

2024-2025 Building Needs Assessment for 2025-2026 Budget Considerations Cottonwood Elementary School (Grades PreK-5)



[Cottonwood Elementary School 2022-23 Accountability Report](#)

School Improvement - Fundamentals

The four fundamentals are interconnected and associated with actions that each school system must implement so students can meet our state's rigorous standards.

Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
We apply an explicit, systematic, diagnostic, and cumulative approach to teaching literacy that acknowledges the value of both word recognition and oral/written language comprehension as evidenced in all grades and disciplines. ● Phonemic Awareness ● Phonics ● Fluency ● Vocabulary ● Comprehension	We align lessons, instruction, and materials to Kansas standards and clearly identify what students must know and be able to do. This includes interpersonal, intrapersonal, and cognitive skills in preK-12. ● Learning Intentions ● Success Criteria ● Academic Rigor ● Scope & Sequence	We assess students for risk and standards in preK-12 and use data to adjust instruction. We have a deep understanding of the purpose of each assessment and how to use the data to raise achievement. ● Formatives ● Summatives ● Progress Monitoring ● Screening ● Diagnostic	We have a culture of high expectations in our classrooms and provide each student access to grade level standards and content through high-quality instructional materials (HQIM) in preK-12. ● High Expectations ● Culturally Responsive ● Differentiation ● Academic & Social Emotional Learning (SEL) ● Student Dispositions

Communication Goals – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
KSA ELA: Decrease % at Level 1	Since 2021-2022 we have had a decrease of 14.6% in Level 1 on the English Language Arts (ELA) Kansas Assessment Program (KAP). Our students slightly decreased the number of students scoring in Level 1 in 2022-2023. This was a year we started a new resource, Into Reading, and teachers and students were adjusting to the new resource. In 2023-2024 our teachers and students were familiar with the resource and better able to match the curriculum to meet student needs. The familiarity allowed us to create more rigorous lessons . We saw a decrease of 13% in Level 1 after a very successful year in our ELA whole group. The building teams worked collaboratively to create tier 2 and 3 intervention groups. Our concern is the loss of ESSER funds took away some of our tier 2 and tier 3 supports in reading so we are unable to meet as many needs this year. State Assessment Comparison - 2023 to 2024 Building wide Cottonwood increased the percentage of students scoring in levels 3 and 4 by 11% Building wide Cottonwood decreased the percentage of students scoring in level 1 by 13% 3rd Grade – students scoring in levels 3 and 4 increased by 17% 3rd Grade – students scoring at level 1 was 25% compared to 50% last year 4th Grade – as 3rd grade students they scored a 270 and raised it to 282 this year, closing the gap. 4th Grade – as 3rd grade students, 58% scored in level 1, this year only 25% at level 1 5th Grade – students scored 7 percentage points higher than state average 5th Grade – students scored 9 percentage points higher than district average 5th Grade – 50% of students scored in levels 3 and 4 up 14% from last year 1. Free Lunch students at Cottonwood had a smaller percentage of students in Level 1 compared to state and district. 2. Hispanic students at Cottonwood had a smaller percentage of students scoring in level one by over 20%. 3. Self-pay students at Cottonwood had a smaller percent of students scoring in level one compared to state and district. 4. Students with disabilities at Cottonwood had a smaller percent of students scoring in level one compared to state and district. 5. All other subgroups scored lower when compared to the all-student group.
KSA ELA: Increase % at Level 3 & 4	Since 2021-2022 we have had an increase of 17.4% in levels 3 and 4 on the ELA KAP. During the two years that we have made these gains we changed our small group organization to better meet student needs. We leveled our students in grades 3-5 for small group reading using student specific data. This allowed students to receive instruction at their level;

