

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

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Comprehensive Needs Assessment

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
Free and Reduced Lunch	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
Migrant/Title1-C Eligible	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
Racial/Ethnic Minorities	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
Students with IEPs	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
English Learners	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.
Foster/Homeless	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
Free and Reduced Lunch	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.
Migrant/Title1-C Eligible	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.
Racial/Ethnic Minorities	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.
Students with IEPs	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
English Learners	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
Foster/Homeless	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
Free and Reduced Lunch	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
Migrant/Title1-C Eligible	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
Racial/Ethnic Minorities	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
Students with IEPs	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.

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

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: 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.

Formative Measures: Year over year comparisons of initiatives such as Nevada Day, STEAM Festival participation, guest speakers etc.

Aligns with District Goal

Improvement Strategy 1 Details				Reviews															
Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships, and increasing opportunities for WBL through field trips. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Industry partnership meetings</td><td>Virginia Richardson</td><td>Throughout the school year.</td></tr><tr><td>2</td><td>Professional development for teachers around WBL opportunities</td><td>Virginia Richardson / Teacher Leaders</td><td>Throughout the school year</td></tr></table> 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				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Industry partnership meetings	Virginia Richardson	Throughout the school year.	2	Professional development for teachers around WBL opportunities	Virginia Richardson / Teacher Leaders	Throughout the school year	Status Check		EOY Reflection	
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	Industry partnership meetings	Virginia Richardson	Throughout the school year.												
				2	Professional development for teachers around WBL opportunities	Virginia Richardson / Teacher Leaders	Throughout the school year												
Nov	Jan	May																	
No review	No review																		

SMART Goal 1 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 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		
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
				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	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						

SMART Goal 1 Problem Statements:

Student Success
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Connectedness

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Inquiry Area 3: Connectedness

SMART Goal 1: Cottonwood Elementary School 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: Utilizing data, CES will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction will be used to improve attendance with chronically absent students. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Develop Attendance / Intervention template</td><td>Administrators</td><td>Fall 2025</td></tr><tr><td>2</td><td>PK-4 Attendance Data</td><td>Administrators</td><td>Monthly</td></tr><tr><td>3</td><td>Family Engagement Participation Data</td><td>Administrators / Counselor / PTA</td><td>Monthly</td></tr><tr><td>4</td><td>Curriculum Implementation Walk -through Data</td><td>Administrators / Teacher Leaders</td><td>Monthly</td></tr></table> <p>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</p>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Develop Attendance / Intervention template	Administrators	Fall 2025	2	PK-4 Attendance Data	Administrators	Monthly	3	Family Engagement Participation Data	Administrators / Counselor / PTA	Monthly	4	Curriculum Implementation Walk -through Data	Administrators / Teacher Leaders	Monthly	Status Check		EOY Reflection
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Nov	Jan	May																								
No review	No review																									

SMART Goal 1 Problem Statements:

Student Success

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.

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