Lyon County School District

Cottonwood Elementary School

2025-2026 Inquiry Areas/SMART Goals/Improvement Strategies

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.)

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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 he 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		
Improvement Strategy 1: 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**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
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			
Position Responsible: Virginia Richardson **Resources Needed:** School links Industry partnership **Evidence Level** **Problem Statements/Critical Root Cause:** Student Success 1, 2 - Adult Learning Culture 1, 2 - Connectedness 2						

Improvement Strategy 2 Details					Reviews	
Improvement Strategy 2: Increasing awareness and engagement of all stakeholders by expanding industry partnerships, and increasing opportunities for WBL through field trips.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				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			

Position Responsible: Virginia Richarson

Resources Needed: School Links
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

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

SMART Goal 1 Problem Statements:

Student Success
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**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.
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.

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.

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Connectedness
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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		
Improvement Strategy 1: 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.				**Status Check**		**EOY Reflection**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
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			
Position Responsible: Virginia Richardson **Resources Needed:** School Links PLC Scheduled time **Evidence Level** **Problem Statements/Critical Root Cause:** Student Success 2 - Adult Learning Culture 1						

SMART Goal 2 Problem Statements:

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.

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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		
Improvement Strategy 1: 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**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
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	2025/2026 School Year			

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

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: CES will improve the effectiveness of PLC's by utilzing 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		
Improvement Strategy 1: 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**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
				No review	No review	
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			
Position Responsible: Administrator **Resources Needed:** iReady data, dedicated time frames for data digs, PLC meetings (data teams) - **Evidence Level** Level 2: Moderate: early intervention, Tier 2 support **Problem Statements/Critical Root Cause:** Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1, 2						

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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

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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		
Improvement Strategy 1: 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**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**		**Nov**	**Jan**	**May**
					No review	No review	
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				

Position Responsible: Principal
Resources Needed: CCRI's
Infinite Campus
MTSS Systems
Expanded in person and telehealth Mental Health Resources

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 3 - Connectedness 1

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: 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**
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
1	Develop Attendance / Intervention template	Administrators	Fall 2025	No review	No review	
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			

Position Responsible: Principal

Resources Needed: CCRI's
Infinite Campus access
MTSS teams
Expanded in person and telehealth Mental Health Resources in schools

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 3 - Connectedness 1

SMART Goal 1 Problem Statements:

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