	the teams focused on challenging students who had scored 3's on the prior year's state test. Our teachers used our iReady Data and Into Reading data to guide this instruction. Teachers also used the formative assessment to help guide this instruction. Our concern is the loss of ESSER funds took away some of our tier 2 and tier 3 supports in reading so we are unable to meet as many needs this year. State Assessment Comparison - 2023 to 2024 Building wide Cottonwood increased the percentage of students scoring in levels 3 and 4 by 11% Building wide Cottonwood decreased the percentage of students scoring in level 1 by 13% 3rd Grade – students scoring in levels 3 and 4 increased by 17% 3rd Grade – students scoring at level 1 was 25% compared to 50% last year 4th Grade – as 3rd grade students they scored a 270 and raised it to 282 this year, closing the gap 4th Grade – as 3rd grade students, 58% scored in level 1, this year only 25% at level 1 5th Grade – students scored 7 percentage points higher than state average 5th Grade – students scored 9 percentage points higher than district average 5th Grade – 50% of students scored in levels 3 and 4 up 14% from last year 1. Free Lunch students at Cottonwood had a greater percentage of students in Level 4 compared to state and district. 2. Free Lunch students at Cottonwood had a greater percentage of students in Level 3 compared to state and district. 4. Hispanic students at Cottonwood outperformed students at the state and district level for students in levels 3 and 4. 5. Self-pay students scored higher on the ELA State Assessment with 55% of those students performing in Levels 3 or 4. 6. Students with disabilities at Cottonwood had a smaller percent of students scoring in levels 3 and 4 compared to state and district.
Complex Communication Rubric: Increase % at Demonstrating Level	Our baseline data for the number of students performing at the Demonstrating Level on Salina Public Schools (SPS) Complex Communication Rubric is 29%. Our teachers would complete this rubric in a Professional Learning Community (PLC) and felt it was very objective. Our concern is teachers didn't feel comfortable giving 4's that quickly during a PLC. Teachers are planning to complete this rubric during the 2nd nine weeks, 3rd nine weeks and then will report where the students are in the spring. In the past this was only completed in the spring. We felt it was too subjective and we weren't scoring as accurately as needed. Our goal for the 2024-2025 is 50% of our students will perform at the Demonstrating Level on the SPS Complex Communications Rubric.
Other Data	

Communication – Fundamentals and Structure Identification:

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	Needs: More classified staff for Tier 2 and Tier 3 interventions		Needs: Revise summative assessments to better meet the whole group instruction Sub coverage for iReady Tasks in fall, winter and spring	Needs: A classified staff member in each kindergarten classroom to better meet the needs of all students
Educator Evaluation				
Professional Learning	Needs: More Collaboration time with other grade levels, early release days or building in-service time District professional development (PD) opportunities for support staff Language Essentials for Teachers of Reading and Spelling (LETRS) training for all staff who teach EL	Needs: Time with grade level teams across the district to work on Success Criteria		Needs: Professional training when a new resource is adopted Time to prepare when a new resource is adopted District PD opportunities for support staff LETRS training for all staff who teach ELA
Professional Collaboration	Needs: Building Inservice time/Early Release Days to work with cross grade level teams	Needs: Time with grade level teams across the district to work on Success Criteria	Needs: Building Inservice time/Early Release Days to work with cross grade level teams	Needs: Building Inservice time/Early Release Days to work with cross grade level teams
Tiered System of Support	Needs: More classified staff for Tier 2 and Tier 3 interventions (smaller groups)			Needs: More staff for Tier 2 and Tier 3 interventions (smaller groups)
Family, Community		Needs: Share more about Visible Learning on school		Family University -The VISION of Family University is to empower parents to

and Business Partnerships		social media to make parents more aware		raise children who are successful in school and in life by becoming full partners with Cottonwood Elementary in their child's education. Family University will provide parents and caregivers training and access to skills through collaboration with community and school resources.
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Critical Thinking Goals – Data Review:

	Current State: <i>Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.</i>
KSA Math: Decrease % at Level 1	Since 2021-2022 Cottonwood has seen a steady decline in students performing at level 1 on the KS Math Assessment. Cottonwood has met the strategic plan goal of decreasing students performing at level 1 by 12% no later than 2027. Cottonwood decreased students performing at level 1 by 15% in 2023-2024. Our concern is the loss of ESSER funds took away some of our tier 2 and tier 3 supports in reading so we are unable to meet as many needs this year. State Assessment Comparison - 2023 to 2024 Building wide Cottonwood increased the percentage of students scoring in levels 3 and 4 by 18% Building wide Cottonwood decreased the percentage of students scoring in level 1 by 5% 3rd Grade – students scoring in levels 3 and 4 increased by 10% 3rd Grade – 14% of students scored in Level 4 (higher than district) 3rd Grade – students scoring in level 1 decreased by 16% 4th Grade – students scoring in levels 3 and 4 increased by 10% 4th Grade – students scoring in level 1 decreased by 13% from previous year when they tested in 3rd grade, closing the gap 5th Grade – students scoring in levels 3 and 4 increased by 25% 5th Grade – students scoring in level 1 decreased by 10% 5th Grade – students scoring in Level 4 are 4% higher than district and state 5th Grade – 49% of students scored in levels 3 and 4, 16% higher than district and state

