

State Public Charter School Authority

Thrive Point Academy of Nevada

2025-2026 School Improvement Plan

Classification: Not Rated

Title I



District Approval Date: February 26, 2025 **Public Presentation Date:** February 26, 2025

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%.

Table of Contents

Comprehensive Needs Assessment	5
Student Success	5
Adult Learning Culture	6
Connectedness	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Inquiry Areas	11
Inquiry Area 1: Student Success	11
Inquiry Area 2: Adult Learning Culture	21
Inquiry Area 3: Connectedness	25
Schoolwide and Targeted Assistance Title I Elements	32
1.1: Comprehensive Needs Assessment	32
2.1: School Performance Plan (SPP) developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	32
2.4: Opportunities for all children to meet State standards	32
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	33
3.1: Annually evaluate the schoolwide plan	33
4.1: Develop and distribute Parent Involvement and Family Engagement Policy	33
4.2: Offer flexible number of parent involvement meetings	33
Plan Notes	34
School Funding Summary	35

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 (Prioritized): 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 (Prioritized): Professional development needs to be targeted and focused to implement MTSS program that includes instructional and behavioral interventions.

Critical Root Cause: Lack of targeted and focused professional development that aligns with the specific needs of implementing the MTSS program, resulting in insufficient knowledge and skills among staff to effectively integrate both instructional and behavioral interventions for at-risk students.

Problem Statement 2: 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 varying levels of confidence with instructional strategies that best support at-risk populations.

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 teachers and staff to develop the autonomy to identify which partnerships would best support students.

Problem Statement 2 (Prioritized): 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:

Students in need of social-emotional and mental health support are not consistently utilizing available resources and opportunities, affecting their overall well-being and academic performance.

Critical Root Cause: The school lacks a data-driven referral system and outreach strategy to proactively identify and connect students with mental health and support services, limiting opportunities to foster meaningful connections and ensure students are aware of and comfortable accessing the support available to them.

Priority Problem Statements

Problem Statement 1: Students transfer to ThrivePoint credit deficient and typically perform below grade level.

Critical Root Cause 1: Low academic success based on inconsistent attendance, learning disabilities, and poor experiences in traditional school settings.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Professional development needs to be targeted and focused to implement MTSS program that includes instructional and behavioral interventions.

Critical Root Cause 2: Lack of targeted and focused professional development that aligns with the specific needs of implementing the MTSS program, resulting in insufficient knowledge and skills among staff to effectively integrate both instructional and behavioral interventions for at-risk students.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students do not fully grasp the importance of high school graduation with post-high school opportunities.

Critical Root Cause 3: Students lack sufficient exposure to post-high school career paths to see what options are available.

Problem Statement 3 Areas: Connectedness

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/Retrieval data
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- 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

SMART Goal 1: Reduce the percentage of failed courses among online-only students from 70% to 50% within two semesters by implementing targeted academic support and ensuring equitable access to resources.

Aligns with District Goal

Formative Measures: The goal is to reduce the failure rate among online-only students from 70% to 50% within two semesters by implementing targeted academic support and ensuring equitable access to resources. Progress will be measured through tracking failure rates, student engagement with support services, and achieving interim milestones of a 60% failure rate after one semester and 75% student participation in support interventions.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To reduce the failure rate among online-only students, implement targeted academic support through personalized learning, early interventions, and mentorship programs, while ensuring equitable access to resources and continuous monitoring of student progress. Faculty will receive training on best practices for engaging online learners, and regular feedback will be gathered to adjust support strategies as needed. Action Steps: Personalized Learning Plans: Develop tailored learning plans for each online-only student, addressing specific academic needs and learning styles, with regular check-ins to adjust and refine the support provided. Early Intervention System: Identify students at risk of failing early through performance tracking and regular assessments, offering immediate academic support such as tutoring, supplemental resources, and personalized mentorship. Mentorship and Peer Support: Implement a mentorship program where successful online students guide and support peers, fostering engagement and providing academic and emotional support. Faculty Training and Best Practices: Provide faculty with professional development on effective strategies for engaging online learners, focusing on creating interactive content, building community, and addressing the unique challenges of online education. Continuous Monitoring and Feedback: Set up regular monitoring of student progress through data analysis and feedback from both students and faculty, allowing for timely adjustments to support strategies and ensuring ongoing improvements in performance. Equitable Resource Access: Ensure all students have access to necessary resources such as reliable technology, internet access, and academic support, addressing any barriers to participation in online learning. Targeted Faculty Training: Provide ongoing professional development aligned with Nevada's Professional Development Standards, focusing on instructional strategies for online learning, student engagement, and equitable access to resources. Training will emphasize Learning Communities, Learning Designs, and Implementation to ensure faculty can effectively support diverse online learners. Implementation of Data-Driven Instruction: Equip educators with the skills to analyze student performance data and use it to inform personalized interventions, fostering data-driven decision-making in alignment with NV PD Standards: Data, Outcomes, and Leadership. Equity and Accessibility Training: Ensure all faculty are trained in culturally responsive teaching and accessibility best practices to address learning barriers faced by at-risk students, meeting Nevada's Equity and Cultural Competency Standards. Position Responsible: Principal Evidence Level Level 1: Strong: Source: National Center for Education Statistics (NCES, 2020). "Digital Learning Gaps: Addressing Access and Achievement Disparities". Level 2: Moderate: Source: Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2013). "The Effectiveness of Online and Blended Learning: A Meta-Analysis of the Empirical Literature" (U.S. Department of Education). Problem Statements/Critical Root Cause: Student Success 2	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 1 Problem Statements:

