

**Lyon County School District**  
**Cottonwood Elementary School**  
**2025-2026 School Improvement Plan**



# Mission Statement

At Cottonwood Elementary, we are committed to nurturing the whole child by fostering a supportive and inclusive learning environment where every student is empowered to grow into a resilient, creative, and compassionate individual. Through collaboration with families and the community, we aim to inspire lifelong learners who are prepared to think critically, communicate effectively, and act responsibly as global citizens. Guided by the Lyon County School District's Portrait of a Learner, we focus on equipping our students with the skills, character, and curiosity needed to thrive in an ever-changing world.

## Vision

Our vision at Cottonwood Elementary is to cultivate a dynamic and nurturing school community where every child feels valued, empowered, and inspired to achieve their full potential. We envision a future where students develop the confidence to face challenges, the curiosity to explore new ideas, and the compassion to make a positive impact on the world.

## 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 ([Add a link to the school's School Rating Report.](#))

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Student Success ..... 4
  - Adult Learning Culture ..... 6
  - Connectedness ..... 9
- Priority Problem Statements ..... 11
- Comprehensive Needs Assessment Data Documentation ..... 12
- Inquiry Areas ..... 13
  - Inquiry Area 1: Student Success ..... 13
  - Inquiry Area 2: Adult Learning Culture ..... 20
  - Inquiry Area 3: Connectedness ..... 22

# Comprehensive Needs Assessment

Revised/Approved: November 7, 2025

## Student Success

### Student Success Areas of Strength

Students in Kinder and 1st who have received rigorous foundational instruction from HMH are achieving in the 52d percentile. This success rate is expected to roll up grade levels as students continue to engage with new curriculum.

Multiple initiatives in place to monitor student success and track paths to improvement, including a recently revamped MTSS school wide process and routinely SIP data tracker.

Strong success indicators from strategic placement of at risk students through structured intervention with CCRI's and United Readers.

### Student Success Areas for Growth

Commitment to data tracking and goal setting in regard to SBAC performance and success.

Strengthening support for students with IEPs and and EL students.

Strengthening career exploration through multiple learning opportunities and pathways.

### Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
Foster/Homeless	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
<b>Migrant/Title1-C Eligible</b>	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
<b>Racial/Ethnic Minorities</b>	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
<b>Students with IEPs</b>	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success

### Problem Statements Identifying Student Success Needs

**Problem Statement 1 (Prioritized):** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.

**Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

**Problem Statement 2 (Prioritized):** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success.

**Critical Root Cause:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

**Problem Statement 3 (Prioritized):** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.

**Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

# Adult Learning Culture

## Adult Learning Culture Areas of Strength

Cottonwood Elementary School currently utilizes Professional Learning Communities where grade level teams collaborate and develop next steps for student success based on data driven decision making. Professional support has been provided by Solution Tree to improve the efficacy of data teams and ensure that teachers are given the tools needed to best support the growth of students.

Cottonwood Elementary School also utilizes Teacher Leaders for coaching opportunities for both new and tenured teachers. Teacher Leaders offer support for a wide range of instructional areas including classroom management, technology support, and curriculum support.

## Adult Learning Culture Areas for Growth

Inconsistent implementation of curriculum and inconsistent Tier I Instruction school wide indicates the need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide. This requires targeted adult instruction and professional development to better align equitable, high-impact strategies to improve student growth outcomes for all student subgroups.

## Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Provide test prep materials in multiple languages and or with scaffolded supports. Offer language-focused tutoring and extended learning time. Professional development in inclusive instructional practices in tier one instruction. Provided targeted tier 2 and 3 interventions and scaffolds.
<b>Foster/Homeless</b>	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Ensure consistent access to academic support and mentorship. Provide transportation and technology for online ACT prep resources. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.

Student Group	Challenge	Solution
<b>Free and Reduced Lunch</b>	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal prep.	Offer evening/weekend prep courses with meals provided. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.
<b>Migrant/Title1-C Eligible</b>	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Mobile tutoring support and digital access to SBAC prep content. Coordination with families for attendance and participation. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.
<b>Racial/Ethnic Minorities</b>	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Partner with culturally relevant mentors and tutors. Use data to identify and close opportunity gaps. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.
<b>Students with IEPs</b>	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Formal test prep/ resources with accommodations mirroring actual test-day supports. Differentiated instruction and support aligned with IEP goals. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.

### Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic

benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success.

**Critical Root Cause:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

**Problem Statement 2 (Prioritized):** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.

**Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

**Problem Statement 3 (Prioritized):** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.

**Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

# Connectedness

## Connectedness Areas of Strength

CES recognizes that regular student attendance is a driver of success and has made significant changes to both monitor and incentivize student attendance.

## Connectedness Areas for Growth

- Addressing root causes of absenteeism in vulnerable populations, and identifying most at-risk students.
- Increasing student engagement, SEL support, and sense of belonging.