	1. Free Lunch students at Cottonwood had a lower percentage of students in Level 1 compared to state and district. 2. Hispanic students at Cottonwood had a lower percentage of students scoring in level one by over 20%. 3. Self-pay students at Cottonwood had a lower percent of students scoring in level one compared to state and district. 4. Students with disabilities at Cottonwood had a lower percent of students scoring in level one compared to state and district.
KSA Math: Increase % at Level 3 & 4	Since 2021-2022 there has been a steady increase of students performing at level 3 or 4 on KS Math Assessment. The 2021-22 baseline was set at 24.6%. We have increased the number of students at this level by 12.4%, surpassing our strategic plan goal by 2.4%. Our concern is the loss of ESSER funds took away some of our tier 2 and tier 3 supports in reading so we are unable to meet as many needs this year. State Assessment Comparison - 2023 to 2024 Building wide Cottonwood increased the percentage of students scoring in levels 3 and 4 by 18% Building wide Cottonwood decreased the percentage of students scoring in level 1 by 5% 3rd Grade – students scoring in levels 3 and 4 increased by 10% 3rd Grade – 14% of students scored in Level 4 (higher than district) 3rd Grade – students scoring in level 1 decreased by 16% 4th Grade – students scoring in levels 3 and 4 increased by 10% 4th Grade – students scoring in level 1 decreased by 13% from previous year when they tested in 3rd grade, closing the gap 5th Grade – students scoring in levels 3 and 4 increased by 25% 5th Grade – students scoring in level 1 decreased by 10% 5th Grade – students scoring in Level 4 are 4% higher than district and state 5th Grade – 49% of students scored in levels 3 and 4, 16% higher than district and state 1. Free Lunch students at Cottonwood had a greater percentage of students in Level 4 compared to state and district. 2. Free Lunch students at Cottonwood had a greater percentage of students in Level 3 compared to state and district. 3. Free Lunch students outscored all students tested, for percentage of students in Level 3. 4. Hispanic students at Cottonwood outperformed students at the state and district level for students in levels 3 and 4. 5. Self-pay students scored higher on the Math State Assessment with 55% of those students performing in Levels 3 or 4. 6. Students with disabilities at Cottonwood had a smaller percent of students scoring in levels 3 and 4 compared to state and district.
KSA Science: Decrease % at Level 1	Since 2021-2022 we have decreased the number of students performing at level 1 on the KS Science State Assessment by 24% which surpassed our strategic plan goal by 13%.

	5th grade students decreased the percent of students scoring in level one by 16%. 5th grade students increased the percent of students scoring in levels three and four by 19%.
KSA Science: Increase % at Level 3 & 4	Since 2021-2022 we have increased the number of students performing at levels 3 or 4 on the KS Science State Assessment by 26%. Our baseline was 22%, we were at 48% in 2023-24 surpassing our strategic plan goal by 16%. 5th grade students decreased the percent of students scoring in level one by 16%. 5th grade students increased the percent of students scoring in levels three and four by 19%.
Critical Thinking Rubric: Increase % at Demonstrating Level	Cottonwood had 0% of students performing at the Demonstrating level on Critical Thinking Rubric. Our goal for the 2024-2025 is 30% of our students will perform at the Demonstrating Level on the Critical Thinking Rubric.
Other Data:	

Critical Thinking – Fundamentals and Structure Identification:

