



## Washoe County School District

# Turning Point

### School Performance Plan: A Roadmap to Success

*Turning Point* has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

**Principal:** Claudia Bessette

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**Phone:** 775-337-7560

**School Designations:** xTitle I xCSI  TSI  TSI/ATSI

*Our SPP was last updated on 9/15/2023*



# School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Claudia Bessette	<b>Principal</b>
Bryce Ganes	<b>Assistant Principal</b>
Micheline Greenwell Ron Calvillo	<b>Teachers</b>
Kim Allison	<b>Paraprofessional</b>
Ray and Fatai Langi	<b>Parents</b>
Turning Point Seniors	<b>Student(s)</b> <i>(required for secondary schools)</i>
n/a	<b>Tribes/Tribal Orgs</b> <i>(if present in community)</i>
Erik Tjeltveit	<b>School Counselor</b>
<i>Add additional members/roles as necessary</i>	

# School Demographics and Performance Information

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/2023](http://nevadareportcard.nv.gov/DI/nv/washoe/turning_point/2023) (There is currently no rating due to COVID 19 event in 2020-2023.)

Alternative Performance Framework:

[http://nevadareportcard.nv.gov/DI/nv/washoe/turning\\_point/2023/nspf/](http://nevadareportcard.nv.gov/DI/nv/washoe/turning_point/2023/nspf/)



# School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

## Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>Reduction in behavior events</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and equipping students with individualized transitional skills so they may better function in less restrictive environments.</li> </ul>
<p><b>Problem Statement:</b></p> <p>The current 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. Our students have only attended school with non-disabled peers on average, 55% of their school years and have been, on average, not enrolled in schools with non-disabled peers for 45% of their school years. On average, nearly half of the school years of our students have been in a self-contained school environment with no exposure to and interaction with non-disabled peers.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"> <li>Our school schedule doesn't align well with other school schedules to accommodate sharing campus time.</li> <li>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 and the school is displaying the soft bigotry of low expectations.</li> <li>Staff may not be utilizing simple parent conferences with informal conversations that are outside of the IEP process. Teachers need to feel empowered to initiate contact.</li> </ul>	



## Student Success

**School Goal:** Each student will receive a plan to build transitional skills that will assist them in preparing them for the LRE of their future.

*(STIP= Statewide Plan for the Improvement of Pupils)*

**Formative Measures:**

- Create individualized transition goals for 100% of students by using behavioral data and consulting with the students, staff, and families/guardians/stakeholders
- Support the use and skill development of transitional skills via daily point sheet tracking and adult and peer feedback
- Reinforce the practice of using identified transitional schools 80-100% of each interaction with staff measured by staff completion and calculation of daily points
- BIG data reports
- IC data reports
- Absenteeism data
- Risk Index data

**Aligned to Nevada's STIP Goal:**

- STIP Goal 1     STIP Goal 2
- STIP Goal 3     STIP Goal 4
- STIP Goal 5     STIP Goal 6



**Improvement Strategy:** MTSS

**Evidence Level:** 2-3

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- Transitional skills will be shown on individual students' point sheets and will be used to inform intervention decisions
- 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
- Staff will consistently log minor behaviors in IC to inform planning decisions
- 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

**Resources Needed:** What resources do you need to implement this improvement strategy?

**Lead:** *Who is responsible for implementing this strategy?*

Teaching staff

Counseling/Mental Health staff

Administration staff

Paraprofessional staff

Students' stakeholders



- BECS data collection
- Updated point sheets
- Onsite mental health professionals to offer observations of students and input on strategies to help manage behaviors and help grow transitional skills
- BECS personnel presence to capture data and track progress toward transitional behaviors increase or decrease- train staff
- iPad for data capture
- Relationships with the vocational community
- Arrangement with other school sites for students to practice being in a larger environment
- Goal writing training from BECS and other district resources

**Challenges to Tackle:**

- How will staff teach transitional skills to students with consistency?
- How will staff devise standardized advisory lessons?
- *Potential Solution: Developing a plan to implement training for staff to improve skills in how to train and support students in learning transitional skills.*
- **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Title 1 funding, SPED funding, BECS funded MOU with WCSD, Paper Tutoring

**Resource Equity Supports<sup>1</sup>:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*

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<sup>1</sup> “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



*student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: n/a
- Support: n/a

**Foster/Homeless:**

- Challenge: Engagement, Attendance
- Support: Pair non-case manager teacher with a point person at foster home to communicate positives at least once/week

**Free and Reduced Lunch:**

- Challenge: n/a
- Support: n/a

**Migrant:**

- Challenge: n/a
- Support: n/a

**Racial/Ethnic Groups:**

- Challenge: n/a
- Support: n/a

**Students with IEPs:**

- Challenge: Aligning interventions with IEPs
- Support: Provide IEPs-At-A-Glance to teachers and student support staff; Case managers provide regular communication to teachers and student support staff regarding interventions, suggested individualized techniques, and modifications required



## Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"><li>• 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.</li><li>• Weekly staff PLs</li><li>• Regular MTSS team work</li></ul>	<ul style="list-style-type: none"><li>• Staff indicated in the 22-23 Climate survey that working in isolation has been the norm. Planning for student academics in PLCs has not been a regularly scheduled event or expectation.</li><li>• Craft agendas that create value and are relevant</li></ul>
<p><b>Problem Statement:</b> Teachers and classroom assistants have not had a systematic approach to lesson planning with other staff.</p> <p><b>Critical Root Causes of the Problem:</b></p> <ul style="list-style-type: none"><li>• PLCs have not been regularly and consistently scheduled or held</li><li>• Staff do not have common prep periods</li><li>• Each teacher is a singleton in their content area</li><li>• The preponderance of professional learning and staff meeting time spent has been spent on behavior management and not academics</li></ul>	
Adult Learning Culture	





**School Goal:** Create time and structure for cross-curricular lesson planning. Each week staff will collaborate on a lesson as measured by collected plans.