Student Success
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.

Inquiry Area 1: Student Success

SMART Goal 2: Increase grade-level performance and credit completion for transfer students at ThrivePoint from 70% to 75% within two semesters by addressing inconsistent attendance, learning disabilities, and negative past school experiences through personalized academic support, attendance monitoring, and targeted intervention programs.

Aligns with District Goal

Formative Measures: To track progress, monitor grade-level performance and credit completion for transfer students, aiming for a 10% improvement in attendance and 80% participation in academic support services by the end of the first semester. Success will be measured by achieving a 75% grade-level performance and credit completion rate by the end of the second semester.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To enhance grade-level performance and credit completion for transfer students at ThrivePoint, we will implement a comprehensive support system that includes personalized academic interventions, proactive attendance monitoring, and targeted student support services. Action Steps: Personalized Support Plans: Develop individualized academic support plans for each transfer student, focusing on attendance improvement, tailored interventions, and additional resources based on their specific needs (e.g., tutoring, mentoring, counseling). Targeted Attendance Monitoring: Implement weekly check-ins with at-risk students to address barriers to attendance, such as transportation or personal issues, and offer solutions like bus passes, flexible scheduling, or family outreach. Engagement with Academic Support Services: Ensure that 80% of transfer students are actively participating in academic support programs by creating a structured referral system for tutoring, mentoring, and behavioral interventions, and regularly monitor participation rates. Regular Progress Assessments: Conduct bi-weekly progress reviews to track grade-level performance and credit completion, providing timely interventions when necessary to stay on track for the 75% success target. Staff Collaboration and Communication: Foster collaboration between teachers, counselors, and support staff to ensure continuous monitoring and communication about student progress, challenges, and successes, adjusting strategies as needed to maintain progress. This strategy emphasizes personalized support, proactive attendance monitoring, and consistent engagement with academic resources to achieve the goal of improving grade-level performance and credit completion. Ongoing Training on MTSS and Student Support Strategies: Provide professional development for educators and staff aligned with Nevada's Professional Development Standards to enhance their ability to implement Multi-Tiered Systems of Support (MTSS) effectively. This training will focus on: Data-Driven Decision-Making: Training staff to analyze attendance, academic progress, and intervention effectiveness to personalize support for transfer students. (Aligned with NV PD Standards: Data, Outcomes, and Leadership).	Status Check		
	Oct	Jan	May
	In progress	No review	No review

Equity and Cultural Competency: Educating staff on strategies to support students from diverse backgrounds, ensuring equitable access to academic and behavioral support. (Aligned with NV PD Standards: Equity, Cultural Competency). Student Engagement and Intervention Techniques: Providing teachers with evidence-based strategies to increase engagement and retention among at-risk students, including trauma-informed practices and relationship-building techniques. (Aligned with NV PD Standards: Learning Designs, Implementation). Collaboration and Communication Training: Enhancing interdisciplinary collaboration between teachers, counselors, and academic support staff to ensure a coordinated approach in assisting transfer students. (Aligned with NV PD Standards: Learning Communities). Technology Integration for Student Monitoring: Training educators on using digital tools for tracking student attendance, participation, and academic performance, ensuring timely interventions. (Aligned with NV PD Standards: Resources, Implementation). Implementation: Quarterly professional development workshops focused on the above areas. Coaching and mentoring sessions for staff to refine intervention techniques. Collaborative professional learning communities (PLCs) to share best practices and problem-solve challenges. Position Responsible: Principal Evidence Level Level 1: Strong: Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for Educational Practice of the Science of Learning and Development. Applied Developmental Science. Level 2: Moderate: Gottfried, M. A. (2019). Chronic Absenteeism in the Classroom Context: Effects on Achievement. Urban Education. Problem Statements/Critical Root Cause: Student Success 2			
--	--	--	--

SMART Goal 2 Problem Statements:

Student Success
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.

