Washoe County School District

Turning Point

Classification: Not Rated

Accreditation Status:
Accredited

Title I, MRI, Special

2026-2027 School Improvement Plan

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Mission Statement

Turning Point is a self-contained program on a self-standing campus in the Washoe County School District (WCSD) in Reno, Nevada. It is a part of the continuum of services for students with individualized education programs.

Vision

The Turning Point program helps individual special needs children who have demonstrated significant behavioral regression in the least restrictive environment (LRE) on a middle school or high school campus, even with supplemental aids, services, modifications, and individual behavior plans.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Turning Point's students with emotional disturbance and other social maladjustment 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, ACT- Acceptance and Commitment Therapy, Curriculum, PAES Lab, and Life Skills classes, SMARTS Curriculum, and counseling group circles to work to prepare the students for transition into a less restrictive environment. This is a challenge that the students meet with 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 six+ levels of preparedness: Foundations, Integration, Personal Growth, Monitor, Link to Transition 1/ Link to Transition 2, and Transition.

Areas for Growth

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.

24-25 Attendance

While a portion of our students have excellent attendance, there are several who are chronically absent. Turning Point works with district truancy support to do home visits, complete frequent check-ins, and at times, provide transport to school. 100% of Turning Point students have related services of transportation in their IEPs, so we work with students and families to avail themselves of the daily bus services that transport students from their home door to the door of the school each day- and home again in the same process. Often, the chronic absence data is affected by students who are struggling to stay in class, even though they are on campus. Their attendance is marked OCOC (On Campus Out of Class). Teachers, paraeducators, and administrators work continuously with these students to return to class and continue their learning.

25-26

Reduction in major behavior events; reduction in out-of-school and in-school suspensions, successful transition of prepared students to a comprehensive campus to continue their educations in a less restrictive educational environment;

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A Turning Point currently has no English Learners enrolled

Student Group	Challenge	Solution
Foster/Homeless	Attendance	Outreach via Children in Transition (CIT) district supports, free transport on RTC, Transportation as a related service in students' IEPs, Personal phone call the same morning of a student's absence.
Free and Reduced Lunch	Poverty	100% of Turning Point's students receive breakfast and lunch at no charge. 100% of turning Point students have transportation accommodation in their IEPs and receive WCSD bus transportation. Turning Point staff connects students with community services such as various food banks and Project 150. Students receive additional transportation means at no charge to them through RTC.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	School engagement	SEL/counseling supports in counseling groups are provided to students every school day for 30 minutes. Individual counseling and therapy, provided by an in-staff licensed marriage and family therapist, is available each day on an as needed basis. School counseling is available each day on an as needed basis. All students receive Tier 1 instruction in Social Emotional Learning and group counseling each day for 30 minutes and extended small group and individualized counseling session with a school counselor and a licensed marriage and family therapist.

Student Group	Challenge	Solution
Students with IEPs	Disabilities interfering with engagement	SEL/counseling supports. All students receive Tier 1 instruction in Social Emotional Learning each day for 30 minutes and extended small group and individualized counseling session with a school counselor and a licensed marriage and family therapist. 100% of Turning Point students utilize a daily point sheet system that awards growth points based on the five domains of social emotional learning: Self-management, Social awareness, Awareness of others, Responsible decision making, and Relationship skills. The points they earn go toward material and action rewards. This point data is used to show growth towards a student's readiness to transition back to a comprehensive school.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Students at Turning Point range in grades 6-12 and UG and have had poor success in comprehensive school settings, resulting in their placement at Turning Point. Through many causes both organic and environmental, they come to Turning Point with many social skill deficits, ill-prepared to function successfully in a less restrictive environment.	Turning Point 6-12 School is challenged to provide skill development to students to prepare them for a less restrictive environment while also providing Tier 1 instruction as an accredited secondary school. Turning Point, as a school exclusively for students with special needs who have individualized education programs, is challenged to help students learn the skills needed to pursue normal life functions once they either graduate or leave school by their 22nd birthday. Either by organic or environmental factors that have delayed their functional social development, the students have to develop personal success skills on many different and individualized levels. Turning Point exists to assist these youth in developing functional social skills while attaining an appropriate academic education.

★ = Priority

Adult Learning Culture

Areas of Strength

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

Regular staff PLCs

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 in attendance, behavior, and academics.

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.

Per the 25-26 Staff Climate Survey, compared to the previous year, staff affirm a decrease in student behavior up 27 points to 33% positive; staff rates Fairness and Respect at Turning Point up 20 points to 88%; staff also rate Safety up 14 points to 86%.

Areas for Growth

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.