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation	More classified and certified staff for Tier 2 and 3 intervention groups (The loss of staff paid for with ESSER funds to assist students not at grade level is a challenge.)		Needs: A screener for math to guide intervention instruction	Substitute teachers are needed at Cottonwood as we are taking certified support staff to fill the vacancies. This affects our Tier II and III students. Needs: A classified staff member in each kindergarten classroom to better meet the needs of all students
Educator Evaluation				A more qualitative and explicit evaluation system

Professional Learning	Needs: Building Inservice time/Early Release Days to work with cross grade level teams	Time with the teaching team to dive deep into content. More time curriculum coaches and their team look into data and plan rigorous activities to meet the needs of our students	More collaboration time with building teams and coaches to look at data from assessments so we can tailor instruction to meet student needs	Needs: Professional training when a new resource is adopted so teachers have better understanding of the curriculum Time to prepare when a new resource is adopted District PD opportunities for support staff
Professional Collaboration	Needs: Building Inservice time/Early Release Days to work with cross grade levels	Needs: Time with grade level teams across the district to work on Success Criteria	Needs: Building Inservice time/Early Release Days to work with cross grade levels	Needs: Building Inservice time/Early Release Days to work with cross grade levels
Tiered System of Support	Needs: More staff for Tier 2 and Tier 3 interventions (smaller groups)		Needs: A screener for math to guide intervention instruction	More classified and certified staff for Tier 2 and 3 intervention groups. (The loss of staff paid for with ESSER funds to assist students not at grade level is a challenge.)
Family, Community and Business Partnerships		Needs: Share more about Visible Learning on our School Facebook page to make parents more aware		Family University - Family University -The VISION of Family University is to empower parents to raise children who are successful in school and in life by becoming full partners with Cottonwood Elementary in their child's education. Family University will provide parents and caregivers training and access to skills through collaboration with

				community and school resources. Site Council Parent Teacher Conferences
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Social-Emotional – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable.
Social Emotional Behavior Offenses: Decrease number of offenses	Since 2021-2022, the number of social-emotional behavior offenses has decreased by 27.8%, exceeding our strategic plan goal of a 15% decrease by 2027. While 2022-2023 saw an increase in the number of offenses (173) as compared to the baseline in 2021-2022 (151), the number of offenses in 2023-2024 decreased to (109). The implementation of Coaching and Safety calls to address student social-emotional needs and behavior is hypothesized to have been a contributing factor in the decrease of social-emotional behavior offenses as this system allows for staff and students to receive support with social-emotional needs and behaviors before they escalate to the level of a safety call (and removal from the classroom) and/or a disciplinary offense. A comparison of Coaching and Safety call data from 2022-2023 and 2023-2024 indicates that: • For the timeframe of October-May the total number of Coaching/Safety calls for 2023-2024 (601) was less than the total number of calls for 2022-2023 (643). • The total number of Safety calls for 2023-2024 (205) was less than the total number of Safety calls for 2022-2023 (262) even with 2 additional months of data collected during the 2023-2024 school year. For the timeframe of October-May the total number of Safety Calls for 2023-2024 (155) was less than the total number of Safety Calls for 2022-2023 (262). • The total number of Coaching calls for 2023-2024 (582) was higher than the total number of Safety calls for 2023-2024 (205), which was consistent with what we saw in 2022-2023. • The 2023-2024 data indicates a decrease in the number of student behaviors that were a safety concern to either the student or to others that required removal from the classroom as compared to the previous school year. • While the total number of Coaching Calls during 2023-2024 increased (581 in 2022-2023 to 786 in 2023-2024), this coupled with the decrease in Safety Calls during the 2023-2024 school year suggests improvements in student behavior from behaviors that were unsafe and often resulted in removal from the classroom setting to behaviors that the student could be coached through within the classroom setting.

