Washoe County School District

Cold Springs Middle School

Classification: 1 Star School

ATSI

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- Co-teaching model utilized in general education classes.
- Intervention classes provided for ELA/Math as tier 3 intervention.
- Master schedule allows for academic teaming for students/teachers to allow for more opportunity to build positive relationships with adults in the building.
- i-Ready utilized in ELA/Math during the school day.
- Teachers complete goal-setting with every student to discuss growth and areas in need of improvement.
- Teachers are continuing their work with Teacher Clarity to focus on the learning intention, success criteria, and aligning assessments.
- EL assistant works with students in the general education classroom.
- Communities in Schools (CIS) provides support to caseload of students needing academic support.
- Chronic Absenteeism rates decreased from 27.91% in 24-25 to 23.95% in 25-26.
- EL department will be working alongside our teachers to implement EL strategies in the classroom.

Areas for Growth

- 37% of students at Cold Springs Middle School are at or above grade level in ELA on the 25-26 SBAC, and 17% of students are at or above grade level in Math on the 24-25 SBAC.
- 0% of our EL students are proficient in ELA or Math.
- Chronic absenteeism is 24% for the 25-26 school year.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	More student support is needed in the classroom to access the grade level curriculum.	EL assistant will push-in to general education classes to assist students. EL department will be working with our teachers to implement EL strategies in the classrooms.
Foster/Homeless	Students feel a lack of connectedness.	Student Voice has been implemented along with many more club opportunities for students.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Lack of diversity within staff to foster trust and build relationships	Recruit and retain teachers who mirror the student body demographics.
Students with IEPs	Various academic levels needed	Basic ELA/Math, Resource ELA/Math, and Co-taught ELA/Math are offered to students in need.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA and/or Math. 37% of students are proficient in ELA and 17% of students are proficient in Math.	Continuous training is needed in order for teachers to fully utilize i-Ready Professional development is needed to improve tier 1 instruction Lack of student/ teacher engagement Chronic absenteeism

★ = Priority

Adult Learning Culture

Areas of Strength

- Designated time for Professional Learning Communities (PLC's)
- During the 25-26 school year, Learning Intentions were introduced and expected in classrooms. Professional development is planned throughout the year to strengthen the implementation of Clarity in all classrooms.
- Classroom walkthrough data shows most classrooms provide a learning intention. Walkthroughs will continue throughout the school year to monitor the progress.
- 25-26 Staff Climate Survey showed growth in every area except i-Ready. Fairness and Respect increased 23%, Home-School Communication increased 12%, Parent Involvement increased 21%, Quality of WCSD increased 21% and Safety increased 6%. i-Ready decreased 1%.

Areas for Growth

- Learning Intentions should include success criteria and be aligned with assessments
- Tightening PLC focus to align assessments with content standards and to utilize data to drive classroom instruction
- Integrating ELLevation and EL strategies into tier 1 instruction
- Looking to increase parent involvement

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Strategies need to be implemented in daily lessons to address our EL students.	EL Strategies will be used to improve tier 1 instruction in all classrooms. EL Assistant is able to schedule push-in services to EL students. Learning strategies are presented to CSMS teachers each quarter in order to implement within the tier 1 instruction.
Foster/Homeless	Limited staff understanding of the unique educational, social, and emotional needs of students experiencing homelessness or foster care.	CSMS is a Home Visit Program school for the 26-27 school year.

Student Group	Challenge	Solution
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Staff demographics do not match student demographics.	During the hiring process, CSMS will work to increase it's staff diversity.
Students with IEPs	Students have various learning levels within one classroom.	Increase the amount of push-in support from our Special Education staff members

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
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.	Varying levels of teacher experience and expertise amongst staff Teachers often covered during their prep period interrupting their planning time Planning for students with diverse needs

★ = Priority

Connectedness

Areas of Strength

- 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, schoolwide assemblies).
- Campus Supervisor to monitor hallways and ensure students are in class.
- Communities in Schools Coordinator on site to assist with student needs.
- Clubs and activities to allow more opportunity for student connectedness
- Boys and Girls Club onsite for lunch, and after school programs.
- Major discipline events decreased from 517 for the 24-25 school year to 381 during the 25-26 school year.
- The 25-26 Student Climate survey showed an increase in all areas except Self-management of Goals, Self-management of School work and Adult Support.