Turning Point administration needs to do more to assist staff in feeling supported in their needs as the 25-26 Climate Staff Survey showed only 71% answering favorably, down 18 points from the previous survey.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A Turning Point currently has no English learners enrolled

Student Group	Challenge	Solution
Foster/Homeless	Transportation/ Time for interaction	Flexible meeting times/ possible online meetings. Turning Point staff works closely with Foster families to communicate transportation needs and services, working closely with district transportation to reschedule and change routes/times if needed. These are ongoing conversations as need change for students.Turning Point works with staff of the Children in Transition (CIT) Department to stay abreast of students' needs and challenges.
Free and Reduced Lunch	Students' nutrition needs while at school.	Flexible meeting times/ possible online meetings. Turning Point staff works closely with families regarding needs for children in poverty. 100% of students receive breakfast and lunch at no charge
Migrant/Title1-C Eligible	N/A	N/A Turning Point does not currently have migrant students.
Racial/Ethnic Minorities	Time for personal, face to face interactions with parents.	Turning Point utilizes equitable disciplinary practices, staff professional development in every student's individual needs, and is working toward strengthening family partnerships for all families.
Students with IEPs	Meetings/Time for interaction	100% of Turning Point students have IEPs. We work with parents to find times that work for their schedules to meet. Often, parents meet via video or phone conferencing with the school team, who are in person together.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
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.	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.

★ = Priority

Connectedness

Areas of Strength

School personnel regularly reach out to parents of their advisory students. Teachers send home a positive post card each week to parents. Some students take home copies of their daily point sheets to share with their parents- particularly when the students has had a good day. This builds positive collaboration between school and home.

Areas for Growth

Turning Point has many students who live at home with parents as well as many students who are in foster care or group homes. 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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A Turning Point currently has no English Language Learners.
Foster/Homeless	Ability to receive communication	Use varied means: phone, ConnectEd, email, home notes, positive post cards sent home to parents each week from staff.
Free and Reduced Lunch	Ability to receive communication	100% of Turning Point students receive breakfast and lunch at no charge. The school uses varied means to contact families with resources and information via: personal phone calls, ConnectEd, email, home notes. Often, we are not able to leave voice messages via phone, so a variety of methods are employed.
Migrant/Title1-C Eligible	N/A	N/A Turning Point currently does not have an migrant students.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Ability to receive communication	Flexible meeting times/ possible online meetings. Student members of tribes tend to live much farther away than other students if they reside on reservation land, so online meeting attendance helps parent to not have to drive far distances and take time significant time off work to meet with the school
Students with IEPs	Ability to receive communication	100% of Turning Point students have IEPs. The school works to offer flexible meeting times/ possible online meetings. Students live all over Washoe County as we are not a school that receives students by zoning, so online meeting attendance helps parent to not have to drive far distances and take time significant time off work to meet with the school

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
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.	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

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Students at Turning Point range in grades 6-12 and UG and have had poor success in comprehensive school settings, resulting in their placement at Turning Point. Through many causes both organic and environmental, they come to Turning Point with many social skill deficits, ill-prepared to function successfully in a less restrictive environment.	Turning Point 6-12 School is challenged to provide skill development to students to prepare them for a less restrictive environment while also providing Tier 1 instruction as an accredited secondary school. Turning Point, as a school exclusively for students with special needs who have individualized education programs, is challenged to help students learn the skills needed to pursue normal life functions once they either graduate or leave school by their 22nd birthday. Either by organic or environmental factors that have delayed their functional social development, the students have to develop personal success skills on many different and individualized levels. Turning Point exists to assist these youth in developing functional social skills while attaining an appropriate academic education.
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.	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.
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.	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

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **College and career readiness data**
- [x] **Course Offerings**
- [x] **Credit Sufficiency/Deficiency/Retrieval data**
- [x] **Criterion-Referenced Test in Mathematics**
- [x] **Criterion-Referenced Test in Science**
- [x] **Grades**
- [x] **Graduation rates/GED/HiSET data**
- [x] **Local benchmark, common assessments, diagnostic assessments, or interim assessments data**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **MyPath**
- [x] **Nevada Alternate Assessment (NAA)**
- [x] **SAT, ACT, PSAT or ASPIRE**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Student failure and/or retention rates**
- [x] **Tier I Instructional Materials Assessments**
- [x] **Transition Data**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Class size averages by grade and subject**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**

- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Study of best practices**
- [x] **Teacher evaluation**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Demographic data**
- [x] **Enrollment**
- [x] **Enrollment trends**
- [x] **PBIS/MTSS data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Violence and/or violence prevention records**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Specific: 100% of Turning Point students will participate in counseling groups and all school assemblies to increase fluidity in the practice of using social skills.
Measurable: Counseling groups will be held 30 minutes each school day. All student assemblies will be held 1x/month.
Attainable: Counseling groups and assemblies will be scheduled in the daily enrichment classes.
Relevant: Students are placed at Turning Point due to disturbance in emotional and/or behavior regulation. These opportunities to practice the social skills they are learning will help prepare them to be successful in the LRE (least restrictive environment) of their futures.
Time-Bound: The school master calendar provides a 30 minute enrichment each period in which all students are enrolled. This time frame is utilized for the daily counseling groups and assemblies.

