



ThrivePoint Academy of Utah Teacher and Student Success Framework 25-26

Pursuant to UCA 53G-7-1304 and the Teacher and Student Success Act, ThrivePoint Academy of Utah adopts the following framework to provide guidelines and processes for the development of a Teacher and Student Success Plan. The school's Director will develop a Plan in accordance with this framework and submit the Plan to the Board for approval. The Plan will be developed by integrating school-specific goals and criteria for improving the school's performance within the state accountability system.

ThrivePoint Academy of Utah's Plan goal shall be to improve school performance or student academic achievement and may contain any number of the following strategies:

1. personnel stipends for taking on additional responsibility outside of a typical work assignment;
2. professional learning;
3. additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
4. technology;
5. before- or after-school programs;
6. summer school programs;
7. community support programs or partnerships;
8. class size reduction strategies;
9. augmentation of existing programs;
10. any other strategy reasonably designed to improve school performance or student academic achievement.

Funding received pursuant to the ThrivePoint Academy of Utah's Plan may not be used:

1. to supplant funding for existing education programs;
2. for board or school-wide administration costs;
3. for capital expenditures.

The ThrivePoint Academy of Utah Executive Director shall submit this adopted framework to the State Board of Education and post this Framework and the Plan on the ThrivePoint Academy of Utah's website.

ThrivePoint Academy of Utah will use the Teacher and Student Success Act (TSSA) funding in the following manner:

- 44% TSSA funds will be used for teacher retention
- 46% of TSSA funds will be used for supplies and materials



- 10% of TSSA funds personnel stipends for taking on additional responsibility outside of a typical work assignment

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Goal Based on School Needs: With the end of year Edmentum, Reading Diagnostic assessment, students at ThrivePoint Academy of Utah in grades 7-12 will increase reading scores by 1% compared to the beginning of year Edmentum, Reading Diagnostic assessment.

Measurement: Edmentum Reading Diagnostic data

Action Steps:

- 1) Administer Edmentum Reading Diagnostic beginning August 12 to October 31.
- 2) Provide time for professional development on Multi Tiered Structured Support (MTSS) teams.
- 3) Provide time for MTSS teams to meet and discuss school-wide Edmentum, Reading Diagnostics assessment data. Teachers will focus on identifying struggling students and incorporating Tier 1 RTI steps and Tier 2 instruction to meet students' needs.
- 4) Monitor student progress from November 1 to February 1 using teacher observations, teacher created lessons, and end of unit assessments. Administer benchmark Edmentum Reading Diagnostic assessment.
- 5) Provide time for MTSS teams to meet, review and discuss data. MTSS teams will discuss effective teaching strategies and pedagogy for improving student proficiency in reading, adjust interventions and learning strategies.
- 6). Collect end of year data using Edmentum Reading Diagnostics from April 1 to May 10. MTSS teams will meet to review student progress and evaluate student proficiency and interventions.

NOTES:

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budget and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.

Board Approval Date