

**Washoe County School District**  
**Cold Springs Middle School**  
**2024-2025 School Performance Plan**

**Classification: 1 Star School**

**Distinction Designations:**  
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.

# Value Statement

## 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](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 ..... 5

    Connectedness ..... 6

Priority Problem Statements ..... 7

Comprehensive Needs Assessment Data Documentation ..... 8

Goals ..... 9

    Goal 1: Student Success ..... 9

    Goal 2: Adult Learning Culture ..... 11

    Goal 3: Connectedness ..... 12

# Comprehensive Needs Assessment

Revised/Approved: September 6, 2024

## Student Success

### Student Success Summary

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. At the end of the 23-24 school year the i-Ready diagnostic showed 33% of our students were at or above grade level in ELA and 24% of our students were at or above grade level in math.

### Student Success Strengths

- 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

### 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 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 Summary

- 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 Strengths

- Structured PLC meetings that focus on instructional practices, student data
- Teachers will collaboratively examine grade-level standards to ensure instruction meets the necessary rigor.
- Establish clear learning intentions for daily lessons across all subject

## 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 Summary

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. 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 Strengths

- Implementation of Second Step SEL curriculum with a dedicated day each week for all teachers to teach lesson
- 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
- Recognizing students with positive incentives (monthly incentives, Student of the Month)
- Allocated an Engagement Specialist through grant funding
- Campus Supervisor for this school year
- Engagement grant allows for clubs and after school activities (intramurals, robotics club, yearbook club)

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** 30% of students at Cold Springs Middle School are present at school less than 90%. 11% 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/teachers have not formed positive relationships

# Priority Problem Statements

**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 1:** Varying levels of teacher experience and expertise amongst staff Inconsistent professional development Planning for students with diverse needs

**Problem Statement 1 Areas:** Adult Learning Culture

**Problem Statement 2:** 30% of students at Cold Springs Middle School are present at school less than 90%. 11% of students are present at school less than 80%.

**Critical Root Cause 2:** 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/teachers have not formed positive relationships

**Problem Statement 2 Areas:** Connectedness

**Problem Statement 3:** A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA or Math.

**Critical Root Cause 3:** Inability to hire all classroom teaching positions 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 3 Areas:** Student Success

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- School goals
- Prior year improvement plans - Formative and summative reviews

## **Accountability Data**

- State assessment performance report

## **Student Data: Assessments**

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

## **Student Data: Student Groups**

- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

## **Student Data: Behavior and Other Indicators**

- Attendance data

## **Employee Data**

- School leadership data
- School department and/or faculty meeting discussions and data

## **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

## **Support Systems and Other Data**

- Master schedule



# Goals

Revised/Approved: September 9, 2024

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 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.

**Evaluation Data Sources:** iReady diagnostic, master schedule, testing schedule, make-up schedule

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: iReady</b>  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 <b>Formative Measures:</b> iReady diagnostic Student goal-setting worksheets <b>Position Responsible:</b> Principal  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk <b>- Evidence Level:</b> Promising <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Annual Performance Objective 1 Problem Statements:**

Student Success
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<p><b>Problem Statement 1:</b> A large percentage of students at Cold Springs Middle School are not reaching proficiency in ELA or Math. <b>Critical Root Cause:</b> Inability to hire all classroom teaching positions 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</p>
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Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 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)

Evaluation Data Sources: PLC meeting agendas

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: PLCs</b>  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 <b>Formative Measures:</b> PLC attendance sheets, iReady diagnostic data <b>Position Responsible:</b> Principal Department Leads  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, At Risk <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> 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. <b>Critical Root Cause:</b> Varying levels of teacher experience and expertise amongst staff Inconsistent professional development Planning for students with diverse needs

Goal 3: Connectedness  
Aligns with District Priority

**Annual Performance Objective 1:** The percentage of students identified as chronically absent in the 24-25 school year will decrease by 10% when compared to the 23-24 percent identified as chronically absent.

**Evaluation Data Sources:** BIG attendance data, Infinite Campus, Team meeting notes

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: SEL</b>  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.  <b>Formative Measures:</b> IC and BIG attendance reports daily attendance reports <b>Position Responsible:</b> Principal, Assistant Principal  <b>Student Groups This Strategy Targets:</b> Chronically Absent - <b>Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> 30% of students at Cold Springs Middle School are present at school less than 90%. 11% of students are present at school less than 80%. <b>Critical Root Cause:</b> 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/ teachers have not formed positive relationships