Formative Measures: Attendance, Behavioral data, examination of master schedule to meet needs of students.

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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	Principal	SY 2026-27	

Position Responsible: Principal

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Students at Turning Point range in grades 6-12 and UG and have had poor success in comprehensive school settings, resulting in their placement at Turning Point. Through many causes both organic and environmental, they come to Turning Point with many social skill deficits, ill-prepared to function successfully in a less restrictive environment.	Turning Point 6-12 School is challenged to provide skill development to students to prepare them for a less restrictive environment while also providing Tier 1 instruction as an accredited secondary school. Turning Point, as a school exclusively for students with special needs who have individualized education programs, is challenged to help students learn the skills needed to pursue normal life functions once they either graduate or leave school by their 22nd birthday. Either by organic or environmental factors that have delayed their functional social development, the students have to develop personal success skills on many different and individualized levels. Turning Point exists to assist these youth in developing functional social skills while attaining an appropriate academic education.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

100% of Turning Point's students have Individualized Education Programs for behavioral and emotional disturbance and were place here by IEP team decisions from their comprehensive home schools,.

Specific: Turning Point processes and procedures will be improved to make 100% of students' IEP goals, accommodations, and other at-a-glance documents more transparent and readily available to 100% of classroom staff members, including teaches and classroom paraeducators.
Measurable: 100% of each student's IEP at-a-glance, behavior intervention plans, care plans, and other documents delineating goals and objectives for student growth will be distributed to 100% of classroom staff members as these documents are available and updated.
Attainable: Case managers, counseling staff, and administrators access these documents as they are attached to each student enrolled,
Relevant: Classroom staff need to be acutely aware of students' goals, accommodations, needs, and behavior plans to help the students get what they need.
Time-Bound: These documents will be distributed to classroom staff once the documents have been finalized and properly recorded, post-revision.

Formative Measures: Recorded distribution schedule, staff learning on contents of these documents provided by case managers, counseling staff, related service providers, and administration.

Improvement Strategy 1

Professions Learning Communities (PLCs)

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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	Principal	SY 2026-27	

Position Responsible: Principal

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	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.

Inquiry Area 3

Connectedness

SMART Goal 1

Every Turning Point students is enrolled in an Advisory period with a certified teacher.

Specific: Staff will contact parents/guardians with positive news.
Measurable:100% of advisory teacher staff will make this contact with every parent of their advisory student and will record the calls/contacts on the Turning Point contact log live sheet for every student. This contact log is shared document for all teaching and administrative staff.
Attainable: The staff have available to them Excel sheets, Turning Point postcards, Class DOJO, school phones, and scheduled time in their daily schedules to make outreach.
Relevant: parents will be encouraged to partner with their child's school.
Time-Bound: An outreach is to be completed by the student's advisory teacher and case manager 2x/ month. The contact log will be reviewed monthly to ensure advisory staff are contacting all parents of their advisory students.

Formative Measures: Infinite Campus
Contact logs

Improvement Strategy 1

Social Emotional Learning SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	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	Principal	SY 2026-27	

Position Responsible: Principal

Evidence Level

Level 1: Strong:
SEL

Problem Statements: Connectedness 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
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.	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.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

FOR ALL TITLE I ELEMENTS, PLEASE SEE ATTACHED ADENDUM.

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 and is maintained and improved regularly.

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 and daily instruction in social emotional learning with social practice opportunities as they advance in their personal transition plans. 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 and daily instruction in social emotional learning with social practice opportunities as they advance in their personal transition plans. 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 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 district provision, and an extensive Positive Behavior Intervention System. Title 1 funded professional development for administrators to attend conferences such as Innovative Schools Summit and National Association for Family, School, and Community Engagement.

3.1 Annually evaluate the schoolwide plan

The SIP team meets at regularly scheduled intervals to review and edit the plan documents.

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. Our FACE liaison works with the mental health professional and school counselor to reach out to and schedule home visits. 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. Turning Point is offering every family a flexible home visit after school hours and at a location and time convenient for the family.

5.1 Determine which students will be served by following local policy

100% of students are served.

Plan Notes

Plan Notes

Hold regular SIP team meetings to review and update.

Community Outreach Activities

Activity	Date	Lesson Learned
Family Night Harvest Fall Festival	September, 2026	Personal outreach to families is more effective than spammed widely distributed announcements.

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.