	Having a full-time counselor, social worker, and behavior interventionist has allowed for a greater number of Coaching/Safety calls to be responded to by staff with specialized social-emotional training/education, and consistency of the implementation of behavior supports/intervention provided. In turn, this has resulted in fewer student behaviors warranting intervention at the safety call or disciplinary level and has increased student time in the classroom. In addition, having three staff members who can provide social-emotional support has allowed for more proactive services to be provided to students with social-emotional needs and to support staff in supporting students with social-emotional needs. These proactive services include seeing Tier II and Tier III students for individual and group sessions targeting skills in identified areas of need, as well as the ability to be a resource for, collaborate with, and support intervention implementation with staff. While the number of identified Tier II and Tier III students increased in 2023-2024 as compared to 2022-2023, the social-emotional behavior offense data and the Coaching/Safety call data suggests that the proactive and responsive services provided are having a positive impact. In addition to staffing, the following social emotional practices and building wide initiatives have been implemented to support social emotional needs: Second Step, Zones of Regulation, Conscious Discipline (Pre-K, K, & SEL Team), TASN Trauma Responsive Community Professional Development, Take a Break spots, the addition of a social emotional component to the Student Intervention Team (SIT) processes, collaboration with Central Kansas Mental Health Center and other community agencies, Family University, Cottonwood Connections, collaboration amongst previous and current teachers, and a social emotional literature library that students and staff can access. Along with the successes noted in the data above, areas of need that could be addressed to further decrease the number of Coaching/Safety calls and social emotional disciplinary offenses include: providing all staff with training/education in social emotional curriculum/practices (for example we have groups of staff who have had professional development related to Conscious Discipline but not all staff have been trained) and/or opportunities to make connections between Visible Learning concepts and SEL competencies, ensuring that Second Step is being delivered consistently and with fidelity, increasing staff confidence/methods for in embedding SEL into every day instruction, identifying opportunities for SEL team to meet with grade level teams such as a PLC, strengthening collaboration amongst students transitioning from one grade level to the next, PK-K and 5th-6th, delivering SEL lessons based on grade level/whole classroom needs, identifying opportunities share SEL strategies/skills being focused on with students, and compiling resources that staff can access for use (ex. self-regulation resources, how to use various SEL tools/strategies - fidgets, weighted blankets, etc.).
Chronically Absent: Decrease %	Since 2021-2022, there has been a 16.41% decrease in the number of students who were chronically absent, exceeding our strategic plan goal of a 15% decrease by 2027. The percentage of chronically absent students in 2022-2023 decreased from 2021-2022 by 12.66%, and the percentage of chronically absent students in 2023-2024 decreased from 2021-2022 by 16.41% and from 2022-2023 by 3.75%.
Self-Directed Learning Rubric:	Our baseline data for the number of students performing at the Demonstrating Level on the SPS Self-Directed Learning Rubric is 2.2%. Our goal for the 2024-2025 is 30% of our students will perform at the Demonstrating Level on the Self-Directed Learning Rubric.

Increase % at Demonstrating Level	
Other Data:	

Social-Emotional – Fundamentals and Structure Identification:

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation				Second Step: Set time allotted for teaching lessons and a set schedule to ensure fidelity Quick guide for teachers to use to determine appropriate interventions to use in the classroom for specific student needs Needs: A classified staff member in each kindergarten classroom to better meet the needs of all students
Educator Evaluation				
Professional Learning				Professional development, such as Conscious Discipline, for all staff (certified, classified, etc.)
Professional Collaboration				Scheduled PLC time for staff to collaborate with grade level teams
Tiered System of Support		Embed SECD into core/academic instruction in effort to increase mastery of social/emotional skills		Individualize classroom social/emotional lessons to better address specific

				grade level/classroom needs
Family, Community and Business Partnerships		Partnerships with community agencies to address drug/substance use/abuse within the student population in collaboration with SPS staff		Modeling to parents/families the interventions used at school and providing information regarding resources to improve overall wellness, parenting, relationships, and responsible decision making Non: Academic Skills report card to parents

State Outcomes – Data Review:

	Current State: Provide narrative statements to describe data trends, highlight successes, and identify concerns. Include references to achievement gaps for subgroups where applicable. (Not all areas are applicable to each building – only complete ones of relevance.)
Civic Engagement	Civic Engagement Activities include, firefighters visiting Kindergarten students, 1st grade makes cards and delivers them to local rest homes, 2nd grade has a food drive with items taken to the local food bank, 4th grade has the mobile fire house visit to teach fire prevention, and 5th grade gathers trash at the local park for Arbor Day. All students receive a Constitution Day lesson, send Thank You cards to hospital workers, Gardening Club, and participate in Kansas Day activities.
Graduation Rate	NA
Postsecondary Effectiveness	NA