Inquiry Area 1: Student Success

SMART Goal 3: Increase student engagement in postsecondary education and workforce readiness within two semesters by providing consistent career exploration, postsecondary planning, and access to college and career readiness support.

Aligns with District Goal

Formative Measures: Track student engagement in career exploration and postsecondary planning by monitoring participation in related activities, such as career fairs, workshops, and advising sessions. Aim for at least 80% student participation in these events by the end of the first semester. Success will be measured by achieving a 25% increase in students actively involved in postsecondary planning and workforce readiness activities by the end of the second semester.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To increase student engagement in postsecondary education and workforce readiness, implement consistent career exploration activities, including career fairs, workshops, and one-on-one advising sessions. Provide students with regular access to college and career readiness resources, ensuring all students participate in at least one postsecondary planning event per semester. Track participation data and gather feedback to continuously adjust and improve the support offered, aiming for greater student involvement and preparation for future opportunities. Action Steps: Career Exploration Activities: Schedule and organize at least one career fair, workshop, or guest speaker event each semester to expose students to various career paths and industries. Develop and distribute a calendar of career-related events to students at the beginning of each semester to encourage participation. Postsecondary Planning Sessions: Offer one-on-one advising sessions for students to discuss their postsecondary options, including college applications, vocational training, and workforce opportunities. Ensure all students complete a postsecondary planning worksheet by the end of the first semester, outlining their goals and next steps. Access to Resources: Provide students with access to a digital platform that offers resources such as scholarship databases, college application tools, job search engines, and career assessment tests. Ensure students have access to a career readiness toolkit that includes resume writing, interview preparation, and job-search strategies. Engagement Tracking: Create a tracking system to monitor student participation in career exploration and postsecondary planning events. Collect student feedback after each event to assess effectiveness and gather suggestions for improvement. Regular Check-ins and Support: Schedule regular follow-up meetings with students who attend events to offer additional guidance, answer questions, and support their postsecondary goals. Train staff and advisors on best practices for supporting students in their college and career readiness journey. Promotion and Communication: Promote career exploration and postsecondary planning events through school newsletters, posters, and social media to increase awareness and engagement. Encourage student participation through incentives such as certificates or recognition at school events. These action steps aim to provide students with consistent opportunities and guidance for career exploration and postsecondary planning while ensuring ongoing support and engagement throughout the process. Problem Statements/Critical Root Cause: Student Success 2	Status Check		
	Oct	Jan	May
	In progress	No review	No review

SMART Goal 3 Problem Statements:

Student Success
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.

Inquiry Area 1: Student Success

SMART Goal 4: By the end of the school year 2025-2026, at least 75% form 70% of special education students will demonstrate measurable growth in English Language Arts (ELA) and Mathematics, as evidenced by IEP goal progress and Edmentum performance testing, through the implementation of Multi-Tiered System of Supports (MTSS), inclusive instructional strategies, and targeted interventions.

Aligns with District Goal

Formative Measures: Progress will be tracked quarterly using IEP reviews, classroom-based assessments, and school data, ensuring equitable access to learning. This goal aligns with Nevada's State Performance Plan (SPP) and Annual Performance Report (APR) Indicator B-3, fostering an inclusive and equitable educational environment.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To improve special education student success ThrivePoint will implement a Multi-Tiered System of Supports (MTSS) with targeted small-group instruction, co-teaching, and assistive technology, while ensuring quarterly data-driven adjustments to instruction. Additionally, the school will enhance family engagement, professional development, and mental health support to address academic and social-emotional barriers, fostering an inclusive and equitable learning environment aligned with Nevada's APR Indicators. Action Steps: Strengthen Targeted Instruction & Intervention (MTSS Framework) Daily Small-Group Instruction: Provide intensive, small-group interventions in ELA and math, led by special education teachers, interventionists, or paraprofessionals within general education. Co-Teaching & Inclusion Support: Increase collaboration between general education and special education teachers through co-teaching models and push-in supports to promote an inclusive learning environment. Data-Driven Instruction: Utilize quarterly progress monitoring, adaptive assessment tools (e.g., Edmentum Growth), and student work analysis to adjust instructional strategies in real-time. Increase Access to Assistive Technology & Differentiation Provide speech-to-text, text-to-speech, audiobooks, and visual learning supports for students with reading difficulties. Implement personalized learning platforms (e.g., i-Ready, Khan Academy, Read&Write) that adapt to each student's academic level and learning style. Strengthen Family & Student Engagement Student-Led IEP Meetings: Encourage student involvement in setting and tracking their IEP goals to build self-advocacy skills. Parent Workshops & Resources: Provide families with training on IEP rights, progress monitoring, and at-home strategies to support student learning. Mentorship & Peer Support Programs: Pair special education students with peer mentors or staff advocates to provide academic and social-emotional guidance. Professional Development for Educators Ongoing Teacher Training: Ensure all educators receive training in differentiated instruction, and trauma-informed practices to better	Status Check		
	Oct	Jan	May
	In progress	No review	No review

