

Washoe County School District

Turning Point

2024-2025 Status Check with Notes



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

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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

Summative Evaluation: Continue

Next Year's Recommendation: Continue to refine process.

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		Jan  60% Apr  65% June  0%  100%	January Lessons Learned Staff is continuing to discuss in collaboration. January Next Steps/Need Continue to implement with fidelity. April Lessons Learned Staff-wide point system refresher was useful. Chunking points on sheet for time intervals is working well for tracking points earned for students and staff. Some staff have typed transition skills then paste them onto students' sheets each morning as part of the advisory process and it helps the students see the skills-goals clearly. Teachers have been discussing goals more frequently with students. Teachers use of the 5 Minute Warning strategy when students need to wrap-up i-Ready is helping students transition to next class activity more successfully. April Next Steps/Need More staff development needed on Minor Behaviors IC tab. June Lessons Learned June Next Steps/Need
		 Continue/Modify	 Discontinue

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

Summative Evaluation: Continue/Modify

Next Year's Recommendation: Continue to modify and refine scheduling for collaborative meetings.

Improvement Strategy 1 Details		Status Checks
Improvement Strategy 1: Professions Learning Communities (PLCs) 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 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 Position Responsible: Principal Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk - Evidence Level: Moderate Problem Statements/Critical Root Causes: Adult Learning Culture 1		Jan  45% Apr  65% June  0% January Lessons Learned Revise our staff shared student information spreadsheet with parent log. January Next Steps/Need Discuss reinstituting the home note. April Lessons Learned Teachers state that topics for early release training days have been relevant and have provided good tools for working with students. Post cards for students/parents offering positive feedback have been impacting positive changes in behavior April Next Steps/Need Rewards can be expanded to include more creativity and activities. June Lessons Learned June Next Steps/Need
0% No Progress 100% Accomplished		 Continue/Modify  Discontinue

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
- Summative Evaluation:** Continue
- Next Year's Recommendation:** Set up accountability system to ensure that staff are entering contact into shared Parent Contact Log.

Improvement Strategy 1 Details		Status Checks	
Improvement Strategy 1: SEL 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 Formative Measures: Infinite Campus Contact logs Position Responsible: Principal Student Groups This Strategy Targets: At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Connectedness 1		Jan 45%	January Lessons Learned Increase advisory teachers' positive parent contact. January Next Steps/Need Tech training for accessing Parent Contact Log. April Lessons Learned Staff is continues to plan the annual school-wide project based learning work.: Home Means Nevada: Voice of the Valley, Exploring Northern Nevada's Native Cultures.Students will present their poster board projects at the May Family Engagement event. Historically, the PBL presentation for Family Engagement has successsfully brought into the school many family members for a very positivie and encouraging experience as they see the good work their students have accomplished. April Next Steps/Need Despite many outreach attempts to parents via email, personal phone calls, paper flyers sent home, and student communication, Parent Climate Survey has remained an unengaging process for families. Parent engagement strategies need to be expanded to reach parents successsfully..
		June	June Lessons Learned June Next Steps/Need



No Progress



Accomplished



Continue/Modify



Discontinue