

Washoe County School District

Turning Point

2024-2025 School Performance Plan

Classification: Not Rated

Distinction Designations:

CSI
MRI



Value Statement

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). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/turning_point/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Summary

23-24 Reduction in student behavior

23-24 Graduated four students with standard diplomas

Turning Point serves grades 6-12 for students who have Individualized Education Programs (IEPs) for eligibility that affect behavior and their emotional and social adjustment. At this point in the 24-25 school year, Turning Point has nineteen students and twenty-three staff members, enabling students to have an environment of a 1:1 staff to student ratio in classes, passing, and arrival/departure times. Students are placed at Turning Point by IEP team (consisting of educators, parents, and service providers) decisions that meet the Individuals with Disabilities Education Act (IDEA) mandate to serve student education that is individualized and appropriate to the child's needs. Turning Point is the appropriate Least Restrictive Environment (LRE) placement for our students.

Student Success Strengths

Turning Point's students with emotional disturbance and other social maladjustments are challenged each day to function productively in school and in their families and community settings. Turning Point focuses on teaching Life Skills and Social and Emotional Skills through School Connect, Second Step, PAES Lab, and Life Skills classes, SMARTS Curriculum, and restorative circles to work to prepare the students for transition into a less restrictive environment. This is a challenge that the students meet with widely varying degrees of success. As students learn readiness for this step, their actions and success in academics and in behavior are rigorously tracked through daily points. They move through five levels of preparedness: Foundations, Integration, Personal Growth, Monitor, and Transition.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students at Turning Point average 14 years old and have been enrolled in school an average of 9 years. The number of years our students have been in Turning Point and other restrictive and non-comprehensive school sites average 4 years of their 9 years in school. **Critical Root Cause:** Our school schedule doesn't align well with other school schedules to accommodate sharing campus time. In ES, their behaviors are much more physically extreme- when they move into middle and high school, they come with many supports that may not be appropriate as they age. The school may be extending too many supports that are no longer age appropriate.

Adult Learning Culture

Adult Learning Culture Summary

Turning Point employs 23 staff consisting of a single set of core teachers for math, social studies, science, English, and 6th grade. Turning Point currently has three special educators who case manage IEPs, teach Life Skills, collaborate with core teachers in co-teaching, and teach social and emotional learning classes each day.

Turning Point has a full-time school counselor and a full-time mental health professional. They work with students individually each day and in counseling groups, several times per week. The mental health team coordinates with community providers and guardian teams to provide services to students and to compose Care Plans for each individual student to help staff meet student needs. Turning Point staff can benefit from collaboration about student learning modifications and IEPs to continue to find ways to support students and individual behaviors.

Adult Learning Culture Strengths

Staff care deeply about and work toward helping Turning Point's students succeed with academics and with life skills to prepare them for the future of their choice.

Weekly staff PLs

Daily Social Emotional Learning instruction for all students

Guidance lessons in collaboration with special education teachers and para-educators

Support staff works with students on daily point sheets, positive behavior interventions, assisting in academic instruction, behavior redirection

Regular MTSS team work

Shared Leadership teams (which include certified and classified staff) to problem-solve and work to facilitate the areas of: Discipline, Positive Behavior and Intervention Systems, Attendance, Staff Support, and Emergency Operations, including a Medical Emergency Response Team.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While teachers and classroom assistants have been successfully working to increase collaborative systemic approaches to lesson planning with other staff there is room for the establishment of a wider and consistent system. **Critical Root Cause:** Staff do not have common prep periods and each teacher is a singleton in their content area. The preponderance of professional learning and staff meeting time spent has been spent on behavior management and not academics. Small staff size limits staff's ability to meet the students' needs while completing their job responsibilities. This eats into collaboration time.

Connectedness

Connectedness Summary

Turning Point has many students who live at home with parents as well as many students who are in foster care. When a student is absent, the guardian/parent receives a personal phone call that day regarding the absence so the reason may be recorded and so the school may stay aware of barriers to attendance. Turning Point works closely with re engagement specialists, truancy, and MTSS student supports to help students get to school.

Connectedness Strengths

School personnel regularly reach out to parents of their advisory students.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Staff has perceived that parents are uninvolved in their students' education based on the low-level of engagement and infrequent conversations with parents regarding positive interactions. **Critical Root Cause:** Families often don't feel confident in their ability to connect meaningfully and can be difficult to reach; they may feel they can't support the academic needs of their students at home. Families have become conditioned to negative reports from school and they are reticent to be involved. Assistants feel a barrier to access parent contact because of IC restrictions.

