

Washoe County School District
Cold Springs Middle School



2021-2022 School Performance Plan:
A Roadmap to Success

Cold Springs Middle 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 Mark Zimmerman or Mandie Sheridan for more information.

Principal: Mark Zimmerman
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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	926	0.54%	0.97%	32.61%	1.4%	56.59%	0.86%	7.02%	17%	7%	29%
District	61,642	1.26%	4.2%	41.77%	2.55%	42.59%	1.4%	6.22%	14.22%	14.31%	47.38%
State	481,345	0.82%	5.51%	43.44%	11.76%	42.59%	1.48%	7.03%	12.41%	13.37%	73.15%

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	28%	51%	15%	42%	52%	25%	19%	4%	17%
	District	36.6%	43%		49.3%	53%		46%		
2019	School	32%	45%	12%	47%	52%	30%	17%	4%	17%
	District	37.5%	43%		49.3%	55%		43%		
2020	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



	District	n/a								

4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School			
District			

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
Mark Zimmerman	Principal(s) <i>(required)</i>
Mandie Sheridan	Other School Leader(s)/Administrator(s) <i>(required)</i>
EJ Curtis, Holly Birch, George Summerhill, Brett Greenburg, Paul Heller, Kelly Gonzalez, Chuck Quiriconi	Teacher(s) <i>(required)</i>
Tami Hansen	Paraprofessional(s) <i>(required)</i>
<i>Kaly Krentz</i>	Parent(s) <i>(required)</i>
<i>Nahla Mickle, Breanna Staats</i>	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>



	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</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 1	September 1, 2021	12	Shared data/climate data
Event 2	November 10, 2021		Collected observations/ concerns
<i>*Add rows as needed</i>			



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	<i>CSMS SBAC results</i>	<i>Student Climate Surveys</i>	<i>Teacher input on Texts and Tasks</i>
Problem Statement	<i>There are significant gaps between IEP, EL and gen ed in Math and ELA</i>		
Critical Root Causes	Students struggle to engage Edgenuity without appropriate scaffolds. Students needing remediation/intervention/enrichment fell behind. Students need new laptop computers to support their learning. Lack of ability to provide tutoring or 1:1 or small group instruction		

Part B

Student Success	
<p>School Goal: <i>By the next SBAC exam we will close the ELA achievement gap by 8%</i> <i>. By the next SBAC exam we will close the Math achievement gap by 9%</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 3</p>
<p>Improvement Strategy: <i>Hire reading specialist to work with all grades, Hire MTSS intervention specialist to provide weekly grade level meetings and progress monitor. Provide Prep period buy-outs for math intervention. Develop an after school tutoring program (with transportation) to provide support for all students. Modify SPED resource schedules to allow for daily co-teaching. Hire a full time EL teacher's aide to support ELD with missing assignments and communication with students (including push-in)</i></p>	
<p>Evidence Level 1- Strong;</p>	
<p>Intended Outcomes: <i>Students with level 1 SBAC scores will be scheduled into Reading Strategies class; Calendar weekly MTSS meetings with notes. AIMSWEB testing to progress monitor; Prep buy outs to help with math along with lunch tutoring; After school tutoring calendar</i></p>	



providing access with transportation on Tuesday; Access every day except Wednesday.

Ex. Students working with the resource teacher will receive an extra hour of support on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures. EL Aide will communicate with teachers, and track missing assignments.

Action Steps: *Insert during Event 5*

- *Use of ESSR grant monies to provide Reading strategies, MTSS Interventionist, substitute to progress monitor, and EL Teacher aide*

Resources Needed: *Insert during Event 5*

- *Budget for teacher*
- *Recruitment and hiring plan*
- *“All School Performance Plans are tied directly to the needs assessment that each school conducts annually when creating a yearly plan. The needs assessment includes the NSPF, school data profiles, climate survey and a site-specific needs assessment from staff. The data drives instruction and is linked exclusively to the school goals, measurable objectives, action steps and budget. Title I schools in general show a higher risk index than most non-title schools which signals more supports and evidence-based interventions, specifically in ELA and MATH. Any resources or funding needed or used for professional development and curriculum and instruction are referenced in the needs assessment”.*

Challenges to Tackle: *Insert during Event 5*

- *Finding financial resources given limited budget*
- *Hiring a quality candidate on a short timeline*
- *Onboarding new staff member*
- *Teacher working relationship*

Improvement Strategy: *Show students moving through the Tiered process for MTSS; graduate students from the system and return to Tier 1.*

Evidence Level 4-Demonstrates a Rationale

Intended Outcomes:

Action Steps:

- **Hiring intended personnel**

Resources Needed:



<ul style="list-style-type: none"> • \$\$\$ to hire
Challenges to Tackle: <ul style="list-style-type: none"> • Navigating grant system timeline. One year only hires
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: <i>Use of home language in curriculum documents and instruction, communication with families, support with communication with teachers.</i></p> <p>Foster/Homeless:</p> <p>Free and Reduced Lunch:</p> <p>Migrant:</p> <p>Racial/Ethnic Minorities: <i>Ex. Track formative data across racial groups to measure if any disparities exist during intervention.</i></p> <p>Students with IEPs:</p>

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Climate Survey/Discipline Data/Chronic Absenteeism</i>	<i>Master Schedule/ Duties responsibilities</i>	<i>Chronicle/Communication by Teams/ Team structure</i>
Problem Statement	Lack of MTSS, PBIS, and lack of options for major discipline caused lack of learning, and lack of incentive.		
Critical Root Causes	Lack of options in schedule for intervention/remediation/enrichment Students with discipline problems were sent to distance learning. Teachers need skills to handle discipline issues.		



