



Elko County School District
Carlin Combined Schools
2021-2022 School Performance Plan:
A Roadmap to Success

Carlin Combined Schools has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to TW Cunningham for more information.

Principal: TW Cunningham
School Website: <https://carlin.ecsdnv.net/Home>
Email: tcunning@ecsdnv.net
Phone: 775-754-6317

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Carlin Elementary Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	230	1.74%	0.87%	13.04%	0.00%	81.30%	0.43%	2.61%	15.22%	0.00%	51.74%
District	10,247	5.85%	0.77%	31.39%	0.85%	58.50%	0.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.80%

Carlin Middle School Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	48	4.17%	0.00%	16.67%	0.00%	72.92%	2.08%	4.17%	0.00%	0.00%	39.58%
District	10,247	5.85%	0.77%	31.39%	0.85%	58.50%	0.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.80%

Carlin High School Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	72	2.78%	1.39%	12.05%	2.78%	79.17%	1.39%	0.00%	23.61%	0.00%	43.06%
District	10,247	5.85%	0.77%	31.39%	0.85%	58.50%	0.35%	2.29%	12.85%	9.93%	44.45%
State	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.80%



Carlin Elementary Student Performance Data										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	25.2%	64.0%	32.4%	31.8%	46.5%	34.2%	16.1%	N/A	N/A
	District	37.2%	51.0%	34.5%	46.1%	51.0%	48.9%	21.2%	9.32%	43.1%
2019	School	25.2%	64.0%	32.4%	31.8%	46.5%	34.2%	16.1%	N/A	N/A
	District	37.2%	51.0%	34.5%	46.1%	51.0%	48.9%	21.2%	9.32%	43.1%
2020	School	16.8%	66%	22.8%	33.3%	58.0%	48.5%	5.0%	N/A	N/A
	District	25.6%	TBD	30.5%	37.3%	TBD	45.6%	13.4%	TBD	TBD

Carlin Middle School Student Performance Data										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	8.7%	30.0%	10.0%	38.0%	42.0%	40.0%	13.6%	N/A	N/A
	District	29.1%	48.0%	29.0%	41.3%	46.0%	41.6%	31.9%	11.27%	31.9%
2019	School	8.7%	30.0%	10.0%	38.00%	42.0%	40.0%	13.6%	N/A	N/A
	District	29.1%	48.0%	29.0%	41.3%	46.0%	41.6%	31.9%	11.27%	31.9%
2020	School	19.1%	82.0%	23.0%	39.1%	69.5%	52.6%	38.0%	N/A	N/A



	District	16.8%	TBD	19.6%	39.6%	TBD	43.0%	36.4%	TBD	TBD
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Carlin High School Student Performance Data										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	8.3%	N/A	N/A	33.3%	N/A	N/A	28.5%	N/A	N/A
	District	20.9%	N/A	N/A	43.1%	N/A	N/A	27.4%	11.27%	17.9%
2019	School	8.3%	N/A	N/A	33.3%	N/A	N/A	28.5%	N/A	N/A
	District	20.9%	N/A	N/A	43.1%	N/A	N/A	27.4%	11.27%	17.9%
2020	School	13.3%	N/A	N/A	21.4%	N/A	N/A	36.8%	N/A	N/A
	District	20.6%	N/A	N/A	38.3%	N/A	N/A	25.0%	TBD	TBD

4 Year ACGR			
	Grad Rate 2018-2019	Grad Rate 2019-2020	Grad Rate 2020-2021
School	100.0%	75.0%	76.9%
District	91.8%	83.8%	82.4%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
Carlin ES	408	380	372
Carlin MS	379	355	340
Carlin HS	371	359	332
District	380	361	347



