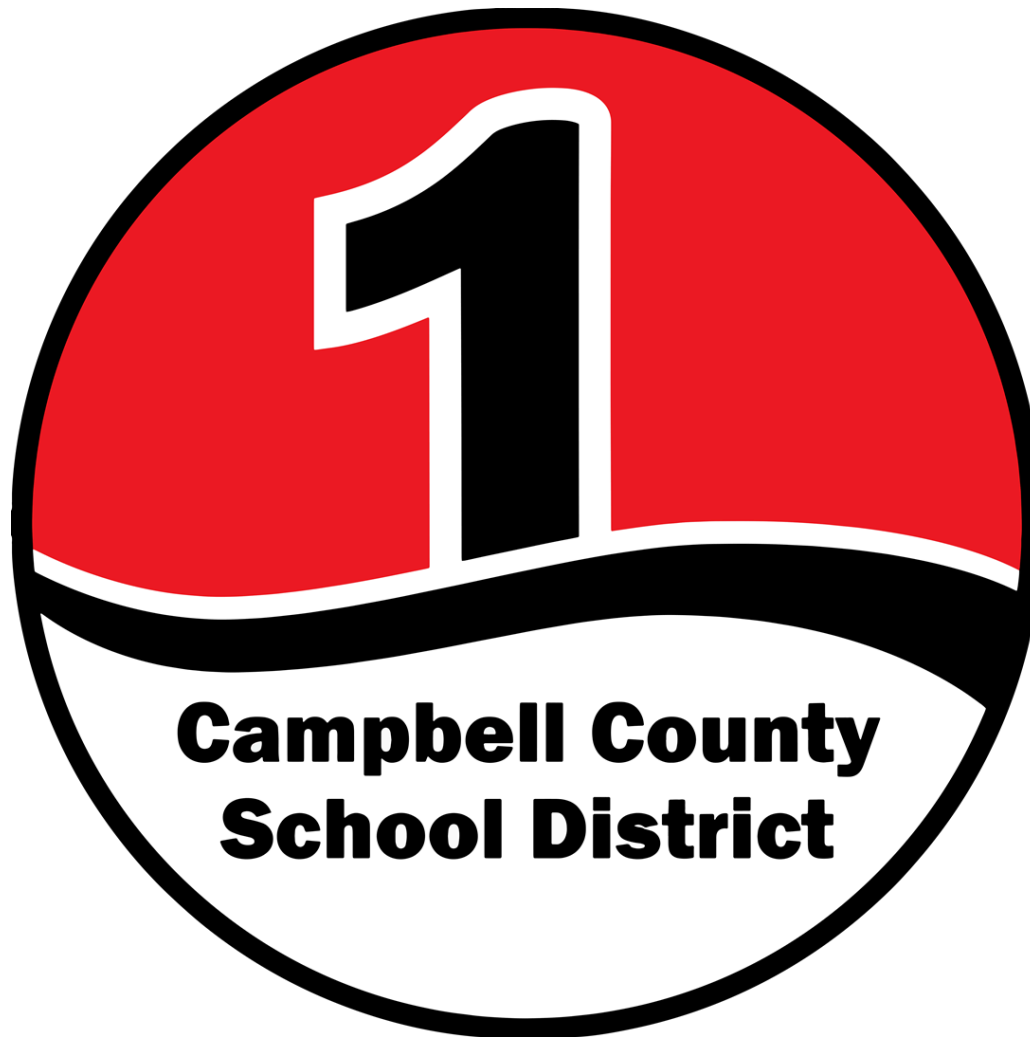




Cottonwood Elementary
Board Report
2026-2027

School Demographics

Staff	2024-2025	2025-2026	2026-2027
Certified	23	23	22
ESP	19	20	20

School Enrollment

Fall	K	1st	2nd	3rd	4th	5th	6th	Total
Oct. 1st 2024	26	24	26	27	29	34	30	196
Oct. 1st 2025	24	21	23	27	27	32	34	188
Current 2026-2027	22	20	19	24	26	28	30	169

Subgroups

*Subgroup data from the state is a year behind.