	<p>Lack of MTSS structure created fewer opportunities for identification of Tier 2 and Tier 3 students (with follow up) COVID protocols limited meetings and reward days. Also did not allow for passing of objects. Lack of support of EL students Lack of personnel to monitor MTSS/Interventions</p>
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Part B

Adult Learning Culture	
School Goal: By the end of the 2022 school year CSMS will revise it's MTSS process, Provide teachers training in managing difficult behaviors.	STIP Connection: Goal 2
Improvement Strategy: Restructure PBIS and implement effective MTSS process; Train teachers in managing difficult behaviors Evidence Level 4- Demonstrates a rationale	
Intended Outcomes: Calendar MTSS meetings with note taker. Progress monitor. Reinstate PBIS system; Teachers better able to handle difficult behaviors.	
Action Steps: <ul style="list-style-type: none"> ● Hire MTSS intervention specialist; hire progress monitor substitute; PBIS committee; Work with behavior department to schedule teacher trainings. 	
Resources Needed: <ul style="list-style-type: none"> ● ESSR grant for personnel. Compensation for staff to participate in MTSS off contract time 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Teachers participate in MTSS meeting at 7am; 	
Improvement Strategy: Monthly updates on progress of students through tiered system through discussion/ grades/progress monitoring Evidence Level 4-Demonstrates a Rationale	
Intended Outcomes: Monthly updates on progress of students through tiered system through discussion/ grades/progress monitoring	
Action Steps: <p>Request grant money for hiring personnel; Post and hire personnel. Calendar MTSS meeting for year. Work with behavior department for training</p>	



Resources Needed: <ul style="list-style-type: none"> ● Grant money
Challenges to Tackle: <ul style="list-style-type: none"> ● One year only hires; Lack of quality applicants
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: Support and representation from EL dept</p> <p>Foster/Homeless: Support classes for ELA and Math</p> <p>Free and Reduced Lunch: Support classes for ELA and Math;</p> <p>Migrant:</p> <p>Racial/Ethnic Minorities: Support and representation from EL Dept;</p> <p>Students with IEPs: Co teachers in class to support minutes and also support during advisory.</p>

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Climate survey; Master schedule</i>	Climate Survey; Master schedule	<i>Climate Survey and Master calendar</i>
Problem Statement	Students need to know how to recognize and manage emotions. Recognize when others need help and how to advocate.		
Critical Root Causes	Lack of Team building SEL in advisory due to COVID restrictions Lack of consistency in teaching SEL Choose Love lessons Lack of PBIS due to COVID restrictions		



Part B

Connectedness	
<p>School Goal: By the end of the 2022 school year students increase in the area of Knowing when someone needs help from 77% favorable to 80% favorable</p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: Reschedule Advisory Team competitions and teambuilding activities; Revamp calendar and expectations for Advisory lessons; Reinstate PBIS system to include student awards, monthly incentives, reward days.</p>	
<p>Evidence Level 1-Strong</p>	
<p>Intended Outcomes: Daily Advisory competitions and SEL lessons; PBIS system with paws for applause; Student of the month, and PBIS incentives determined by PBIS committee for reward days</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Recruit SEL committee; Schedule and calendar with Coach G for advisory teambuilding; SEL calendar and lessons in TEAMS.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Master calendar; SEL committee; PBIS committee 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Teachers buying into lessons and Paws. Inspect Advisory lessons Determine meaningful rewards for PBIS and also reward day prizes \$\$\$</i> 	
<p>Improvement Strategy:</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>	
<p>Intended Outcomes: <i>Insert after Event 4</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Insert during Event 5</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Insert during Event 5</i> 	



Challenges to Tackle: <ul style="list-style-type: none"> • <i>Insert during Event 5</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners:</p> <p>Foster/Homeless:</p> <p>Free and Reduced Lunch:</p> <p>Migrant:</p> <p>Racial/Ethnic Minorities:</p> <p>Students with IEPs:</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)
Rally Grant	\$240,000	MTSS intervention specialist; EL teachers aid; Math prep buy outs; Reading specialist	Student Success; Connectedness
ESSR grant tutoring funds	\$29,998.85	Tutoring and transportation after school	Student Success; Connectedness
CEIS budget	\$19,216.69	LTS for progress monitoring;	Student Success; Connectedness



		Reading kits (phonics first); Aimsweb seats	