Washoe County School District

Turning Point

2025-2026 Status Checks 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/2025/nspf/

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Specific: 100% of students will receive a plan to build transitional skills that will assist them in preparing for teh LRE of their future.
Measurable: Students' plan are tracked daily through an extensive point system and data collection forms.
Attainable: Students regularly move through the system and successfully move on to comprehensive schools or to graduation from Turning Point.
Relevant: Students must be prepared to function in the real work, the least restrictive environments of their future lives.
Time-Bound: Turning Point can offer education to student up to their 22 birthday. Time must be spent productively and moved consistently towards acheiving this specific measure.

Aligns with District Goal

Formative Measures: Attendance, Behavioral data

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: MTSS **Position Responsible:** Principal **Evidence Level** Level 3: Promising: MTSS **Problem Statements/Critical Root Cause:** Student Success 1	**Nov:** Implemented **November Lessons Learned** We have not been utilizing the IC Minor Behavior tab as our data capture in MS Forms regarding ABC data has been more efficient and effective to utilize. The Minor Behavior tab is not a useful tool for the management and recording of behavior for our school. **November Next Steps/Need** Continue to tighten up the staff's understanding and use of ABC data capture as that is better suited to meet the needs or our students in their transition programs and readiness. Fine tune what situations we would need to use the Minor Behavior tab, if at all. **Feb:** Implemented **February Lessons Learned** We have continued staff discussion in whole staff PD on the collection/use of ABC data and connections to instruction. We have revised our collection format to better enable staff to accurately capture ABC data in real time. This is discussed regularly in staff PD and in association with university educational behavioral consultants. **February Next Steps/Need** Explore how to ensure that staff devices can easily utilize our ABC data capture form. Provide technical training where/when needed for staff t ensure quality and relevant data is collected. Teachers are using formatted lesson planning that includes Learning Intentions and Success Criteria, lesson materials and procedures, and accommodations for IEPs. These lesson plans are loaded online and monitored by admin. **May:** Implemented **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Create time and structure for cross-curricular lesson planning. Each week, all staff will collaborate on a lesson as measured by collected plans.

Specific: 100% of teachers participate in cross-curricular planning, involveing their content and the connections to social and emotional learning.
Measurable: Teachers and other staff participate weekly in staff professional learning or professional learning communities. These are calendared and communicated about in email, staff check-in meetings, and newsletters. Teachers are required to submit lesson plans that include: Learning Intentions, Success Criteria, Materials needed and methods, opening and closing activities.
Attainable: The district provides Early Release Wednesdays to enable staff time to participate in professional learning and planning.
Relevant: Staff must understand and design instruction suited to the unique needs of our students.
Time-Bound:Staff is expected to attend and participate in these weekly meetings. If they cannot make the meeting, they are expected to communicate why they can't attend and are expected to attend the following week without fail.

Aligns with District Goal

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

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Professions Learning Communities (PLCs) **Position Responsible:** Principal **Evidence Level** Level 2: Moderate: PLC's **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Nov:** In progress **November Lessons Learned** Teachers have a designated time in the school master schedule to teach Zones of Regulation. Curriculum for this program has not been utilized with regularity. **November Next Steps/Need** The teachers need more materials and training in Zones of Regulation to be able to implement it in their 6* classes, collaborate with planning and pacing, and share materials. **Feb:** Implemented **February Lessons Learned** Master schedule has been revised to included built-in time for Brain Breaks throughout the school day to enable students to more readily access academic time with the curriculum, as their needs for breaking up time with physical activity serves their acute needs and helps enable them to focus. These schedule revisions are critical to students being able to access the curriculum; procedures and expectations are thoroughly supplied to teachers via staff meetings, weekly newsletters, and frequent review. **February Next Steps/Need** Increase staff accountability for giving scheduled Brain Breaks four times/day and Zones of Regulation time in 6* each day. **May:** Implemented **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 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. All Teachers will create and develop a systematic plan for reaching the parents of their students in their Advisory class.

Specific: 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.
Measurable: All teachers will create and develop a system of weekly outreach to parents
Attainable: Teacher use email, phone, post-cards, and flyers sent home. School provides Connect-Ed outreach calls.
Relevant: Parents want positivie outcomes for their children in school but often may not feel the door is open to them.
Time-Bound: Parent outreach happens on a weekly basis at minimum once per week, often more.

Aligns with District Goal

Formative Measures: Infinite Campus
Contact logs

Improvement Strategy 1 Details	Status Checks
Improvement Strategy 1: Social Emotional Learning SEL **Position Responsible:** Principal **Evidence Level** Level 1: Strong: SEL **Problem Statements/Critical Root Cause:** Connectedness 1	**Nov:** Implemented **November Lessons Learned** Teachers are successfully communicating with parents. In the spring of 2026, Turning Point staff will personally reach out to parents to complete the Parent Climate Survey. **November Next Steps/Need** Staff meetings will include scheduling for outreach to parents, parents will be invited to complete the climate survey at the school if internet access is a concern for the parents. Parents may utilize the Title 1 parent computer station maintained at Turning Point. **Feb:** In progress **February Lessons Learned** Need to implement a more formal parent outreach plan. **February Next Steps/Need** FACE activity is increasing with parent conferences outside of school hours. Teachers are being offered more hours to participate outside of contract time for parent outreach. **May:** No review **May Lessons Learned** **May Next Steps/Need**