support at-risk students. SPED-General Education Collaboration: Implement structured Professional Learning Communities (PLCs) where teachers can share strategies, review student progress, and adjust instructional practices. Address Social-Emotional Barriers to Learning Mental Health Support: Ensure at-risk students have access to mental health professionals, behavior interventionists, and social workers to address trauma, stress, and attendance issues. Restorative Practices & Behavioral Support Plans: Replace punitive discipline with restorative justice models and individualized behavior intervention plans (BIPs) to reduce suspensions and improve student engagement. Position Responsible: SPED Teachers Evidence Level Level 1: Strong: American Institutes for Research (AIR), & National Center on Intensive Intervention (NCII). (n.d.). Multi-Tiered System of Supports (MTSS) for students with disabilities. Level 2: Moderate: National Center on Accessible Educational Materials (AEM). (2019). Assistive technology and its impact on students with disabilities. Problem Statements/Critical Root Cause: Student Success 2 Resources and Funding Needed: - IDEA-B			
--	--	--	--

SMART Goal 4 Problem Statements:

Student Success
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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Increase staff proficiency in implementing the MTSS program, including both instructional and behavioral interventions within two semesters by providing targeted, focused professional development sessions that equip staff with the necessary skills and knowledge, ensuring all staff have equitable access to resources and support.

Aligns with District Goal

Formative Measures: Track staff proficiency in implementing the MTSS program by assessing participation in professional development sessions, with at least 90% of staff attending all required training sessions within the first semester. Measure the effectiveness of these sessions through pre- and post-training evaluations to gauge knowledge and skill improvement. Additionally, monitor the implementation of instructional and behavioral interventions in the classroom through regular observations and feedback, aiming for a 75% proficiency rate in MTSS practices by the end of the second semester.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To increase staff proficiency in implementing the MTSS program, provide targeted, focused professional development sessions that equip staff with the necessary skills and knowledge for both instructional and behavioral interventions. Ensure all staff have equitable access to resources, support, and ongoing coaching, while regularly monitoring their implementation of MTSS practices. Foster a collaborative learning environment where staff can share strategies, discuss challenges, and receive continuous feedback to improve their effectiveness in supporting all students. Action Steps: Professional Development Sessions: Schedule and organize focused professional development workshops on both instructional and behavioral interventions within the MTSS framework. Ensure sessions are spaced throughout the year to reinforce learning. Provide training on best practices, data-driven decision-making, and differentiated strategies within MTSS. Equitable Access to Resources: Distribute resource materials (e.g., MTSS handbooks, intervention strategies) to all staff, ensuring they have access to tools that support the implementation of MTSS. Set up an online platform for staff to access materials, recorded training sessions, and additional resources related to MTSS. Ongoing Coaching and Support: Pair teachers with experienced mentors or instructional coaches who can provide guidance and feedback on the implementation of MTSS practices. Schedule regular check-ins with staff to discuss their progress, challenges, and successes with implementing MTSS. Observation and Feedback: Conduct classroom observations to assess the implementation of instructional and behavioral interventions. Provide constructive feedback to staff to enhance their proficiency in using MTSS strategies. Use observation data to identify areas where additional support or training may be needed and adjust professional development	Status Check		
	Oct	Jan	May
	In progress	No review	No review

accordingly. Collaboration and Reflection: Organize monthly team meetings or professional learning communities (PLCs) where staff can collaborate, share experiences, and discuss the effectiveness of MTSS interventions. Encourage staff to reflect on their practices and set goals for improving their use of MTSS strategies. Evaluation and Adjustments: Conduct pre- and post-assessments to measure staff knowledge and skills before and after professional development sessions. Analyze student outcomes and MTSS implementation data regularly to ensure that interventions are being applied effectively and to adjust training as necessary. These action steps focus on providing targeted support, ongoing professional development, and fostering a collaborative culture to ensure that staff can effectively implement the MTSS program with both instructional and behavioral interventions. Position Responsible: Principal Evidence Level Level 1: Strong: Marzano, R. J. (2009). "Designing & Teaching Learning Goals & Objectives." Marzano Research Laboratory. Level 2: Moderate: Desimone, L. M. (2009). "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures." Educational Researcher, 38(3), 181-199. Problem Statements/Critical Root Cause: Adult Learning Culture 1			
---	--	--	--

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional development needs to be targeted and focused to implement MTSS program that includes instructional and behavioral interventions. Critical Root Cause: Lack of targeted and focused professional development that aligns with the specific needs of implementing the MTSS program, resulting in insufficient knowledge and skills among staff to effectively integrate both instructional and behavioral interventions for at-risk students.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: Increase instructional staff confidence and effectiveness in supporting at-risk students using MTSS from 70% to 75% within two semesters by providing targeted, ongoing professional learning opportunities that focus on evidence-based strategies, ensuring all staff feel equipped to support diverse student needs with equitable access to resources.

