

Washoe County School District

Cold Springs Middle School

School Performance Plan: A Roadmap to Success

Cold Springs Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Sheridan, Mandie

School Website: <https://www.washoeschools.net/coldsprings>.

Email:

Phone: 775-677-5433

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on October 18, 2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Sheridan, Mandie	Principal(s) (required)
Kynast-Pena, Lisa & Pippin, Amanda	Other School Administrator(s) (required)
Scolari, Risa	Teacher(s) (required)
Birch, Holly	Teacher(s) (required)
Curtis, Elizabeth	Teacher(s) (required)
Gonzalez, Kelly	Teacher(s) (required)
Quiriconi, Chuck	Teacher(s) (required)
Summerhill, George	Teacher(s) (required)
Stanley, Stephanie	Teacher(s) (required)
Zepmeisel, Genese	Teacher(s) (required)
Miller, Cynthia	Paraprofessional(s) (required)
Gainey, Jonna	Parent(s) (required)
Gonzalez, Emily	Student(s) (required for secondary schools)
Click here to enter text.	Tribes/Tribal Orgs (if present in community)
Click here to enter text.	Specialized Instructional Support Personnel (if appropriate)
Click here to add additional members.	Click here to add their role.

School Demographics and Performance Information

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/cold_springs_middle_school/2021



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> Hired a Reading teacher to assist low level readers Hired a MTSS Intervention teacher to assist with MTSS process and monthly team meetings After school tutoring offered to students along with transportation on Tuesdays Resource teacher schedules allow for daily co-teaching Funding available for a full-time EL aide to assist our EL students Intervention classes provided for students with learning gaps 	<ul style="list-style-type: none"> Lack of electives or enrichment courses offered Not a lot of opportunity for students to move out of intervention due to lack of electives offered Students not placed in appropriate interventions to begin the school year Lack of applicant interest for EL Aide position Lack of progress monitoring tool (i.e.. MAP testing) for all students Current master schedule does not allow for much movement for students to attain assistance Dreambox and Lexia Powerup are not used with fidelity and not showing any changes in student scores
<p>Problem Statement: A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA or Math.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> Decreasing numbers of teacher allocations Master schedule does not allow for student movement during team core classes Lack of applicant interest for EL Aide position MAP testing is not taken anymore at the middle school level 	
Student Success	



School Goal: By the next SBAC exam Cold Springs Middle School will close the ELA and Math achievement gap by 5%.

Formative Measures:

- SBAC Assessment

Aligned to Nevada's STIP

Goal:

- STIP Goal 1
- STIP Goal 2
- STIP Goal 3
- STIP Goal 4
- STIP Goal 5

Improvement Strategy: Implement the i-Ready program to determine where students are academically and provide teachers with lessons and interventions to close student academic gaps.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Implement professional development to instruct teachers on how to utilize the i-ready with fidelity
- Complete a winter benchmark on all students enrolled at CSMS
- Provide ongoing professional development to assist teachers with understanding and using the i-ready program to the fullest extent possible

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Trainer from i-Ready company to provide professional development
- Site level trainer to assist teachers with problems, questions

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Offering professional development during contract hours
- *Potential Solution:* PLC funding can be used to compensate teachers after contract hours

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- CEIS grant

Lead: *Who is responsible for implementing this strategy?*

Mandie Sheridan, Lisa Kynast-Pena, Amanda Pippin

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*



English Learners

- *Challenge:* SBAC is only offered in the English language therefore not allowing CSMS to accurately assess our Spanish speaking students due to language barriers.
- *Support:* I-ready will provide progress monitoring and benchmark assessments in Spanish for our Spanish speaking students.

Foster/Homeless:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Migrant:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* Students are not familiar with the testing platform.
- *Support:* Students will practice interim assessments with case manager.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Restructured PBIS program • Implemented MTSS protocol • Weekly MTSS meetings • Incorporating staff PBIS 	<ul style="list-style-type: none"> • MTSS meetings need to be held at another time. Before school does not work due to lack of attendance. • Provide more staff incentives and culture building activities • Improving school culture so that teachers want to make



<ul style="list-style-type: none">Group attended School Culture Summit	changes that will allow for social and academic growth
Problem Statement: Cold Springs Middle School is struggling in the area of school culture according to the Staff Climate Survey. Student behaviors are disruptive and an area of concern in reference to staff and student relationships.	
Critical Root Causes of the Problem: <ul style="list-style-type: none">Lack of relationship buildingFamily and parent involvement are minimalInconsistent student and staff communication to school community	

Adult Learning Culture	
School Goal: By the end of the 2022-2023 school year Cold Springs Middle School will improve school culture by 5% as measured by the school climate survey. Formative Measures: <ul style="list-style-type: none">Staff/Student/Parent Climate Survey	Aligned to Nevada's STIP Goal: <ul style="list-style-type: none"><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2<input checked="" type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4<input type="checkbox"/> STIP Goal 5