School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
TW Cunningham	Principal(s) <i>(required)</i>
Jesse Sabo	Other School Leader(s)/Administrator(s) <i>(required)</i>
Allison Coppinger, Amanda McKinnon, Brad Logue, Karleighn Goodale, Maria Ruiz	Teacher(s) <i>(required)</i>
Kimra Doxey	Paraprofessional(s) <i>(required)</i>
Giuliana Micheli	Parent(s) <i>(required)</i>
Danyel Micheli	Student(s) <i>(required for secondary schools)</i>
N/A	Tribes/Tribal Orgs <i>(if present in community)</i>
N/A	Specialized Instructional Support Personnel <i>(if appropriate)</i>

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2	9/9/21 4:00 p.m.	18	<ul style="list-style-type: none"> Improving in all areas of testing is a priority. Staff want to work together as a campus to achieve self-management SEL goals. Grade levels will have to differentiate, but all students need



								<p>instruction and support in self-management.</p> <ul style="list-style-type: none"> • Staff need help from our community and parents to help achieve academic and SEL goals. • Student attendance presents a challenge to achieving goals across the board • Staff want to work on engagement to improve instruction and encourage attendance • Staff want to engage students in more metacognition

Message Builder	Carlin Elementary School	CIP Event 2	Cunningham, TW	09/08/2021 3:03 PM	09/08/2021 3:03 PM	28901628	
Sent	Message Builder	Carlin Jr High School	CIP Event 2	Cunningham, TW	09/08/2021 3:02 PM	09/08/2021 3:02 PM	28901608
Sent	Message Builder	Carlin High School	CIP Event 2	Cunningham, TW	09/08/2021 3:01 PM	09/08/2021 3:01 PM	28901570
Sent	Staff	Carlin High School	Test -- Test Message	Cunningham, TW	09/08/2021 12:19 PM	09/08/2021 12:19 PM	28899074
Sent	Message Builder	Carlin Elementary School	CIP Event 2	Cunningham, TW	09/07/2021 2:48 PM	09/07/2021 2:48 PM	28887106
Sent	Message Builder	Carlin Jr High School	CIP Event 2	Cunningham, TW	09/07/2021 2:47 PM	09/07/2021 2:47 PM	28887088
Sent	Message Builder	Carlin High School	CIP Event 2	Cunningham, TW	09/07/2021 2:46 PM	09/07/2021 2:46 PM	2888705

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<p>Elementary Math SBAC - 16.8% ELA SBAC - 33.3% Science SBAC – 5%</p> <p>Middle Math SBAC - 19.1% ELA SBAC - 39.1% Science SBAC – 38%</p>	<p>Elementary (Strongly Agree, Agree, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> Getting through something even when I feel frustrated. (12% 32% 44% 12%) Finishing tasks even if they are hard for me. (3% 47% 44% 6%) Doing my schoolwork even when I do not feel like it. (32% 50% 9% 9%) 	<p>School Library Sample BR-199 Lexile (Approx. Grades K-1): 1.4% 200-349 Lexile (Approx. Grade 2): 3.8% 350-499 Lexile (Approx. Grade 2): 13.6% 500-674 Lexile (Approx. Grade 3): 35.4% 675-909 Lexile (Approx. Grades 3-5): 33.9% 910-1299 Lexile (Approx. Grades 5-12): 11.9% 1300+ Lexile (Approx. Grade 12): .008%</p>
	<p>High Math SBAC - 13.3% ELA SBAC - 21.4% Science SBAC – 37%</p>	<p>Middle (Strongly Agree, Agree, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> Getting through something even when I feel frustrated. (2% 27% 51% 20%) Finishing tasks even if they are hard for me. (2% 27% 62% 9%) Doing my schoolwork even when I do not feel like it. (0% 34% 45% 20%) <p>High (Strongly Agree, Agree, Disagree, Strongly Disagree)</p>	



		Disagree) 1. Getting through something even when I feel frustrated. (9% 29% 47% 15%) 2. Finishing tasks even if they are hard for me. (2% 38% 53% 7%) 3. Doing my schoolwork even when I do not feel like it. (7% 29% 55% 9%)	
Problem Statement	Low ELA & Math scores and lowest SCEL scores need to be addressed.		
Critical Root Causes	Online learning, Tests do not accurately reflect knowledge or learning, Students behind more than 1 grade level makes it hard to ever catch up, Relationship between consequence and purpose, Culture of Poverty Ruby Payne author, Need volunteers back, Need SIT process, Need personnel for interventions, Admin in classroom more, Data to drive instruction.		

