

Washoe County School District

Cold Springs Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

ATSI



Mission Statement

At Cold Springs Middle School, we endeavor to create a safe, orderly, and respectful learning environment where students acquire social as well as academic skills that will allow them to succeed in school and beyond.

Demographics & Performance Information

Nevada Report Card

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: https://nevadareportcard.nv.gov/DI/nv/washoe/cold_springs_middle_school/2024

Table of Contents

Comprehensive Needs Assessment 4

 Student Success 4

 Adult Learning Culture 6

 Connectedness 8

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Inquiry Areas 12

 Inquiry Area 1: Student Success 12

 Inquiry Area 2: Adult Learning Culture 13

 Inquiry Area 3: Connectedness 14

Community Outreach Activities 15

Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2024-25 DATA

- Co-teaching model utilized in general education classes
- Intervention classes provided for ELA/Math as tier 3 intervention and provides the ability to move students
- Master schedule to allow for academic teaming for students/teachers
- i-Ready utilized in ELA/Math during the school day
- Teachers receiving ongoing training from the district to assist with i-Ready planning
- Teachers are continuing their work with teacher clarity to focus on the learning intention and success criteria

Student Success Areas for Growth

Proficiency at Cold Springs Middle School is low in ELA and Mathematics. Overall, our school has a proficiency rate of 27% in ELA and 13% in Mathematics according to SBAC for the 24-25 school year. At the end of the 24-25 school year the i-Ready diagnostic showed 36% of our students were at or above grade level in ELA and 19% of our students were at or above grade level in math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	More student support is needed in the classroom.	EL assistant hired for the 25-26 school year
Foster/Homeless	Students feel a lack of connectedness	Teaming is present for core subjects. CSMS is expanding access to clubs for our students.

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	Too large of class sizes	Increase in periods of the day to lower the student to teacher ratio

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA or Math.

Critical Root Cause: Inability to hire all classroom teaching positions resulting in teacher transiency Continuous training is needed in order for teachers to utilize i-Ready to its fullest potential Grant funding to allow for after school tutoring in ELA and mathematics has been removed SBAC data is received during the summer at the end of the year and is not utilized to improve classroom instruction

Adult Learning Culture

Adult Learning Culture Areas of Strength

Structured PLC meetings that focus on instructional practices, student data, teacher clarity

Teachers will collaboratively examine grade-level standards to ensure instruction meets the necessary rigor.

Establish clear learning intentions with success criteria for daily lessons across all subjects

Adult Learning Culture Areas for Growth

Classroom walkthroughs will demonstrate at least 75% of teachers consistently apply the four essential components of Teacher Clarity: clarity of organization, clarity of examples and guided practice, and clarity of assessment of student learning. This means that teachers will be observed effectively structuring lessons, providing clear and understandable explanations, offering relevant examples of guided practice opportunities, and assessing student learning in a way that is aligned with their instructional goals.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A
Foster/Homeless	N/A	N/A
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Cold Springs Middle School has much variability in teaching practices and levels of experience which impact uniform application, making it difficult to ensure all students receive a consistent high-quality education.

Critical Root Cause: Varying levels of teacher experience and expertise amongst staff Inconsistent professional development Planning for students with diverse needs

Connectedness

Connectedness Areas of Strength

- Implementation of Second Step SEL curriculum with a dedicated day each week for all advisory teachers
- SEL schedule for all students to take part in team building activities
- Schoolwide PBIS program
- Use of schoolwide token system (PAWS for Applause)
- Attained donation to fund Student Store from Lifestyle Homes, Inc.
- Recognizing students with positive incentives (monthly incentives, Student of the Month)
- Campus Supervisor for this school year to monitor hallways and ensure students are in class
- Communities in Schools Coordinator on site to assist with student needs
- Clubs, activities, and morning intramurals to allow more opportunity for student connectedness

Connectedness Areas for Growth

Cold Springs Middle School has a chronic absenteeism rate of 20% and a severely chronically absenteeism rate of 7.87% for the 2024-2025 school year. Chronically absent students miss 10% of school days and severely chronically absent students miss 20% of school days per school year. Students feeling disconnected from school may cause an increase in absenteeism.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	N/A

Student Group	Challenge	Solution
Foster/Homeless	Inability to attain transportation due to geographic location of school.	Provide funding for parents to drive student to/from school
Free and Reduced Lunch	N/A	N/A
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	N/A	N/A
Students with IEPs	N/A	N/A

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 20% of students at Cold Springs Middle School are present at school less than 90%. 7.87% of students are present at school less than 80%.