Improvement Strategy: Cold Springs Middle School will implement school culture building activities into all teacher professional development and communications.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Group trained at School Culture Summit in October of 2022
- Providing schoolwide training from Learning for Living on November 8th
- Continue to send groups of staff to be trained at the Culture Summit

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Training offered at School Culture Summit
- Grant funding to continue sending staff to future training

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Not all staff members can attend training together.
- *Potential Solution:* Utilizing more grant funds to fund sending another group to training in January.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- CEIS grant

Lead: *Who is responsible for implementing this strategy?*

Mandie Sheridan, Lisa Kynast-Pena, Amanda Pippin, George Summerhill, Stephanie Stanley, Jake Herringshaw

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Foster/Homeless:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.



Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Migrant:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* Is our school culture inviting to all racial/ethnic groups?
- *Support:* Inviting Equity and Diversity department to walkthrough school in order to provide a culturally responsive climate at CSMS.

Students with IEPs:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Implementation of Second Step SEL curriculum • PBIS program implemented from start of school year 	<ul style="list-style-type: none"> • Second Step SEL curriculum is not used with fidelity amongst whole staff • Whole staff is not providing stamps or PAWS for Applause to students for showing positive behaviors
<p>Problem Statement: Students need to know how to recognize and manage emotions and recognize when others need help and how to advocate for them.</p>	
<p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> • Lack of team building opportunities throughout the school day Lack of consistency in teaching Choose Love Lessons 	



Connectedness

School Goal: By the end of the 2023 school year students will increase in the area of staying calm when feeling stressed from 45% favorable to 55% favorable.

Formative Measures:

- Student Climate Survey

Aligned to Nevada's STIP

Goal:

- STIP Goal 1 STIP Goal 2
- STIP Goal 3 STIP Goal 4
- STIP Goal 5

Improvement Strategy: Implementation of Second Step SEL curriculum for the 22-23 school year

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Implementing the Second Step curriculum with fidelity
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Resources Needed: *What resources do you need to implement this improvement strategy?*

- Second Step Curriculum and staff training

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Ensuring all advisory classes are implementing the curriculum.
- *Potential Solution:* Second Step checked each week to see each advisory classes progress.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- CEIS grant, District provided curriculum

Lead: *Who is responsible for implementing this strategy?*

Mandie Sheridan, Advisory teachers

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.



Foster/Homeless:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Free and Reduced Lunch:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Migrant:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Racial/Ethnic Groups:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Students with IEPs:

- *Challenge:* N/A
- *Support:* Update during SPP Roadmap Development.

Add other student groups as needed.

- *Challenge:* Update during SPP Roadmap Development.
- *Support:* Update during SPP Roadmap Development.

School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School Ice Cream Social	8/9/2022	<ul style="list-style-type: none"> • Meet school community/provide student schedules/tours of school building for 6th grade students
Back to School Ice Cream Social	8/11/2022	<ul style="list-style-type: none"> • Meet school community/provide student schedules/tours of school building for 7/8 grade students



Fall Band Concert	10/13/20 22	<ul style="list-style-type: none"> Community Engagement Activity to showcase the CSMS Band
Fall Choir Concert	10/17/20 22	<ul style="list-style-type: none"> Community engagement Activity to showcase the CSMS Choir
Fall Orchestra Concert	10/20/20 22	<ul style="list-style-type: none"> Community engagement Activity to showcase the CSMS Orchestra
Substitute Meet n’Greet	10/19/20 22	<ul style="list-style-type: none"> Community event to recruit substitutes for CSMS/meet potential substitute teachers
PTA Kickoff Meeting	10/27/20 22	<ul style="list-style-type: none"> Recruit community members to take part in our school community Inform community members of our school needs

School: Cold Springs MS

AB 219 Corrective Action Plan: Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. The following information is in addition to and supplemental to the 3 Inquiry Areas and Equity Supports surrounding the EL population. Root causes were determined based on data to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population.

Data Reviewed:

ACCESS Individual Scores for Growth (3-Year Comparative ACCESS reports provided by Dept. of ELD)

Problem Statement:

Students identified as English Learners are not making adequate growth on ACCESS as identified by NDE AGP growth expectations.

Critical Root Causes:

Need for appropriate student placement in ELD courses.

Goal:

60% of ELs who have a Level 1 or 2 Composite Score on ACCESS will grow by 1 overall proficiency point

60% of ELs who have a Level 3 or 4 Composite Score on ACCESS will grow by .5 overall proficiency point



Improvement Strategy:

Implementation of language acquisition strategies through ELlevation (or GLAD).

Action Steps:

- Coaching support around strategies
- Addition of language strategies from ELlevation or GLAD to PLC note taker
- Training on ELlevation Platform from Dept. of ELD