Part B

Student Success	
<p>School Goal:</p> <p>School Goal 1 - Student proficiency in ELA will improve yearly as measured by State and District assessments listed below for the 2021-2022 school year.</p> <p>-- 1.1 MAP - Increase the percentage of students scoring at or above the 41st percentile on the Reading and Language assessments as measured by the spring administration</p> <p>-- 1.2 SBAC - Increase the percentage of students scoring a 3 or higher on the ELA assessment</p>	<p>Aligned to Nevada's STIP Goal:</p> <p>STIP Goal 3 – All students experience continued academic growth.</p> <p>STIP Goal 4 – All students graduate future-ready and globally prepared for postsecondary success and civic life.</p> <p>STIP Goal 6 – All students and adults learn and work together in safe environments where identities and relationships are valued</p>



<p>-- 1.3 ACT - Increase the percentage of students scoring 18 or higher on the English assessment</p> <p>School Goal 2 - Student proficiency in STEAM will improve yearly as measured by State and District assessments listed below for the 2021-2022 school year.</p> <p>-- 2.1 MAP - Increase the percentage of students scoring at or above the 41st percentile on the math assessments</p> <p>-- 2.2 SBAC - Increase the percentage of students scoring a 3 or higher on the math assessment</p> <p>-- 2.3 ACT - Increase the percentage of students scoring 22 or higher on the math assessment</p> <p>-- 2.4 State Science Assessment - increase the percentage of students scoring a 3 or higher on the Science assessment</p>	and celebrated.
<p>Improvement Strategy: Tutoring before and after school</p> <p>Evidence Level 3</p>	
<p>Intended Outcomes: To work with students and staff to create a culture of learning and improve achievement in Math & ELA</p>	
<p>Action Steps:</p>	



- *Determine what financial resources are available.*
- *Identify timeline for starting Homework Club and guidelines for documentation*
- *Identify specific students needing support.*

- *Work with teachers of record to set up schedule/tracker.*
- *Have teachers identify what success looks like for students in Homework Club*

Resources Needed:

- *Budget for tutoring*
- *Recruitment and hiring plan*

Challenges to Tackle:

- *Finding financial resources given limited budget*
- *Setting up on a short timeline*
- *Student Resistance*
- *Teacher working relationship*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: Provides another access point and point of contact for parents and students to get additional support. PTSO will help get students signed up. Morning times are being offered to help students who show up early for school breakfast.

Migrant: N/A

Racial/Ethnic Minorities: Provides another access point and point of contact for parents and students to get additional support



Students with IEPs: Provides another access point and point of contact for parents and students to get additional support. SPED teacher is part of Homework Club and reaching out to parents personally to invited students to receive extra help. Secondary students on IEPs have a study skills class where they receive support in their General Education Classes. Lunch support is also offered to secondary students.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Tier 1 goals and vertical alignment Data driven instruction	Admin in classrooms/ Walkthrough Formats	SIT and Intervention Reviews NEPF Observations & Evaluations
Problem Statement	The loss of former professional development coach has led to a gap in adult learning.		
Critical Root Causes	Relationship between consequence and purpose, Culture of Poverty Ruby Payne author, Need volunteers back, Need SIT process, Need personnel for interventions, Admin in classroom more, Data to drive instruction, School-wide PD focus and follow-up.		