*(STIP= Statewide Plan for the Improvement of Pupils)*

**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

**Aligned to Nevada’s STIP Goal:**

- STIP Goal 1    x STIP Goal 2
- x STIP Goal 3    x STIP Goal 4
- x STIP Goal 5     STIP Goal 6

**Improvement Strategy:** Use PLC time meaningfully and with 100% of classroom and student support staff participating

**Evidence Level:** 2-3

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- 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

**Lead:** *Who is responsible for implementing this strategy?*

- Teaching staff
- Administration staff
- Paraprofessional staff



teacher from their content areas

- Regularly scheduled PLC embedded in Wednesday early release time

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- PLC schedule
- Opportunities for teachers to observe and collaborate with other teachers who share their content area

**Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Teachers commit to this regular collaborative practice
- Potential Solution: Support teachers with regularly scheduled time for this purpose

**Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General, Title, and SPED funds

**Resource Equity Supports:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

**English Learners**

- Challenge: n/a
- Support: n/a

**Foster/Homeless:**

- Challenge: n/a



- Support: n/a

**Free and Reduced Lunch:**

- Challenge: n/a
- Support: n/a

**Migrant:**

- Challenge: n/a
- Support: n/a

**Racial/Ethnic Groups:**

- Challenge: n/a
- Support: n/a

**Students with IEPs:**

- Challenge: Aligning interventions with IEPs
- Support: Provide IEPs-At-A-Glance to teachers and student support staff; Case managers provide regular communication to teachers and student support staff regarding interventions, suggested individualized techniques, and modifications required

### Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• A new tradition of school-wide student-led projects, two quarters per year, was begun last year. During the evening presentation of these projects, students did all the presentations and families members were all invited. Teachers and families mingled and enjoyed the hard work of the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and proactive parent communication remains a challenge. Frequently, parents/guardians are primarily hearing from school personnel if there has been a negative issue.</li> </ul>



**Problem Statement:** Staff perceives 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 Causes of the Problem:**

- Time management
- Families often don't feel confident in their ability to connect meaningfully
- Families can be difficult to reach
- Contact information may not be updated
- Parents feel they can't support the academic needs of their students
- Families have become so used to bad news they are reticent to be involved
- Assistants feel a barrier to access parent contact because of IC restrictions

**Connectedness**

**School Goal:** Turning Point will prioritize positive parent contact as measured by parent contact log and parent climate data. Turning Point will increase the number of parent responses by 50%.

**Formative Measures:**

- Create a plan that includes all staff members initiating positive contact with families

**Aligned to Nevada's STIP Goal:**

STIP Goal 1     STIP Goal 2

STIP Goal 3     STIP Goal 4



- Staff will partner with admin to ask for parent conferences.
- All staff will send positive postcards home
- Increase parent responses on Climate Survey

X STIP Goal 5    x STIP Goal 6

**Improvement Strategy:** SEL

**Evidence Level:** 2-3

**Action Steps:** *What steps do you need to take to implement this improvement strategy?*

- 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 Climate Survey
- Regularly remind parents that a computer kiosk is available for them to come in and use

**Resources Needed:** *What resources do you need to implement this improvement strategy?*

- Admin ensure that IC contacts are up to date
- Admin provide Turning Point logo postcards to each staff member to use for family contact
- Admin support an environment of Partnership with Parents/Guardians/Stakeholders

**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Getting families to attend events and meetings in-person*
- *Potential Solution: Ensure events include all members of a student's family (including foster*

**Lead:** *Who is responsible for implementing this strategy?*

Teaching staff

Counseling/Mental Health staff

Administration staff

Paraprofessional staff

Students' stakeholders



families) so this will not be a barrier

**Funding:** What funding sources can you use to pay for the improvement strategy(ies) associated with this goal?

- General, Title, and SPED funding

**Resource Equity Supports:** Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

**English Learners**

- Challenge: n/a
- Support: n/a

**Foster/Homeless:**

- Challenge: Family/guardian engagement, Attendance of families at events/conferences.
- Support: Issue personal invitations to parents via phone and email. Follow through and respond via personal contact

**Free and Reduced Lunch:**



- Challenge: n/a
- Support: n/a

**Migrant:**

- Challenge: n/a
- Support: n/a

**Racial/Ethnic Groups:**

- Challenge: n/a
- Support: n/a

**Students with IEPs:**

- Challenge: Family/guardian engagement outside of time spent together in IEP meetings or most contact time is spent addressing misbehavior
- Support: Communication and opportunities to involve families/ guardians via positive and personal contact; utilize CASEL materials to ensure staff are using relationship building skills.

## School Community Outreach

*This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.*

Outreach Activity	Date	Lessons Learned from the School Community
Fall Festival/Title 1 Night	October 18, 2023	<ul style="list-style-type: none"> <li>● <i>Add lessons learned after each outreach event.</i></li> </ul>