/Need</b></p> <p>Feedback mechanisms will be implemented to identify areas for additional training and support.</p> <p>Establish data collection and analysis protocols to inform future PD needs.</p> <p>Gather input from staff on additional training needs and refine the calendar accordingly.</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>	

### **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></p> <ol style="list-style-type: none"> <li>1. Identify and participate in community engagement events throughout the year</li> <li>2. Identify and partner with local businesses and non-profit organizations in order to sponsor events and job training opportunities for students and families</li> <li>3. Continue to work with Workforce Development partners to implement job readiness programming for students</li> <li>4. Identify curriculum and programs support the expansion of CTE course offerings .</li> <li>5. Create list and path of apprenticeship opportunities and place students; based on eligibility and alignment with their post-secondary goals</li> <li>6. Create and provide family engagement opportunities to strengthen parent engagement and community connection.</li> <li>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)</li> </ol> <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</p> <p><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></p> <p>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></p> <p>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>Actively work on developing family engagement opportunities to strengthen parent involvement and enhance the community connection.</p> <p>Build partnerships with local businesses and non-profits to sponsor events and offer job training for students and families.</p> <p>Continue working with Workforce Development partners to implement job readiness programming.</p> <p>Expand Career and Technical Education (CTE) course offerings.</p> <p><b>April Next Steps/Need</b></p> <p>Identify additional community engagement events to participate in for the rest of the year.</p> <p>Continue collaboration with Workforce Development partners to secure job readiness programming slots for students.</p> <p>Expand the CTE course offerings by evaluating current curriculum and engaging with industry professionals.</p> <p><b>May</b></p> <p><b>May Lessons Learned</b></p> <p><b>May Next Steps/Need</b></p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue