



Elko County School District  
**West Wendover High School**  
2021-2022 School Performance Plan:  
A Roadmap to Success

*West Wendover High School 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 Craig Kyllonen for more information.*

**Principal:** Craig Kyllonen  
**School Website:** <https://wwhs.ecsdnv.net/>  
**Email:** Ckylone@ecsdnv.net  
**Phone:** 775-664-3940

**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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	280	1.8%	.3%	72.7%	0%	24.5%	0%	.3%	24%	10%	62%
District	10247	5.85%	.77%	31.39%	0.85%	58.5%	.35%	2.29%	%	%	%
State	96,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	%	%	%

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	9.4%	NA	NA	37.5%	NA	NA	20.7%	NA	38.5%
	District	25.1%	51.2%	34.5%	41.1%	51%	48.9%	17.1%	NA	27.1%
2019	School	20.7%	NA	NA	42.1	NA	NA	16.4%	NA	31.3%
	District	20.8%	20.8%	34.5%	46.1%	51%	48.9%	27.2%	9.32%	17.8%
2020	School	11.3%	NA	NA	28.6%	NA	NA	18.1%	NA	NA
	District	NA	NA	NA	31.5%	NA	NA	25.3%	NA	NA



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
<b>School</b>	85.37	87.01	74.67
<b>District</b>	88.49	91.82	83.83

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
<b>School</b>	378	363	353
<b>District</b>	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
Craig Kyllonen	<b>Principal(s)</b> (required)
Jared Holloway	<b>Other School Leader(s)/Administrator(s)</b> (required)
<u>James Wahlstrom, Tyler Olson, Tyler Peterson, Jerry Ruth, Kathy Durham</u>	<b>Teacher(s)</b> (required)
Heidi Ruth	<b>Paraprofessional(s)</b> (required)
Breanne Marriott, Perla Barboza	<b>Parent(s)</b> (required)
Rhae Johnson, Omar Rodriguez, Celali Ruvalcaba	<b>Student(s)</b> (required for secondary schools)
<u>NA</u>	<b>Tribes/Tribal Orgs</b> (if present in community)
James Wahlstrom and Jerry Ruth	<b>Specialized Instructional Support Personnel</b> (if appropriate)
*Add rows as needed	

## 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 – Connect Ed calls, personal phone calls, email invites	August 26th	8	We need more stakeholder involvement. The committee felt that Covid Restrictions affected our ability to get positive data.
Accreditation - Connect Ed calls, personal phone calls, email invites	Dec 12, 2020	24	Parent Accreditation
Post Accreditation Conference - Connect Ed calls, personal phone calls, email invites	March 13 <sup>th</sup> , 2021	26	Teacher meetings



# 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
<b>Data Reviewed</b>	<i>Data has been somewhat hampered by Covid. Traditionally Wida Testing, MAP testing, ACT testing and EOC testing is used for data analysis.</i>	Students have found it difficult to complete tasks once they become challenging. WWHS has brought in Character Strong and School Pulse as well as RTI connections to support students' struggle with perseverance.	<i>NNRPD learning Walk Thursdays, CFG's for bi-weekly learning. Preview Wednesdays, Walk Through and debrief Thursdays.</i>
<b>Problem Statement</b>	<i>WWHS currently graduates 84% of our students. Statewide graduation is 88%. We need to graduate more students.</i>		
<b>Critical Root Causes</b>	<i>Poverty, attendance and perseverance have an effect on student learning. WWHS has a large chronically absent student body. We have implemented a four-day school week to help offset Doctors' visits and students missing instruction due to medical or basic needs.</i>		

### Part B

Student Success	
<b>School Goal:</b> <i>WWHS graduation rate to increase to 88% or above.</i>	<b>Aligned to Nevada's STIP Goal:</b> <i>All Students experience continued academic growth.</i>
<i>Kagan Strategies. We will use CWT walk through Data. Kagan Strategies is a resource strategy.</i>	
<b>Intended Outcomes:</b> <i>Insert after Event 4</i>	



*Students working with the ELL/English teacher will receive an extra two hours of support on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures. This will lead to increased success on grade level assignments.*