Aligns with District Goal

Formative Measures: Track instructional staff confidence and effectiveness in supporting at-risk students using MTSS through pre- and post-surveys, aiming for a 75% positive response rate on confidence in implementing evidence-based strategies by the end of the second semester. Monitor participation in professional learning opportunities, ensuring at least 90% staff attendance in all targeted sessions. Additionally, collect classroom observation data to assess the application of MTSS strategies, with a goal of seeing a 5% improvement in staff effectiveness as reflected in student outcomes and intervention success rates by the end of the second semester.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To increase instructional staff confidence and effectiveness in supporting at-risk students through MTSS, provide targeted and ongoing professional learning opportunities focused on evidence-based strategies. Ensure that all staff have equitable access to resources and continuous support, fostering a collaborative environment where staff can share best practices, receive feedback, and strengthen their skills. Regularly assess staff progress through surveys and observations to refine training and support, aiming to improve staff confidence and the impact of interventions on student outcomes. Action Steps: Professional Learning Sessions: Organize and schedule targeted, ongoing professional development sessions focused on evidence-based strategies for supporting at-risk students through MTSS. Ensure training includes practical, classroom-focused strategies for both instructional and behavioral interventions, with a focus on diverse student needs. Staff Participation and Engagement: Ensure 90% of instructional staff participate in all professional learning sessions by tracking attendance and engagement. Offer a variety of formats (in-person, virtual, self-paced) to accommodate different learning preferences and schedules. Resources and Support: Provide instructional staff with access to MTSS toolkits, instructional materials, and other resources to help implement evidence-based strategies in the classroom. Ensure ongoing access to digital resources and materials related to MTSS, including instructional videos, articles, and guides. Regular Feedback and Reflection: Conduct regular classroom observations to assess how effectively staff are implementing MTSS strategies, providing actionable feedback and suggestions for improvement. Encourage staff to engage in reflective practices after each session to identify strengths, challenges, and areas for growth. Collaboration and Peer Sharing:	Status Check		
	Oct	Jan	May
	In progress	No review	No review

Create opportunities for teachers to collaborate through professional learning communities (PLCs) or team meetings where they can share experiences, discuss challenges, and exchange best practices for supporting at-risk students. Facilitate peer coaching, where more experienced staff can mentor colleagues in implementing MTSS strategies effectively. Assessment and Adjustment: Use pre- and post-surveys to assess staff confidence in supporting at-risk students before and after professional learning sessions. Analyze student outcomes and MTSS implementation data to evaluate the effectiveness of the professional development and adjust strategies as necessary. Continuous Monitoring of Progress: Regularly track staff progress toward increasing confidence and effectiveness in implementing MTSS, aiming for a 75% positive response rate by the end of the second semester. Review feedback from staff and students on the success of interventions and make adjustments to professional development as needed to ensure all staff are well-equipped to support students. These action steps aim to provide consistent, targeted professional learning and support to increase staff confidence and effectiveness in using MTSS to support at-risk students. Position Responsible: Principal Evidence Level Level 1: Strong: Kraft, M. A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. Review of Education Problem Statements/Critical Root Cause: Adult Learning Culture 1			
--	--	--	--

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: Professional development needs to be targeted and focused to implement MTSS program that includes instructional and behavioral interventions. Critical Root Cause: Lack of targeted and focused professional development that aligns with the specific needs of implementing the MTSS program, resulting in insufficient knowledge and skills among staff to effectively integrate both instructional and behavioral interventions for at-risk students.

Inquiry Area 3: Connectedness

SMART Goal 1: Increase staff awareness and utilization of community partnerships from 70% to 75% within two semesters by providing training, resources, and best practices to help teachers autonomously connect students with the most relevant support services.