Part B

Adult Learning Culture	
<p>School Goal: To improve student outcomes and Tier 1 instruction through professional development through Curriculum Associates and other methods as needed for the 2021-2022 school year.</p>	<p>STIP Connection: STIP Goal 6 – All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>



Improvement Strategy: I-ready training and curriculum for Math 3 X per year

Other PD as needed

Evidence Level 3

Intended Outcomes: Improve Math scores through utilization of I-ready curriculum and training

Action Steps:

- *PD provided by curriculum associates 3x per year*
- *August 28th PD Success on Diagnostic 1*
- *October 14th PD After the Diagnostic*
- *3rd future PD TBA*

Resources Needed:

- **Funding**
- **Subs for Professional development**
- **Time**

Challenges to Tackle:

- **New learning curve**
- **Staff Resistance to change**
- **Student resistance to change**

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: Additional learning games and 24 hour access to math materials and support at current grade level is available.



Teachers will check in with these students to monitor usage at home and the school community will support student access to WiFi.

Migrant: N/A

Racial/Ethnic Minorities: Additional learning games and 24 hour access to math materials and support at current grade level is available.

Students with IEPs: Additional learning games and 24 hour access to math materials and support at current grade level is available. SPED teachers will check in with students and families to help them access the materials and supports most appropriate to their learning needs and current levels.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<p>Elementary (Strongly Agree, Agree, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> 1. Teachers understand my problems. (18% 50% 21% 12%) 2. Teachers are available when I need to talk with them. (41% 56% 3% 0%) 3. It is easy to talk with teachers at this school. (35% 32% 26% 6%) 4. My teachers care about me. (65% 32% 0% 3%) 5. My teachers make me feel good about myself. (29% 62% 9% 0%) 6. Students respect one another. (21% 56% 18% 6%) 7. Students like one another. (21% 	<p>Original SEL Climate Survey Questions for Relationships.</p> <ol style="list-style-type: none"> 1. Teachers understand my problems. 2. Teachers are available when I need to talk with them. 3. It is easy to talk with teachers at this school. 4. My teachers care about me. 5. My teachers make me feel good about myself. 6. Students respect one another. 7. Students like one another. 8. If I am absent, there is a teacher or some other adult at school that will notice my absence. 	<p>Original SEL Climate Survey Questions for Relationships.</p> <ol style="list-style-type: none"> 1. Teachers understand my problems. 2. Teachers are available when I need to talk with them. 3. It is easy to talk with teachers at this school. 4. My teachers care about me. 5. My teachers make me feel good about myself. 6. Students respect one another. 7. Students like one another. 8. If I am absent, there is a teacher or some other adult



	<p>56% 18% 6%)</p> <p>8. If I am absent, there is a teacher or some other adult at school that will notice my absence. (56% 38% 3% 3%)</p> <p>Middle (Strongly Agree, Agree, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> Teachers understand my problems. (9% 42% 38% 11%) Teachers are available when I need to talk with them. (27% 60% 9% 4%) It is easy to talk with teachers at this school. (20% 47% 27% 7%) My teachers care about me. (40% 47% 11% 2%) My teachers make me feel good about myself. (27% 51% 20% 2%) Students respect one another. (13% 42% 36% 9%) Students like one another. (7% 44% 36% 13%) If I am absent, there is a teacher or some other adult at school that will notice my absence. (33% 62% 2% 2%) <p>High (Strongly Agree, Agree, Disagree, Strongly Disagree)</p> <ol style="list-style-type: none"> Teachers understand my problems. (7% 64% 22% 7%) 	<p>Possible Staff Questions</p> <ol style="list-style-type: none"> Administrators understand my problems. My colleagues understand my problems. Administrators are available when I need to talk with them. My colleagues are available when I need to talk with them. It is easy to talk with administrators at this school. It is easy to talk with colleagues at this school. My administrators care about me. My colleagues care about me. My administrators make me feel good about myself. My colleagues make me feel good about myself. Staff respect one another. Staff like one another. If I'm absent, my colleagues and administrators will notice my absence. 	<p>at school that will notice my absence.</p> <p>Family and Community Engagement</p> <ol style="list-style-type: none"> School staff understand my problems. School staff are available when I need to talk with them. It is easy to talk with staff at this school. School staff care about my child/children. School staff respect families and our community. School staff like families and our community. If my child/children is/are absent, there is a school staff member that will notice their absence.
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	<ol style="list-style-type: none"> 2. Teachers are available when I need to talk with them. (24% 62% 11% 4%) 3. It is easy to talk with teachers at this school. (25% 56% 15% 4%) 4. My teachers care about me. (31% 56% 11% 2%) 5. My teachers make me feel good about myself. (17% 69% 15% 0%) 6. Students respect one another. (9% 45% 40% 5%) 7. Students like one another. (2% 61% 30% 7%) 8. If I am absent, there is a teacher or some other adult at school that will notice my absence. (40% 60% 0% 0%) 		
Problem Statement	<i>Continuing to improve relationships in all 3 schools.</i>		
Critical Root Causes	<i>Covid issues and disconnect between students, staff, and parents</i>		