**Action Steps:** *Insert during Event 5*

- *Identify timeline for hiring resource teacher in time for new teacher orientation. Hiring must occur no later than May 15<sup>th</sup>. We have reached out to foreign workers to help with hard to fill positions.*
- *Connect with the district HR department for recruitment and hiring support. Hiring and retention bonuses paid out of Title 1 funds.*
- *Identify specific students needing support. RTI placement -*
- *Kagan Conference - August 2021*

**Resources Needed:** *Insert during Event 5*

- *Recruitment and hiring plan Handshake, ECSD website, Outreach to colleges and universities, recruiters*
- *Differentiated math curriculum materials, pacing guide (in Event 5 folder)*
- *4,800 dollars for Kagan conference - Title 1 funds*

**Challenges to Tackle:** *Insert during Event 5*

- *Hiring a quality candidate on a short timeline*
- *Hiring quality candidates in Math, Science and SPED*
- *Hiring and retention bonus from Title 1 funds*
- *Reach outside of our comfort area to hire teachers.*

**Intended Outcomes:** *Raise our graduation rate to 88% or above*

**Action Steps:**

- *IncreaseIncreased schedule of events involving families learning more about current data levels, materials and technology resources.*

**Resources Needed:** **NNRPD walkthroughs. All certified teachers will participate each week in professional development opportunities. Support from NNRPD**

**Challenges to Tackle:**

- *Chronic absenteeism. 9th grade credit deficiencies or students passing 6 credits or being credit sufficiency. % on Target*

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



English Learners: *Ex. Use of home language in curriculum documents and instruction. ELL Support using Achieve 3000 to support language development*

Foster/Homeless: Achieve 3000, I Ready, After School office Hours, RTI placement

Free and Reduced Lunch: Achieve 3000, I Ready, After School office Hours, RTI placement

Migrant: Achieve 3000, I Ready, After School office Hours, RTI placement

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Achieve 3000, I Ready, After School office Hours, RTI placement. Support classes in Math and English as well as push in support in math.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>CWT walk through Data, Learning walk data with NNRPD &amp; observation data.</i>	<i>CWT, observation, evaluation, goal setting, communication. Check-in sheets.</i>	<i>CFG, RTI, Kagan, I-Ready, NNRPD learning walks, Achieve 3000, student discourse</i>
<b>Problem Statement</b>	<i>We continue to work and build grade level instruction, the use of academic language and discourse. Currently WWHS finds itself using intervention strategies in many classes due to low Lexile levels of incoming students. WWHS finds that many of our students are coming in well behind grade level in Math as well as ready proficiency.</i>		
<b>Critical Root Causes</b>	<i>5 to 10% of our students are grade level proficient upon entering WWHS. Poverty, low reading scores, feeder system disruptions have caused learning disparity upon entering their Freshman year.</i>		



## Part B

Adult Learning Culture	
<p><b>School goal:</b> Tier 1 Instruction Goal. Increase the use of Academic language and grade level text and assignments as well as productive student discourse. We would like to see 25% usage of grade level assignments and texts</p>	<p><b>STIP Connection:</b> <i>All students graduate future-ready and globally prepared for postsecondary success and civic life.</i></p>
<p><b>Intended Outcomes:</b> <i>WWHS will increase the use of academic language and grade level text and assignments at least 25% of the time.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Kagan Conference - August 2021.</i></li> <li>● <i>I Ready Training - August 2021</i></li> <li>● <i>Achieve 3000 Training - August 2021</i></li> <li>● <i>NNRPD Learning Walks - September 2021 to November 2021.</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>Kagan Conference - 4800</i></li> <li>● <i>I Ready Training - 2,200</i></li> <li>● <i>Achieve 3000 - In house</i></li> <li>● <i>NNRPD support</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>WWHS has to balance learning interventions with grade level achievement and grade level acceleration.</i></li> </ul>	
<p><b>Intended Outcomes:</b> <b>We would like to see 25% usage of grade level assignments and texts.</b></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Kagan Conference - August 2021.</i></li> <li>● <i>I Ready Training - August 2021</i></li> <li>● <i>Achieve 3000 Training - August 2021</i></li> <li>● <i>NNRPD Learning Walks - September 2021 to November 2021.</i></li> </ul>	
<p><b>Resources Needed:</b></p>	





- *Kagan Conference - 4800*
- *I Ready Training - 2,200*
- *Achieve 3000 - In house*
- *NNRPD support*

**Challenges to Tackle:**

- *WWHS has to balance learning interventions with grade level achievement and grade level acceleration.*

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

English Learners: Achieve 3000 working with an ELL teacher. Ell pull out and push in.