State Outcomes – Fundamentals and Structure Identification:

	Structured Literacy	Standards Alignment	Balanced Assessment	Quality Instruction
Resource Allocation		Social Studies Curriculum		Time to look over the new curriculum and materials
Educator Evaluation				

Professional Learning		PD time on Social Studies curriculum		
Professional Collaboration		PLC time to look at standards		Time to look over and share data on students
Tiered System of Support	More classified staff for Tier 2 and Tier 3 interventions (smaller groups)			Title teachers and interventionists are able to use data to support classroom teachers
Family, Community and Business Partnerships				Family University -The VISION of Family University is to empower parents to raise children who are successful in school and in life by becoming full partners with Cottonwood Elementary in their child's education. Family University will provide parents and caregivers training and access to skills through collaboration with community and school resources.

Rose Capacities:

Educational Capacities (pursuant to K.S.A 72-3218): How are you ensuring every child in your school is provided at least the following capacities?	
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	Current state: Teachers monitor and administer Speaking and Listening standards across all grade levels in ELA. Desired state: All students will be proficient and score at Level 3 on Kansas State Reading Assessment.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	Current state: Although there are some modules that focus on social studies concepts, these are not found at each grade level. During Social Studies time (every other week), students are exposed to social studies standards.

	Desired state: Increased curriculum and text resources for teaching, as well as increasing instructional time during the day.
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	Current state: Although there are some modules that focus on social studies concepts, these are not found at each grade level. During Social Studies time (every other week), students are exposed to social studies standards. Desired state: Increased curriculum and text resources for teaching, as well as setting instructional time during the day.
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	Current state: Mindfulness, Zones of Regulation, Second Step, Cottonwood Plan for Success, Marathon, 1:1 student or group intervention sessions with Behavior Interventionist. Desired state: Cottonwood will be able to have students take non-academic surveys that could be utilized to target interventions and resources to support students that have lagging social-emotional wellness. Continued support with assistance of Social Worker, Counselor and Behavior Interventionist.
5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.	Current state: Teachers have access to Arts Infusion and some choose to bring in fine arts performers. Students participate in art and music each week. Students also have opportunities at the Stiefel Theatre/ Salina Community Theater/Creede Repertory Theater. Desired state: Increase and foster art opportunities for each classroom.
6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.	Current state: Cottonwood does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan. There is no set curriculum or outcome that all students can access. Desired state: Collaboration between secondary teachers and business partners to give students a snapshot of current academic and vocational fields.
7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.	Current state: Cottonwood does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan. Desired state: Collaboration between secondary teachers and business partners to give students a snapshot of current academic and vocational fields.

Building Barrier Statement:

What are the barriers that must be overcome to have all students achieve proficiency above level 2 for grade level academic expectations on state assessment?

1. Cottonwood Elementary embraces the challenge of over 80% of students falling in the at-risk category and 33% of students qualifying for SPED.
2. Cottonwood more than doubles the state averages of percent of students in these categories.
3. Cottonwood has several students with severe social/emotional/behavioral needs that require 1:1 support with a certified staff member when the student is not regulated. The addition of the Behavior Interventionist has helped to meet the needs of more students and the situation is now manageable.
4. ESSER funds offered a great deal of support in providing intervention to students identified as needing additional support in the classroom due to social-emotional and academic needs. Cottonwood no longer has the staff below.
 - 3 FTE classified interventionists
 - 1 Full-time Substitute

Social-Emotional Development of Students

- Student behaviors
 - o Apathy
 - o Refusal
 - o Elopement
 - o Explosive & physically aggressive behavior
 - o Disrespect/insubordination
- Student anxiety/Mental Health
 - o Heightened sensitivity to personal safety
 - o Lack of social awareness due to early development years being at home due to pandemic
 - o Trauma experiences due to pandemic or other
 - o Test anxiety

Academics:

- Learning loss due to the pandemic has only amplified the gap that exists in student learning
 - o Continued absences
 - o Lack of preschool experience with incoming students

- o Student instruction needs
- o Class size
- Time spent at home on learning support
 - o Parents can't or won't help
 - o Various levels of family engagement