Priority Problem Statements

Problem Statement 1: Students at Turning Point average 14 years old and have been enrolled in school an average of 9 years. The number of years our students have been in Turning Point and other restrictive and non-comprehensive school sites average 4 years of their 9 years in school.

Critical Root Cause 1: Our school schedule doesn't align well with other school schedules to accommodate sharing campus time. In ES, their behaviors are much more physically extreme- when they move into middle and high school, they come with many supports that may not be appropriate as they age. The school may be extending too many supports that are no longer age appropriate.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While teachers and classroom assistants have been successfully working to increase collaborative systemic approaches to lesson planning with other staff there is room for the establishment of a wider and consistent system.

Critical Root Cause 2: Staff do not have common prep periods and each teacher is a singleton in their content area. The preponderance of professional learning and staff meeting time spent has been spent on behavior management and not academics. Small staff size limits staff's ability to meet the students' needs while completing their job responsibilities. This eats into collaboration time.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Staff has perceived that parents are uninvolved in their students' education based on the low-level of engagement and infrequent conversations with parents regarding positive interactions.

Critical Root Cause 3: Families often don't feel confident in their ability to connect meaningfully and can be difficult to reach; they may feel they can't support the academic needs of their students at home. Families have become conditioned to negative reports from school and they are reticent to be involved. Assistants feel a barrier to access parent contact because of IC restrictions.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Homeless data
- Foster
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data
- Study of best practices

Goals

Goal 1: Student Success

Aligns with District Priority

Annual Performance Objective 1: Each student will receive a plan to build transitional skills that will assist them in preparing them for the LRE of their future.

Each student will move towards a successful transition to a comprehensive school or to graduation from Turning Point.

Evaluation Data Sources: Credit attainment, transitional plan movement

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: MTSS Transitional skills will be shown on individual students' point sheets and will be used to inform staff intervention decisions Administration staff * Staff will accurately mark points for transitional skills satisfactorily demonstrated and will be reviewed and used to inform success levels achieved by 100% of students Paraprofessional staff * Staff will consistently log minor behaviors in IC to inform planning decisions Students' stakeholders * Staff will accurately record behaviors on the Behavior Tracker iPads via Teams to inform intervention levels * MTSS Team will meet regularly and will assess current student needs and will communicate the needs/ plans to staff * Parent teacher conferences to support behavioral outcomes to inform transition preparedness * IEP goals crafted to include Goalbook resources to use in individualized intervention design * Continue to advocate for students to have post-graduation opportunities and resources regardless of high school diploma type earned * Institute a 5-minute warning at the end of each activity so students may prepare themselves for class change * Via individual conferences, provide information to students regarding the reasons they are placed here at Turning Point and document their plans for post-graduation * Provide students with additional instruction in personal financial literacy Formative Measures: Attendance, Behavioral data Position Responsible: Principal Student Groups This Strategy Targets: FRL, Students with Disabilities, Foster/Homeless, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Students at Turning Point average 14 years old and have been enrolled in school an average of 9 years. The number of years our students have been in Turning Point and other restrictive and non-comprehensive school sites average 4 years of their 9 years in school. **Critical Root Cause:** Our school schedule doesn't align well with other school schedules to accommodate sharing campus time. In ES, their behaviors are much more physically extreme- when they move into middle and high school, they come with many supports that may not be appropriate as they age. The school may be extending too many supports that are no longer age appropriate.

Goal 2: Adult Learning Culture

Aligns with District Priority

Annual Performance Objective 1: Create time and structure for cross-curricular lesson planning. Each week staff will collaborate on a lesson as measured by collected plans.