Foster/Homeless: School Pulse for emotional and mental health support.

Free and Reduced Lunch: Advisory with RTI placing, parent/guardian phone calls, after school office hour support, Character strong with team building and SEL learning. School Pulse for emotional and mental health support.

Migrant:

Racial/Ethnic Minorities: Math and English support with Achieve 3000 and I-Ready, small group support in Advisory with SPED professionals. IEP support with parent/guardian meetings.

Students with IEPs: Small group support in Advisory with SPED professionals. IEP support with parent/guardian meetings.

## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>NVSCS – yearly. School Pulse quarterly, Character Strong feedback, RTI feedback.</i>	<i>CWT’s, Learning walks with NNRPD, observation and evaluation data</i>	<i>Involvement in Parent teacher conferences, Open House Involvement, activity involvement, staffing involvement, volunteer hours.</i>



<b>Problem Statement</b>	<i>Students at WWHS have shown through our NVSCS that 35% of students find it difficult when things get challenging. One area that poverty affects students is through an increase in absenteeism which WWHS has 22.1% chronic absenteeism.</i>
<b>Critical Root Causes</b>	Poverty, supporting the family whether working or babysitting. Many families take students with them when they travel out of town, out of state or out of country.

## Part B

Connectedness	
<i>Students at WWHS have shown through our NVSCS that 35% of students find it difficult when things get challenging. One area that poverty affects students is through an increase in absenteeism which WWHS has 22.1% chronic absenteeism.</i>	<b>STIP Connection:</b> <i>All students experience continued academic growth</i>
<b>Intended Outcomes:</b> <i>Students will increase their ability to get through something even when they feel frustrated with an increase of 10% based on the NVSECEL Survey.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li>● <i>Character Strong - Training in January of 2022.</i></li> <li>● <i>Implemented Character strong in August of 2021.</i></li> <li>● <i>Implemented School Pulse in August of 2021.</i></li> <li>● <i>School Pulse Assembly and kick off in August 2021.</i></li> </ul>	
<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>School Pulse - 3000 dollars - Grant Funding - NGM and Cares Act funds</i></li> </ul>	
<b>Challenges to Tackle:</b> <ul style="list-style-type: none"> <li>● <i>Students at WWHS based on family history and poverty often find it difficult to overcome obstacles and to persevere when things are difficult.</i></li> </ul>	
<b>Intended Outcomes:</b> <i>Students will increase their ability to get through something even when they feel frustrated with an increase of 10% based on the NVSECEL Survey.</i>	



<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Character Strong - Training in January of 2022.</i></li> <li>● <i>Implemented Character strong in August of 2021.</i></li> <li>● <i>Implemented School Pulse in August of 2021.</i></li> <li>● <i>School Pulse Assembly and kick off in August 2021.</i></li> </ul>
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>School Pulse - 3000 dollars - Grant Funding - NGM and Cares Act funds</i></li> </ul>
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Challenges will be overcoming lifetime learning of students that are economically disadvantaged.</i></li> </ul>
<p><b>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</b></p>
<p>English Learners: Achieve 3000 working with an ELL teacher. Ell pull out and push in.</p> <p>Foster/Homeless: School Pulse for emotional and mental health support.</p> <p>Free and Reduced Lunch: Advisory with RTI placing, parent/guardian phone calls, after school office hour support, Character strong with team building and SEL learning. School Pulse for emotional and mental health support.</p> <p>Migrant:</p> <p>Racial/Ethnic Minorities: Math and English support with Achieve 3000 and I-Ready, small group support in Advisory with SPED professionals. IEP support with parent/guardian meetings.</p> <p>Students with IEPs: Small group support in Advisory with SPED professionals. IEP support with parent/guardian meetings.</p>

## 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>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>



Title 1	110,000	Student Support I-Ready, Achieve 3000, Kagan Training, Character Strong SEL support. Teacher hiring bonus and retention bonus.	Goals 1, 2 & 3
NGM	3,000	School Pulse Mental Awareness	Goal 2