		2024-2025			2025 - 2026			2026-2027		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	56%	49%	48%	56%	49%	TBD	51%	49%	TBD
	Male	44%	51%	52%	44%	51%	TBD	49%	51%	TBD
IEP		19%	14%	16%	20%	15%	TBD	22%	16%	TBD
Free/Reduced		49%	42%	42%	48%	44%	TBD	52%	40%	TBD
Mobility		20%	15%	NA	17%	16%	NA	TBD	TBD	NA
ELL		5%	5%	3%	6%	4%	TBD	7%	4%	TBD
Ethnicity	White	88%	83%	75%	85%	83%	TBD	87%	83%	TBD
	Hispanic	10%	11%	16%	11%	12%	TBD	11%	12%	TBD
Other Minority		2%	6%	9%	4%	5%	TBD	2%	5%	TBD

SCHOOL IMPROVEMENT GOALS

ELA 2026: By the end of the 2026–2027 school year, Cottonwood Elementary will increase the percentage of students scoring proficient or advanced on the Summative WY-TOPP ELA assessment from 43.5% to at least 55%.

ELA 2025: By the end of the 2025–2026 school year, at least 55% of Cottonwood students will score proficient or advanced in English Language Arts on the Summative WYTOPP assessment.

ELA 2024: Cottonwood will improve the number of students proficient or advanced from 39.4% to 50% as measured by the 2023-2024 School Performance Report.

MATH 2026: By the end of the 2026–2027 school year, Cottonwood Elementary will increase the percentage of students scoring proficient or advanced on the Summative WY-TOPP Math assessment from 60% to at least 65%.

MATH 2025: By the end of the 2025–2026 school year, at least 55% of Cottonwood students will score proficient or advanced in Math on the Summative WYTOPP assessment.

MATH 2024: Cottonwood will improve the number of students proficient or advanced from 33.7% to 50% as measured by the 2023-2024 School Performance Report.

SCIENCE 2026: By the end of the 2026–2027 school year, Cottonwood Elementary will increase the percentage of fourth-grade students scoring proficient or advanced on the Summative WY-TOPP Science assessment from 37% to at least 45%.

SCIENCE 2025: By the end of the 2025–2026 school year, at least 40% of Cottonwood 4th grade students will score proficient or advanced in Science on the Summative WYTOPP assessment.

SCIENCE 2024: Cottonwood will improve the number of students proficient or advanced from 34.6% to 50% as measured by the 2023-2024 School Performance Report.

WELL-BEING 2026: By the end of the 2026–2027 school year, Cottonwood Elementary will strengthen a consistent, positive, and proactive approach to student behavior by teaching behavioral expectations as skills and using schoolwide systems to identify, respond to, and monitor students who need additional behavioral support.

WELL-BEING 2025: Cottonwood Elementary staff will implement Positive Behavior Supports and Behavioral Leadership strategies across all school settings, including classrooms, in order to promote a consistent, positive, and proactive behavioral framework.

WELL-BEING 2024: Cottonwood will create a School-Wide PBIS handbook by the end of the 2023-2024 school year.

ACCOUNTABILITY REPORT GOALS

ACHIEVEMENT 2026: By the end of the 2026–2027 school year, Cottonwood Elementary will increase its overall WY-TOPP achievement score from 50% to at least 55%, with the goal of reaching the Meeting Target achievement category.

ACHIEVEMENT 2025: Cottonwood Elementary will improve from 42% to 51% of students meeting expectations on the Achievement Indicator, as measured by the 2025–2026 WAEA School Performance Report.

ACHIEVEMENT 2024: Cottonwood will improve from a 36% to 51% on the Achievement Indicator as measured by the 2024-2025 School Performance Report.

GROWTH 2026: Cottonwood Elementary will increase its Median Growth Percentile from 49 to at least 55 while maintaining Meets Target status on the Growth Indicator, as measured by the 2026–2027 WAEA School Performance Report.