## Connectedness Equity Resource Supports

Student Group	Challenge	Solution
<b>English Learners</b>	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
<b>Foster/Homeless</b>	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
<b>Free and Reduced Lunch</b>	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
<b>Migrant/Title1-C Eligible</b>	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources

Student Group	Challenge	Solution
<b>Racial/Ethnic Minorities</b>	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
<b>Students with IEPs</b>	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources

**Problem Statements Identifying Connectedness Needs**

**Problem Statement 1 (Prioritized):** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.

**Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Problem Statement 2 (Prioritized):** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.

**Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

# Priority Problem Statements

**Problem Statement 1:** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.

**Critical Root Cause 1:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

**Problem Statement 1 Areas:** Student Success - Adult Learning Culture - Connectedness

**Problem Statement 2:** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success.

**Critical Root Cause 2:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

**Problem Statement 2 Areas:** Student Success - Adult Learning Culture

**Problem Statement 3:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.

**Critical Root Cause 3:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Problem Statement 3 Areas:** Student Success - Adult Learning Culture - Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## Student Success

- College and career readiness data
- Curriculum Based Measures
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

## Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Walk-through data

## Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- PBIS/MTSS data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

# Inquiry Areas

## Inquiry Area 1: Student Success

**SMART Goal 1:** Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** School Links  
PBL Opportunities

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> CES will increase the total number of K-4 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Industry partnership meetings	Virginia Richardson	Throughout the school year			
2	Annual Stakeholder Meetings	Virginia Richardson	Spring 2026			
3	School Links Professional Development	Virginia Richardson / Jim Gianotti	Throughout the school year			
4	Implement K-12 School Links Scope and Sequence	Virginia Richardson / Computer Teacher	Throughout the school year			
<p><b>Position Responsible:</b> Virginia Richardson</p> <p><b>Resources Needed:</b> School links Industry partnership</p> <p><b>Evidence Level</b></p> <p><b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2</p>						

Improvement Strategy 2 Details				Reviews			
<b>Improvement Strategy 2:</b> Increasing awareness and engagement of all stakeholders by expanding industry partnerships, and increasing opportunities for WBL through field trips.				Status Check		EOY Reflection	
				Nov	Jan	May	
	<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	No review	No review	
	1	Industry partnership meetings	Virginia Richardson	Throughout the school year.			
	2	Professional development for teachers around WBL opportunities and focusing on ELL populations and CIT students	Virginia Richardson / Teacher Leaders	Throughout the school year			
<b>Position Responsible:</b> Virginia Richardson <b>Resources Needed:</b> School Links Industry Partnerships  <b>Evidence Level</b> Level 2: Moderate: Work Based Learning <b>Problem Statements/Critical Root Cause:</b> Student Success 2 - Adult Learning Culture 1							

**SMART Goal 1 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.</p> <p><b>Problem Statement 2:</b> While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. <b>Critical Root Cause:</b> Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.</p>
Adult Learning Culture
<p><b>Problem Statement 1:</b> While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. <b>Critical Root Cause:</b> Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.</p>

### Adult Learning Culture

**Problem Statement 2:** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

### Connectedness

**Problem Statement 2:** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

**Inquiry Area 1: Student Success**

**SMART Goal 2:** Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** School Links  
PBL Opportunities

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> CES will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.				<b>Status Check</b>		<b>EOY Reflection</b>
				<b>Nov</b>	<b>Jan</b>	<b>May</b>
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	School Links training for staff with emphasis for ELL teachers and counselors who work with CIT students	Administrators / Teacher Leaders	2025/2026 school year			
2	Implement School Links activities during technology pull out	Administrators / Technology Teacher	2025/2026 School Year			
<b>Position Responsible:</b> Virginia Richardson <b>Resources Needed:</b> School Links PLC Scheduled time  <b>Evidence Level</b> <b>Problem Statements/Critical Root Cause:</b> Student Success 2 - Adult Learning Culture 1						

**SMART Goal 2 Problem Statements:**

Student Success
<p><b>Problem Statement 2:</b> While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. <b>Critical Root Cause:</b> Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.</p>

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**Inquiry Area 1: Student Success**

**SMART Goal 3:** In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

**Formative Measures:** i-Ready Reading and Math Assessment Suite  
i-Ready Math Curriculum

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews															
<b>Improvement Strategy 1:</b> Data driven instruction, regularly analyzing data to identify student strengths and weakness to help teachers tailor instruction to address a student's individual needs.				Status Check		EOY Reflection													
				Nov	Jan	May													
				<table border="1"> <thead> <tr> <th>Action #</th> <th>Actions for Implementation</th> <th>Person(s) Responsible</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monitor district usage reports and student progress monitoring tools</td> <td>Administrators / Teacher Leaders</td> <td>2025/2026 School Year</td> </tr> <tr> <td>2</td> <td>Review early warning systems and CCRI Data</td> <td>Administrators / Counselor</td> <td>2025/2026 School Year</td> </tr> <tr> <td>3</td> <td>Review data for at risk student populations to identify early warning flags</td> <td>Administrators / MTSS Team / Counslor</td> <td>2025/2026 School Year</td> </tr> </tbody> </table>	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Monitor district usage reports and student progress monitoring tools	Administrators / Teacher Leaders	2025/2026 School Year	2	Review early warning systems and CCRI Data	Administrators / Counselor	2025/2026 School Year	3	Review data for at risk student populations to identify early warning flags	Administrators / MTSS Team / Counslor
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1	Monitor district usage reports and student progress monitoring tools	Administrators / Teacher Leaders	2025/2026 School Year																
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**Position Responsible:** Virginia Richardson