Critical Root Cause: Many students are not involved with extracurricular clubs or athletics Transportation is often an issue to and from school due to large geographic area served Students/staff have not formed positive relationships

Priority Problem Statements

Problem Statement 1: A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA or Math.

Critical Root Cause 1: Inability to hire all classroom teaching positions resulting in teacher transiency Continuous training is needed in order for teachers to utilize i-Ready to its fullest potential Grant funding to allow for after school tutoring in ELA and mathematics has been removed SBAC data is received during the summer at the end of the year and is not utilized to improve classroom instruction

Problem Statement 1 Areas: Student Success

Problem Statement 2: Cold Springs Middle School has much variability in teaching practices and levels of experience which impact uniform application, making it difficult to ensure all students receive a consistent high-quality education.

Critical Root Cause 2: Varying levels of teacher experience and expertise amongst staff Inconsistent professional development Planning for students with diverse needs

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: 20% of students at Cold Springs Middle School are present at school less than 90%. 7.87% of students are present at school less than 80%.

Critical Root Cause 3: Many students are not involved with extracurricular clubs or athletics Transportation is often an issue to and from school due to large geographic area served Students/staff have not formed positive relationships

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Course Offerings
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - i-Ready

Adult Learning Culture

- School leadership data
- Walk-through data

Connectedness

- Attendance

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: One hundred percent of students in grades 6-8 will meet their typical growth target in reading and math on the third iReady Diagnostic. 10% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third diagnostic.

Aligns with District Goal

Formative Measures: iReady diagnostic
Student goal-setting worksheets

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Design standardized testing schedule to ensure that students are afforded the most conducive testing environment and that 100% of students complete the assessments. Math and ELA teachers will conduct data chats with students after each Diagnostic Assessment and develop goal(s) for growth. Create an incentive/reward system to recognize students meeting their growth	Principal	SY 2025-26	No review	No review	No review
Position Responsible: Principal						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA or Math. Critical Root Cause: Inability to hire all classroom teaching positions resulting in teacher transiency Continuous training is needed in order for teachers to utilize i-Ready to its fullest potential Grant funding to allow for after school tutoring in ELA and mathematics has been removed SBAC data is received during the summer at the end of the year and is not utilized to improve classroom instruction

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization,, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Aligns with District Goal

Formative Measures: PLC attendance sheets, iReady diagnostic data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLCs				Status Check		
Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Feb	May
1	Within PLC meetings, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Implementation of Teacher Clarity practices	Principal Department Leads	SY 2025-26	No review	No review	No review
Position Responsible: Principal Department Leads						
Evidence Level Level 2: Moderate: PLC						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Cold Springs Middle School has much variability in teaching practices and levels of experience which impact uniform application, making it difficult to ensure all students receive a consistent high-quality education. Critical Root Cause: Varying levels of teacher experience and expertise amongst staff Inconsistent professional development Planning for students with diverse needs

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of students identified as chronically absent in the 24-25 school year will decrease by 10% during the 25-26 school year. The 24-25 school year chronic absenteeism rate was 27%.

Aligns with District Goal

Formative Measures: IC and BIG attendance reports
daily attendance reports

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Use historical attendance data to identify students who are at risk of chronic absenteeism. Establish process/protocol for teachers to communicate with attendance team regarding student absences. Conduct weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.</td><td>Principal, Assistant Principal</td><td>SY 2025-26</td></tr></table> Position Responsible: Principal, Assistant Principal Evidence Level Level 2: Moderate: SEL Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Use historical attendance data to identify students who are at risk of chronic absenteeism. Establish process/protocol for teachers to communicate with attendance team regarding student absences. Conduct weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence.	Principal, Assistant Principal	SY 2025-26	Status Check		
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				Nov	Feb	May								
No review	No review	No review												

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: 20% of students at Cold Springs Middle School are present at school less than 90%. 7.87% of students are present at school less than 80%. Critical Root Cause: Many students are not involved with extracurricular clubs or athletics Transportation is often an issue to and from school due to large geographic area served Students/staff have not formed positive relationships

Community Outreach Activities

Activity	Date	Lesson Learned
Ice Cream Social-Community Gathering to Open School Year	8/7/2025	
Veterans Day Assembly	11/10/2025	
Leadership Car Wash	10/13/25	
Community Band Concerts	12/10/2025, 3/12/2026, 5/14/2026	
Community Strings Concerts	12/4/25, 2/26/26, 5/21/26	
8th Grade Promotion	6/4/2026	