Aligns with District Goal

Formative Measures: Monitor staff awareness and utilization of community partnerships through pre- and post-training surveys, aiming for a 75% increase in staff knowledge about available resources by the end of the second semester. Track the number of student referrals to community support services, with a target of a 5% increase in the number of referrals each semester. Additionally, collect feedback from staff on their confidence and ability to independently connect students to relevant services, aiming for a 75% positive response rate by the end of the second semester.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To increase staff awareness and utilization of community partnerships, provide targeted training, resources, and best practices to empower teachers to autonomously connect students with relevant support services. Foster a collaborative environment where staff are equipped with the knowledge and tools needed to effectively identify and refer students to community resources. Regularly monitor progress through feedback and data tracking to ensure that staff are increasingly confident and successful in utilizing community partnerships to support student needs. Action Steps: Community Partnership Training: Organize training sessions to educate staff on the available community partnerships, resources, and services, ensuring they understand how to utilize them effectively to support students. Provide ongoing professional development on best practices for connecting students to appropriate community services, emphasizing autonomy and resourceful thinking. Resource Distribution: Create and distribute a comprehensive guide or digital resource that outlines the available community partnerships, the specific services offered, and how to access them. Ensure all staff have access to the guide and receive updates as new partnerships or services become available. Staff Collaboration and Best Practices Sharing: Hold regular team meetings or professional learning communities (PLCs) where staff can share their experiences and strategies for successfully connecting students to community resources. Facilitate peer mentoring or coaching sessions where experienced staff can help newer staff develop strategies for utilizing community partnerships effectively. Referral System Implementation: Establish a clear, simple process for teachers to refer students to community support services, ensuring it is easy to follow and understand.	Status Check		
	Oct	Jan	May
	In progress	No review	No review

Ensure all staff are familiar with the referral process and feel confident using it to connect students with relevant services. Monitoring and Tracking Utilization: Track the number of student referrals to community resources each semester and aim for a 5% increase in referrals. Collect data on staff confidence and knowledge of community resources through surveys before and after training sessions. Feedback and Continuous Improvement: Gather feedback from staff after each training session to assess the effectiveness of the training and identify areas for improvement. Use feedback from staff and community partners to refine training content and make adjustments to better meet staff needs. Assessing Progress: Conduct surveys and interviews to assess staff awareness and utilization of community partnerships, aiming for a 75% increase in staff confidence and knowledge by the end of the second semester. Analyze referral data and provide feedback to staff, celebrating successes and identifying areas for additional support or resources. Professional Development: To support staff in effectively utilizing community partnerships and resources, a comprehensive professional development plan aligned with Nevada's state standards will be implemented. This plan begins with quarterly training sessions designed to educate staff on the available community partnerships, resources, and services. These sessions will focus on best practices for connecting students to appropriate support services, promoting autonomy and resourceful thinking. The training aligns with Nevada PD Standards in Equity and Learning Communities. Position Responsible: Principal Evidence Level Level 1: Strong: Center for Responsive Schools. (2020). Best Practices for Implementing Community Partnerships: Building Effective Referrals and Support Systems. Retrieved from https://www.responsiveclassroom.org Problem Statements/Critical Root Cause: Connectedness 2			
--	--	--	--

SMART Goal 1 Problem Statements:

Connectedness
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.

Inquiry Area 3: Connectedness

SMART Goal 2: Increase student awareness of the importance of high school graduation and post-high school opportunities from 70% to 75% within two semesters by providing consistent exposure to career pathways, college planning, and real-world job experiences.

Aligns with District Goal

Formative Measures: Track student awareness of high school graduation and post-high school opportunities through pre- and post-surveys, aiming for a 75% increase in student understanding by the end of the second semester. Measure participation in career pathway activities, college planning sessions, and real-world job experiences, aiming for at least 80% student participation in these activities by the end of the first semester. Additionally, collect feedback from students regarding their knowledge of post-high school opportunities and career pathways, aiming for a 25% improvement in student self-reported awareness by the end of the second semester.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: To increase student awareness of the importance of high school graduation and post-high school opportunities, provide consistent exposure to career pathways, college planning, and real-world job experiences. Implement regular activities such as career fairs, workshops, and job shadowing opportunities, while ensuring all students have access to personalized guidance and resources. Continuously track participation and gather feedback to refine strategies, aiming to enhance student understanding and preparedness for post-high school success. Action Steps: Career Pathway Exposure: Organize career fairs, workshops, and guest speaker events to introduce students to various career pathways, industries, and job opportunities. Provide students with access to career assessments and resources that help them explore potential career interests and align them with their strengths. College Planning Sessions: Schedule college planning workshops where students can learn about the application process, financial aid, scholarships, and admission requirements. Offer one-on-one college advising sessions to support students in selecting appropriate postsecondary options based on their interests and goals. Real-World Job Experiences: Partner with local businesses and organizations to offer job shadowing, internships, and volunteer opportunities for students to gain hands-on experience in various fields. Create opportunities for students to participate in work-based learning activities, such as internships, apprenticeships, or cooperative education programs. Student Engagement Tracking: Track student participation in career pathway, college planning, and real-world job experience activities, aiming for at least 80% student	Status Check		
	Oct	Jan	May
	In progress	No review	No review