**Resources Needed:** i-Ready Reading and Math Assessment Suite  
i-Ready math curriculum  
Time for data digs

**Evidence Level**

**Problem Statements/Critical Root Cause:** Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2

**SMART Goal 3 Problem Statements:**

Student Success
<p><b>Problem Statement 1:</b> Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. <b>Critical Root Cause:</b> Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.</p>

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### Connectedness

**Problem Statement 2:** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

**Inquiry Area 2: Adult Learning Culture**

**SMART Goal 1:** CES will improve the effectiveness of PLC's by utilizing strategies presented by Creative Leadership Solutions in order to improve instructional practices In grades K-4 which will be demonstrated by students achieving 58% of their typical growth goals in Math and ELA from Fall to Spring as measured by iReady growth assessments during the 2025-26 school year.

**Formative Measures:** District usage reports, iReady

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Data driven instruction, regularly analyzing data to identify students strengths and weaknesses to help teachers tailor instruction to address students individual needs				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	ELA and Math iReady data analysis	Admin, Teachers, Teacher Leaders, CCRI	Fall Winter Spring			
2	weekly PLC grade level meetings, Bi-Weekly data chats,	Admin, Teachers, Teacher Leaders, CCRI	Bi-weekly			
3	School wide and District wide data digs focusing on ELL populations and CIT	Admin, Teacher Leaders, Teachers, CCRI	Fall Winter Spring			
<b>Position Responsible:</b> Administrator <b>Resources Needed:</b> iReady data, dedicated time frames for data digs, PLC meetings (data teams) -  <b>Evidence Level</b> Level 2: Moderate: early intervention, Tier 2 support <b>Problem Statements/Critical Root Cause:</b> Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1, 2						

**SMART Goal 1 Problem Statements:**

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## Student Success

**Problem Statement 2:** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

**Problem Statement 3:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

## Adult Learning Culture

**Problem Statement 1:** While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause:** Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

**Problem Statement 2:** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

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## Connectedness

**Problem Statement 1:** Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause:** Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

**Problem Statement 2:** Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause:** Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

**Inquiry Area 3: Connectedness**

**SMART Goal 1:** Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

**Formative Measures:** Attendance Reports (IC)

Early warning system

MTSS / Counselor for attendance

Home visits

Intervention logs

**Aligns with District Goal**

Improvement Strategy 1 Details				Reviews		
<b>Improvement Strategy 1:</b> Cottonwood Elementary School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.				Status Check		EOY Reflection
				Nov	Jan	May
				<b>Action #</b>	<b>Actions for Implementation</b>	<b>Person(s) Responsible</b>
1	Develop attendance / Intervention plan	Administrators	Fall 2025			
2	Monthly review of PK-4 Attendance Data, emphasizing at risk populations	Administrators	Monthly			
3	Family Engagement Participation Data	Administrators / Counselors / PTA	Monthly			
<b>Position Responsible:</b> Principal <b>Resources Needed:</b> CCRI's Infinite Campus MTSS Systems Expanded in person and telehealth Mental Health Resources  <b>Problem Statements/Critical Root Cause:</b> Student Success 3 - Adult Learning Culture 3 - Connectedness 1						

Improvement Strategy 2 Details				Reviews		
<b>Improvement Strategy 2:</b> Utilizing data, schools will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction will be used to improve attendance with chronically absent students.				Status Check		EOY Reflection
				Nov	Jan	May
				No review	No review	
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Develop Attendance / Intervention template	Administrators	Fall 2025			
2	Monitor PK-4 Attendance Data focusing on at-risk student populations	Administrators	Monthly			
3	Family Engagement Participation Data	Administrators / Counselor / PTA	Monthly			
4	Curriculum Implementation Walk -through Data	Administrators / Teacher Leaders	Monthly			
<b>Position Responsible:</b> Principal <b>Resources Needed:</b> CCRI's Infinite Campus access MTSS teams Expanded in person and telehealth Mental Health Resources in schools  <b>Evidence Level</b> Level 1: Strong: Early Intervention  <b>Problem Statements/Critical Root Cause:</b> Student Success 3 - Adult Learning Culture 3 - Connectedness 1						

**SMART Goal 1 Problem Statements:**

Student Success
<b>Problem Statement 3:</b> Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. <b>Critical Root Cause:</b> Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.
Adult Learning Culture
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