GROWTH 2025: Cottonwood Elementary will improve from a Median Growth Percentile score of 47 to 50 to meet expectations on the Growth Indicator as measured by the 2025-2026 WAEA School Performance Report.

GROWTH 2024: Cottonwood will improve from a 41 to 48 on the Growth Indicator as measured by the 2023-2024 School Performance Report.

EQUITY 2026: Cottonwood Elementary will increase its Equity Indicator score from 51 to at least 55 while maintaining Meets Target status, as measured by the 2026–2027 WAEA School Performance Report.

EQUITY 2025: Cottonwood Elementary will improve from a Median Growth Percentile score of 43 to 48 to meet expectations on the Equity Indicator as measured by the 2025-2026 WAEA School Performance Report.

EQUITY 2024: Cottonwood will improve from a 43 to 48 on the Equity Indicator as measured by the 2024-2025 School Performance Report.

ELP 2026: By the end of the 2026–2027 school year, at least 50% of Cottonwood Elementary’s students included in the English Language Proficiency Indicator will meet their individual progress targets, increasing from 42% and maintaining Meets Target status, as measured by the 2026–2027 WAEA School Performance Report.

ELP 2025: Cottonwood Elementary will maintain a score of meeting or exceeding expectations on the ELP Indicator as measured by the 2025-2026 WAEA School Performance Report.

ELP 2024: Cottonwood will improve from a 47% to 50% on the ELP Indicator as measured by the 2024-2025 School Performance Report.

Our Instructional System

Everything we do points back to our **grade level essential standards**. Three layers work together so every student gets grade level learning and the support to reach it.

Teach the standard.

LAYER 1

Core Instruction

The grade level essential standards, taught well the first time, to every student.

What do we want every student to learn today?

- Clear expectations and consistent routines, so time goes to learning.
- Lessons move students through how knowledge is built: select, organize, integrate, and apply.
- Students meet each idea many times, across days and weeks. One lesson is not enough.
- When a student is stuck, we find where and support them there. The task stays at grade level.

It isn't

Lower standards for some students or scaffolds that never come off.

Respond to the data.

LAYER 2

Grade Level Intervention

Respond within days, while the learning is fresh.

Who learned it? Who didn't? What do we do about it tomorrow?

- Give a common formative assessment (CFA) on the standard.
- Sort students into three groups: Not yet, Almost, Got it.
- Reteach the same standard to students who need it, with closer feedback. Extend for students who have it.
- Reassess the same standard. The whole loop takes days, not weeks.

It isn't

A new lesson to plan, or the same worksheet again.

Fill in what's missing.

LAYER 3

WIN Time

Fill the gaps that keep students from doing grade level work.

What is this student missing that keeps them from grade level work?

- First half: one specific skill from below grade level, taught directly and practiced with feedback.
- Second half: use that skill on what the class is about to learn, and preteach the words and ideas they will need.
- K to 2: two 30 minute blocks a day. 3 to 6: one 30 minute block a day.
- Students move when the data says so.

It isn't

Finishing classwork, a second run of today's lesson, or busy work.

The four questions our three layers answer

What do we want students to learn?	Core Instruction: the essential standards
How will we know they learned it?	Grade Level Intervention: CFAs and quick checks
What will we do when they didn't?	Reteach in the block. Fill the gap in WIN.
What will we do when they already did?	Extend in the block

Our rhythm

Every day	Instructional blocks with checks for understanding. WIN time on one skill.
Every week	PLC. Plan around the essential standards and the next CFA.
Every couple of weeks	Data review in PLC. Regroup from the latest CFA.
Ongoing	Walkthroughs, then a conversation about what was seen.

What we look for in classrooms

- Students can say what they are learning and how they will show it.
- Students ask for help without being embarrassed about it.
- The teacher models it before students try it alone.
- Support sits where students get stuck, and comes off when they don't need it.
- Small groups match the latest CFA data.
- WIN groups work on one named skill.