participation by the end of the first semester. Use tracking data to identify students who have not participated in these activities and offer additional support or incentives to encourage engagement. Feedback and Reflection: Collect feedback from students after each event or session to gauge their understanding of the material and their interest in further exploring post-high school opportunities. Use surveys and focus groups to assess student awareness and knowledge of graduation requirements, career pathways, and postsecondary options, aiming for a 25% improvement by the end of the second semester. Continuous Monitoring and Adjustment: Analyze feedback and participation data regularly to evaluate the effectiveness of activities and refine strategies as needed. Adjust content, formats, or delivery methods based on student feedback to ensure ongoing engagement and increased awareness of post-high school opportunities. Promotion and Communication: Promote upcoming career, college, and job-related activities through school newsletters, social media, and posters to increase student awareness and participation. Regularly communicate the importance of graduation and post-high school opportunities in school announcements, during advisory periods, and in academic counseling sessions. Professional Development: Provide professional development workshops for educators and staff that focus on aligning career pathway exploration and college planning with Nevada's state standards for college and career readiness. These workshops will ensure that educators understand the Nevada State Standards for Career and College Readiness and are equipped with the necessary tools to guide students effectively through their exploration of career options, college preparation, and job-related experiences. Position Responsible: Principal Evidence Level Level 1: Strong; Hughes, K. L. (2007). The Impact of Career Pathways Programs on the Transition to Postsecondary Education and Employment. Journal of Educational Psychology, 99(2), 175-189. U.S. Department of Education. (2016). Strengthening Career and Technical Education for the 21st Century Act: A Report on Career Pathways Implementation. Washington, D.C. Problem Statements/Critical Root Cause: Connectedness 2			
--	--	--	--

SMART Goal 2 Problem Statements:

Connectedness
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.

Inquiry Area 3: Connectedness

SMART Goal 3: Within two semesters, the school will implement a data-driven referral system and outreach strategy that proactively identifies and connects at least 75% of students in need of social-emotional and mental health support with available services, fostering meaningful connections and increasing student utilization of support resources by 50%, with a focus on equity by prioritizing outreach to historically underserved student groups.

Aligns with District Goal

Formative Measures: Within the first semester of implementation, the school will collect and analyze monthly data on the number of students identified through the referral system, the percentage of those students who engage with support services, and demographic trends to ensure equitable outreach. Progress will be assessed through student and staff surveys measuring awareness, accessibility, and perceptions of connectedness to refine the strategy as needed.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: The school will develop and implement a data-driven referral system and proactive outreach strategy that leverages early identification indicators, staff training, and student engagement initiatives to ensure timely and equitable access to social-emotional and mental health support. This strategy will focus on building trusted relationships, increasing awareness of available services, and reducing barriers to access, with an emphasis on historically underserved student groups. Regular data monitoring, feedback collection, and adjustments will be used to continuously improve outreach effectiveness and student connectedness. Action Steps: Develop a Data-Driven Referral System Identify key early warning indicators (e.g., attendance, behavior, academic performance, self-reports). Implement a system for tracking and analyzing student needs. Train staff on how to use the referral system effectively. Enhance Outreach and Awareness Efforts Launch a schoolwide awareness campaign about available mental health and support services. Create targeted outreach strategies for historically underserved student groups. Establish peer ambassador programs to encourage student-to-student support. Strengthen Staff and Student Capacity (Aligned with Nevada State Standards for Professional Development - NAC 391.564) Provide professional development for educators on trauma-informed practices, social-emotional learning (SEL), and student mental health, ensuring alignment with Nevada's Multi-Tiered System of Supports (MTSS) framework. Train counselors and support staff in proactive outreach and relationship-building techniques to improve student engagement and connectedness. Offer workshops and resources to help students self-identify when they need support and equip teachers with strategies to recognize and respond to student mental health concerns. Foster a Culture of Connectedness Organize regular wellness check-ins and advisory sessions focused on mental health.	Status Check		
	Oct	Jan	May

Develop mentorship programs that pair students with trusted adults. Create safe spaces where students can easily access support without stigma. Monitor Progress and Adjust Strategies Collect and analyze referral and utilization data monthly. Conduct student and staff surveys each semester to assess awareness, accessibility, and connectedness. Adjust outreach and support strategies based on feedback and data insights. Position Responsible: Principal Evidence Level Level 1: Strong: National Center for Safe Supportive Learning Environments (NCSSLE). (2019). Implementing School-Based Mental Health Services: Strategies and Resources. U.S. Department of Education. Retrieved from https://safesupportivelearning.ed.gov Level 2: Moderate: Collaborative for Academic, Social, and Emotional Learning (CASEL). (2021). Social-Emotional Learning and Mental Health Awareness in Schools. Retrieved from https://casel.org Problem Statements/Critical Root Cause: Connectedness 2	In progress	No review	No review
--	-------------	-----------	-----------

SMART Goal 3 Problem Statements:

Connectedness

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.