Areas for Growth

- During the 25-26 school year, 24% of students were severely chronically absent or chronically absent.
- Cold Springs Middle School had 250 suspensions for the 25-26 school year.
- According to our 25-26 school year Family Climate Survey, families do not feel kept informed about their child's behavior.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barrier between school and home	Bilingual staff to communicate with families.
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	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students are not connected to the school.	Provide clubs, activities, etc. to draw students and families to our building to feel welcome.
Students with IEPs	Students may sometimes feel different or disconnected from their peers because of academic, behavioral, or social-emotional needs.	Push-in support within the regular education classroom is available. SEL program includes all students to build community.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	24% of students at Cold Springs Middle School are chronically absent or severely chronically absent during the 25-26 school year.	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.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA and/or Math. 37% of students are proficient in ELA and 17% of students are proficient in Math.	Continuous training is needed in order for teachers to fully utilize i-Ready Professional development is needed to improve tier 1 instruction Lack of student/ teacher engagement Chronic absenteeism
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.	Varying levels of teacher experience and expertise amongst staff Teachers often covered during their prep period interrupting their planning time Planning for students with diverse needs
3 ★	24% of students at Cold Springs Middle School are chronically absent or severely chronically absent during the 25-26 school year.	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.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- [x] **Course Offerings**
- [x] **Smarter Balanced (SBAC)**
- [x] **Student Climate Survey, Student Voice**
- [x] **Other**

Adult Learning Culture

- [x] **School leadership data**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

Cold Springs Middle School will increase the number of students projected to be proficient according to i-Ready Inform (BOY, MOY, EOY) by 5% in both ELA and Mathematics. For the 25-26 school year, the projected percentage of students that were proficient on SBAC in ELA and Mathematics was extremely accurate.

Formative Measures: iReady diagnostic
Student goal-setting worksheets

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish a consistent process for students to complete their i-Ready minutes. Provide professional learning focused on i-Ready data to determine students in need of additional supports. Advisory teachers monitor and goal-set with each student after each diagnostic and review progress. Create an incentive/reward system to recognize students meeting their growth	Principal, Assistant Principal, Dean of Students, Instructional Leads, Team Leads	SY 2026-2027	

Position Responsible: Principal, Assistant Principal, Dean of Students, Instructional Leads, Team Leads

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA and/or Math. 37% of students are proficient in ELA and 17% of students are proficient in Math.	Continuous training is needed in order for teachers to fully utilize i-Ready Professional development is needed to improve tier 1 instruction Lack of student/teacher engagement Chronic absenteeism

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)

Formative Measures: PLC attendance sheets, iReady diagnostic data

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Principal Department Leads

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
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.	Varying levels of teacher experience and expertise amongst staff Teachers often covered during their prep period interrupting their planning time Planning for students with diverse needs

Inquiry Area 3 Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 25-26 school year will decrease by 5% during the 26-27 school year. The 25-26 school year chronic absenteeism rate was 24%.

Formative Measures: IC and BIG attendance reports
daily attendance reports

Improvement Strategy 1

SEL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 2026-27	

Position Responsible: Principal, Assistant Principal

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	24% of students at Cold Springs Middle School are chronically absent or severely chronically absent during the 25-26 school year.	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.

Community Outreach Activities

Activity	Date	Lesson Learned
Ice Cream Social for All Students	8/6/26	Provide later start time to accommodate working families.
Leadership Car Wash	9/12/26	
Veteran's Day Assembly	11/10/26	
Valentine's Day Carnival	2/10/27	
Tour de Slurpee	5/12/27	
8th grade Promotion	6/3/27	

Addendums

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Cold Springs Middle School
District:	Washoe County School District
Principal:	Mandie Sheridan
Principal email:	mlsheridan@washoeschools.net
EL Specialist:	Melissa Pruyn/Julie Lucas
EL Specialist email:	jlucas@washoeschools.net

Root Cause Analysis

Student Success	• Proficiency at Cold Springs Middle School is low in ELA and Mathematics. • Overall, CSMS has a proficiency rate of 27% in ELA (EL is at 0%) according to SBAC • Overall CSMS has a proficiency rate of 13% in Mathematics (EL is at 0%) according to SBAC. • LTEL percentage is 89% of all ELs at CSMS so having a 0% proficiency in SBAC ELA and Math shows a need for teachers to understand the academic language of Math and ELA to increase ACCESS growth and exit rate and transfer language understanding to content area assessments including SBAC. • At the end of the 23-24 school year the i-Ready diagnostic showed 33% of CSMS students were at or above grade level in ELA and 24% of CSMS students were at or above grade level in math. • Inability to hire all classroom teaching positions. Many positions are filled by brand new teachers or long-term subs. • Continuous training is needed for teachers to utilize i-Ready to its fullest potential. • Training in ELLevation or academic language strategies and follow-up support is needed.