Evaluation Data Sources: Lesson plans

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Professions Learning Communities (PLCs)</p> <p>Develop a flow of PLC topics for teaching staff to utilize PLCs will address different grade levels of students present PLCS will create strategies for students of differing academic needs Teachers will regularly contact parents/guardians to consult regarding strategies that are successfully used at home for student Increase professional development opportunities for teachers to observe/collaborate with other teacher from their content areas</p> <p>Formative Measures: Staff will collaborate on a weekly lesson with a common theme, using their own content areas Rotate topics PLCs will use measures aligned to curriculum, instruction, and common assessments</p> <p>Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk</p> <p>- Evidence Level: Moderate</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>Problem Statement 1: While teachers and classroom assistants have been successfully working to increase collaborative systemic approaches to lesson planning with other staff there is room for the establishment of a wider and consistent system. Critical Root Cause: Staff do not have common prep periods and each teacher is a singleton in their content area. The preponderance of professional learning and staff meeting time spent has been spent on behavior management and not academics. Small staff size limits staff's ability to meet the students' needs while completing their job responsibilities. This eats into collaboration time.</p>

Goal 3: Connectedness

Aligns with District Priority

Annual Performance Objective 1: Staff perceives that parents might be hesitant to be involved in their students' education based on the low-level of engagement and infrequent conversations with parents regarding positive interactions.

Evaluation Data Sources: Parent contact logs

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL</p> <p>Ensure IC contacts are up to date Teachers will develop a systematic plan for reaching the parents of students in their advisories Parents will be encouraged by personal invitation to complete the Climate Survey Regularly remind parents that a computer kiosk is available for them to come in and use</p> <p>Formative Measures: Infinite Campus Contact logs</p> <p>Position Responsible: Principal</p> <p>Student Groups This Strategy Targets: At Risk - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>Problem Statement 1: Staff has perceived that parents are uninvolved in their students' education based on the low-level of engagement and infrequent conversations with parents regarding positive interactions. Critical Root Cause: Families often don't feel confident in their ability to connect meaningfully and can be difficult to reach; they may feel they can't support the academic needs of their students at home. Families have become conditioned to negative reports from school and they are reticent to be involved. Assistants feel a barrier to access parent contact because of IC restrictions.</p>

Schoolwide and Targeted Assistance Title I Elements

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

Weekly, staff meet for professional development and discuss strategies for the school and how to best serve the students via care plans, positive behavior interventions, academics, and school organization. Families are contacted frequently via phone and email regarding student progress. Parent of absent students receive a personal call the same day resulting in a conversation with the parent or the parent will receive a voice message if available. These actions impact the development of the School Performance Plan. Turning Point administrators regularly collaborate with correctional facilities/law enforcement personnel to determine and plan for meeting the needs of individual students.

2.2: Regular monitoring and revision

Weekly staff meetings during which school procedures, strengths, and areas for growth are discussed. Informal community discussions are always welcomed and encouraged whenever there is interaction with our community stakeholders. This is an ongoing deep listening process.

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

The School Performance Plan is available on the home page of the school website.

2.4: Opportunities for all children to meet State standards

Turning Point's students all receive tier one instruction in core subjects, an elective in PE if needed for credit attainment requirements, and daily instruction in social emotional learning. These opportunities are available every day in the students' class schedules giving them an opportunity to meet state standards. Title One funding assists providing all school supplies to students so economic difficulties will not infringe on the students' ability to receive an education that meets state standards.

2.5: Increased learning time and well-rounded education

Turning Point's students all receive tier one instruction in core subjects, an elective in PE if needed for credit attainment requirements, and daily instruction in social emotional learning. These opportunities are available every day in the students' class schedules giving them an opportunity to meet state standards. Title One funding assists providing all school supplies to students so economic difficulties will not infringe on the students' ability to receive an education that meets state standards.

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

Every student at Turning Point has an individualized educational program and has a very low ratio of adults to students so needs may be effectively met for our very high-needs students. All students receive tier one instruction in core subjects, an elective in PE if needed for credit attainment requirements, and daily instruction in social emotional learning. Families are invited to family engagement activities to come and meet with teachers and learn about student work. Turning Point utilizes Registered Behavior Technicians provided by the district MTSS department, Board Certified Behavior Analysts through the University Nevada Reno Behavior Educational and Consulting Services (BECS), and an extensive Positive Behavior Intervention System.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Our family and community engagement liaison, a Turning Point teacher, plans and coordinates family engagement activities in the fall and spring. Stipend hours available through Title One expand the team so other teachers are involved in the process as well.

4.2: Offer flexible number of parent involvement meetings

Administrators and counselors are available to meet with parents/guardians on an individual basis at anytime during the day. Two family engagement events are held after school hours each year. As Turning Point is a 100% special education environment and every student has an individual education plan, multiple IEP meetings may be held for each student each year. This gives the parents/guardians extended time with administration, teachers, and mental health professionals to discuss the needs of their child.