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

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

During the plan development stage our plan is made available to families, staff, and community members. We post drafts of it on our website, and we share with key stakeholders how they can access it and provide feedback on it. In addition to informing these stakeholders about everything, our committee also plans to meet to review the plan and make changes based on stakeholder feedback.

2.2: Regular monitoring and revision

Team members meet regularly to review student data (at least once every six weeks), and if student data and other key data points indicate that our goals are not accurate, then we schedule a meeting we call a strategic adhoc. This is a meeting outside of our normal meeting cadence we use when we have to make adjustments.

2.3: Available to parents and community in an understandable format and language

The plan is available as a pdf which can be opened across a wide array of devices. It is also available in a print copy if the parent and community members wish to come into the school and obtain a printed copy.

2.4: Opportunities for all children to meet State standards

Our plan supports all students and provides opportunities for them to meet state standards by:

1. We use coaches to make sure that students have almost daily interaction with an adult that is helping them to stay on track with their academic work.
2. Our teachers create personalized learning plans for each student so they are able to access lessons and curriculum at a pace and schedule that fits their needs.
3. We use testing data collected several times per year that is used to determine what gaps exist in student's learning.

2.5: Increased learning time and well-rounded education

As a program which prioritizes both personalized learning and mastery-based education, our model is tailored to provide students access to additional learning time and activities to help them master the content. Teachers have opportunities on an almost daily basis to examine student performance and assign additional/alternative coursework to students, and we also offer in-person support for students who need additional supervision or interactions.

2.6: Address needs of all students, particularly at-risk

Our model supports at-risk students because it is primarily accessed virtually. At-risk students often have life circumstances that remove them from the typical school day. Our curriculum and lessons are made available entirely online to accommodate these students. We also make our program available in person. This makes it possible for at-risk students access their lesson virtually when it fits their schedule and come in-person to receive targeted support.

3.1: Annually evaluate the schoolwide plan

Annually the committee comes together to review the school performance plan. The teachers and administrator will put together the necessary data. We will then walk through a data analysis protocol and discuss what elements worked and why.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our policies are created by our team of teachers, our administrator, partners from the Education Management Company, and members of the school community and governing board. Policies are typically drafted by one of these groups and then reviewed by others with opportunities for feedback before ultimately being presented to the governing board for ratification. Once the policies have been approved by the governing board they are made available on our website and are included in our parent/student handbook.

4.2: Offer flexible number of parent involvement meetings

We offer hybrid event options, allowing parents to join virtually if they cannot attend in person.

We also start the year with a concrete plan for involvement.

In addition to these regular meetings, we also conduct parent surveys to identify topics of interest and tailor events accordingly.

As part of our work to develop community partnerships we identify targeted community supports that interest our families such as community resources to provide childcare, transportation, or food at events to increase accessibility.

Plan Notes

03/18/2025: Please add your baseline data to this goal to demonstrate the projected increase to 75%, as it currently states.

Additionally, what is the state assessment performance that will specifically measure this goal? Please specify.

State that this goal is to be completed by SY 2025-2026. Thank you!

03/18/2025: While SPP/APR Indicator 3B (Proficiency rate for children with IEPs against grade-level academic achievement standards) is appropriate for this goal, 5B (Inside regular class less than 40% of the day) does not seem aligned as it not directly relates to the goal. Please provide clarification or delete this indicator if irrelevant.

03/17/2025: Please develop a Student Success goal specific to special education students. Complete the required components. Identify an APR alignment (with a specific letter/s, if applicable) and list it under Formative Measures.

Fund Source Budgets Tab: Remove the word "amount" and replace it with "0" or a different projected number.

School Funding Summary

General Funds					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,788,898.00
+/- Difference					\$2,788,898.00
AB 495					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
IDEA-B					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$35,588.00
+/- Difference					\$35,588.00
IDEA-b, Sect 619 EC					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Special Education EXN					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Special Education ESY					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$122,240.00
+/- Difference					\$122,240.00
Title I, 1003(a)					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,291.00
+/- Difference					\$2,291.00
Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title III - ELL					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$6,490.00
+/- Difference					\$6,490.00
Title III - Immigrant					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
McKinney-Vento					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Project Aware					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP ESSER (Includes Final One Third)					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

ARP ESSER CTE					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ARP Homeless					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	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					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Transportation Grant					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,000.00
+/- Difference					\$30,000.00
Other (Specify source name within the strategy)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Other (Specify source name within the strategy)					
Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,985,507.00
Grand Total Spent					\$0.00
+/- Difference					\$2,985,507.00