Part B

Connectedness	
<p>School Goal: To work with students and staff to create a culture of learning, perseverance, reading, dealing with frustration for the 2021-2022 school year as measured by surveys and SCEL data.</p>	<p>STIP Goal 4- All students graduate future ready and globally prepared for post-secondary success and civic life.</p> <p>STIP Goal 6 – All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>



Improvement Strategy: Each grade level will use the goals and modify to fit the age/level/readiness of their class or grade level to improve SCEL scores and improve student grit.	
Evidence Level <i>State driven survey and goals</i>	
Action Steps: <i>Work in PLC groups to create grade level specific strategies to increase stamina and improve SCEL scores</i> <i>Ex.</i> <ul style="list-style-type: none">● <i>Determine what financial resources are available.</i>● <i>Identify timeline for teachers to find and implement a strategy.</i>● <i>Connect with district HR department for recruitment and hiring support.</i>● <i>Identify specific students needing support.</i>● <i>Have teachers identify what success looks like for students</i>	
Resources Needed: <ul style="list-style-type: none">● <i>Budget for social worker/aide</i>● <i>Recruitment and hiring plan</i>● <i>SCEL ideas and methodologies</i>	
Challenges to Tackle: <ul style="list-style-type: none">● <i>Finding financial resources given limited budget</i>● <i>Hiring a quality candidate on a short timeline</i>● <i>Onboarding new staff member</i>● <i>Teacher working relationship</i>● <i>Student success measurement</i>	
Improvement Strategy: Each grade level will use the goals and modify to fit the age/level/readiness of their class or grade level to improve SCEL scores and improve student grit.	



Evidence Level *State driven survey and goals*

Intended Outcomes: Improve grit and determination of students to help them achieve goals and continue to work when things get difficult.

Action Steps:

- *PLC's will determine what it looks like for their grade level.*
- **Angela Duckworth Researcher and author to guide PLC's**
- **Code.org curriculum**
- **I-ready curriculum and games**

Resources Needed:

- **Time**
- **Money**
- **Rubric/Evaluative device to observe progress**

Challenges to Tackle:

- **Parent Support**
- **Staff resistance**
- **Changing student mindset**

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: N/A

Foster/Homeless: N/A

Free and Reduced Lunch: PTSO tips and outreach to help parents support their students. School counselor and nurse can play a vital role in helping students develop strategies and skills to tackle mental health challenges and identify concerns early on in an effort to get students the help they need through resources available to school and the community.

Migrant: N/A

Racial/Ethnic Minorities: Help students see themselves and their families in curricular materials and include figures of importance, past and present, from diverse backgrounds that exhibit grit, determination, helping community, and finding their place/role within that community.

Students with IEPs: SPED will develop realistic and optimistic goals. Supported through special education classroom, aides, and general



education teachers. Secondary students are also receiving Vocational Rehab, participating in Pre- Employment Training, and learning about available services to help them go to post-secondary school or find employment.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>General Fund</i>	16,000	I-ready Curriculum & Training	Math Goals/ Adult Learning Culture
NV Kids Read		Reading Strategist, PD & Coaching, Dyslexia Strategist	ELA Goals
At Risk Funding	26,000	Tutoring Homework Club	Math & ELA goals