	• Grant funding to allow for after school tutoring in ELA and mathematics has been removed
Adult Learning Culture	• Cold Springs Middle School has much variability in teaching practices and levels of experience which have an impact on uniform professional learning, support, and application, making it difficult to ensure all students receive a consistent high-quality education to include the understanding of needs of ELs around explicit instruction of academic language and scaffolds and supports of different proficiency levels of ELs. • Lack of time for teachers to meet as teams and departments to discuss and plan for the needs of ELs.
Connectedness	• Cold Springs Middle School has a chronic absenteeism rate of 30% and a severely chronically absenteeism rate of 11% for the 2023-2024 school year. 9% of EL students were severely chronically absent and 41% were chronically absent. • 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. • *Statement about parent outreach/engagement of our EL families to assure communication and collaboration.*
English learner Achievement Root Cause Analysis Summary	CSMS has mostly LTELs who are not showing proficiency in ELA and Math according to yearly SBAC data due to inconsistency in teaching staff, consistent professional learning and planning time and support in academic language strategies and chronic absenteeism.
English Learner Achievement Problem Statement	English Learners are not showing growth on end-of-year SBAC data in both areas of ELA and Math. CSMS has 0% EL proficiency in Math and 0% EL proficiency in ELA with a pooled proficiency of 0%.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	Using end-of-year SBAC scores, CSMS will increase proficiency in ELA from 0% to 3%.
Performance Objective	CSMS will build capacity of staff to better understand and meet the language and academic needs of ELs in the subject area of ELA as measured annually by SBAC.
Strategies for APO/Goal	• Implementation of Teacher Clarity and high yield PLC practices focused on student growth • Collect and analyze ELA iReady Data to measure growth of ELs. • Use attendance data to identify and respond to EL Students who are at risk of chronic absenteeism.
Action Steps for Strategies	• Professional Learning around Teacher Clarity and ELLevation Strategies • Within PLC meetings, teachers will collaborate to define clear learning intentions that address explicit instruction of academic language for daily lessons across all subject areas, aligned with curriculum standards and student needs. • Within PLC meetings, teachers will look at the language growth of ELs using student work samples in discussion with EL Facilitator • Learning Walks will be conducted, and data will be collected by admin and EL Facilitator to look for evidence of Teacher Clarity and language strategies. • ELA Teachers will conduct data chats with students after each Diagnostic Assessment and develop goals for growth. • Create an incentive reward system to recognize EL students meeting growth goals. • Establish process protocol for teachers to communicate with attendance team regarding EL student absences. • Conduct weekly reviews of attendance data to identify EL students with 2-3 consecutive absences with 10% or more days absent, with more than one unverified absence. • Add action step for connecting with families of ELs.
Position Responsible	Principal, Assistant Principal, EL Facilitator, Attendance Team, Teachers
SMARTIE Goal #2	Using end-of-year SBAC scores, CSMS will increase proficiency in Math from 0% to 3%.
Performance Objective	CSMS will build capacity of staff to better understand and meet the language and academic needs of ELs in the subject area of Math as measured annually by SBAC.

Strategies for APO	• Implementation of Teacher Clarity and high yield PLC practices focused on student growth • Collect and analyze Math iReady Data to measure growth of ELs. • Use attendance data to identify and respond to EL Students who are at risk of chronic absenteeism
Action Steps for Strategies	• Professional Learning around Teacher Clarity and ELLevation Strategies • Within PLC meetings, teachers will collaborate to define clear learning intentions that address explicit instruction of academic language for daily lessons across all subject areas, aligned with curriculum standards and student needs. • Within PLC meetings, teachers will look at the language growth of ELs using student work samples in discussion with EL Facilitator • Learning Walks will be conducted, and data will be collected by admin and EL Facilitator to look for evidence of Teacher Clarity and language strategies. • Math Teachers will conduct data chats with students after each Diagnostic Assessment and develop goals for growth. • Create an incentive reward system to recognize EL students meeting growth goals. • Establish process protocol for teachers to communicate with attendance team regarding EL student absences. • Conduct weekly reviews of attendance data to identify EL students with 2-3 consecutive absences with 10% or more days absent, with more than one unverified absence. • Add action step for connecting with families of ELs
Position Responsible	Principal, Assistant Principal, EL Facilitator, Attendance Team, Teachers