

Lyon County School District



Cottonwood Elementary School

2026-2027 Inquiry Areas/ SMART Goals/ Improvement Strategies

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Inquiry Area 1 Student Success

SMART Goal 1

For grades K-4, CES will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

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

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.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish a Data Review Cycle Conduct grade-level data meetings every 2 weeks to review assessment results, attendance data, and student work samples. Utilize common assessment data to identify trends and learning gaps.	Administrators	2026/2027 School Year	
2	Implement Collaborative Data Analysis Engage teachers in Professional Learning Community (PLC) discussions focused on analyzing student performance data. Develop shared action plans to address identified instructional needs.	Administrators / Teachers	2026/2027 School Year	
3	Create Student Learning Profiles Maintain individual student data trackers that monitor academic progress, attendance, and intervention outcomes. Use profiles to identify students requiring additional support or enrichment.	Administrators / Teachers	2026/2027 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: Student Success 1 - Connectedness 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

At CES, students in 2nd and 3rd grade are experiencing a learning plateau, or decline, as evidenced by proficiency rates for students year to year in both math and reading.

Incomplete literacy expertise, insufficient Tier 1 instruction and rigor, and math learning mis-alignment, where students instructional levels fail to meet their academic level.

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

At CES, current chronic absenteeism rates negatively impact student proficiency outcomes. This is driven by inconsistent family engagement, a reactive rather than proactive monitoring system, and the need for more culturally responsive and engaging Tier 1 instruction.

Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.

SMART Goal 1

By the end of the 2026-2027 school year, CES will improve its Adult Learning Culture "Engagement and Relationships" rating to meet or exceed the district average and state average, as measured by staff climate/culture survey data. To support this outcome, staff participation in structured collaboration (PLC/ MTSS/data meetings) will increase to at least 90% consistent participation across all grade levels and departments, and each team will implement at least one documented relationship-building or staff engagement strategy per quarter. Progress will be monitored quarterly through staff surveys, participation logs, and leadership walkthroughs to ensure sustained improvement in staff connectedness, collaboration, and collective efficacy.

Formative Measures: PLC's, staff climate surveys

Improvement Strategy 1

CES will implement a structured staff engagement and collaboration system designed to strengthen adult learning culture and build stronger professional relationships. This will include protected weekly PLC time focused on shared problem-solving, student data review, and instructional planning, as well as intentional norms for collaboration that promote trust, voice, and shared ownership. Leadership will support implementation through consistent facilitation, coaching, and feedback cycles, while also embedding regular staff recognition practices and opportunities for team-building. Additionally, MTSS and leadership teams will ensure alignment between collaboration time and schoolwide priorities, with a focus on improving engagement, communication, and collective responsibility for student success.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish and Protect PLC Structures Develop and publish a master schedule that includes dedicated weekly PLC time for all grade-level and support teams. Create PLC agendas focused on student data analysis, instructional planning, and problem-solving. Establish clear PLC norms and expectations that promote participation, accountability, and collaboration	Virginia Richardson	26-27 School Year	

Position Responsible: Principal

Resources Needed: Time for collaboration, system for collecting data

Evidence Level

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Although CES performs above district and state averages in most Adult Learning Culture domains, survey and performance data indicate a need to strengthen Engagement and Relationships among staff to better support equitable outcomes for all students. Increased collaboration, communication, and shared understanding among staff are needed to effectively respond to the academic and social-emotional needs of student groups, including English Learners, Foster/Homeless students, Free and Reduced Lunch students, Migrant students, Racial/Ethnic groups, and Students with IEPs. Strengthening adult learning culture in this area will improve collective responsibility, staff cohesion, and CES's ability to ensure success for all learners.

Staff have had limited structured opportunities for ongoing collaboration, relationship-building, and professional learning centered on equity, student subgroup needs, and shared instructional practices. As a result, collective efficacy and staff engagement may not be fully leveraged to consistently support the diverse needs of all student populations.

SMART Goal 1

CES will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Formative Measures: Attendance Reports (IC)

Early warning system

MTSS / Counselor for attendance

Home visits

Intervention logs

Improvement Strategy 1

Utilizing data, schools will engage families and provide early intervention to improve attendance, while providing engaging curriculum and instruction.

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Establish Attendance Data Monitoring Systems Review attendance data weekly to identify students at risk for chronic absenteeism. Utilize attendance dashboards and reports to monitor individual, grade-level, and schoolwide attendance trends.	Administrators / Counselors	Monthly	
2	Implement Early Attendance Interventions Contact families promptly when attendance concerns emerge. Conduct attendance conferences with students and families to identify barriers and develop support plans. Utilize MTSS processes to provide targeted attendance supports and monitor progress.	Administrators	Monthly	
3	Strengthen Family Engagement and Communication Provide families with regular updates regarding student attendance and its impact on academic success. Offer multiple methods of communication, including phone calls, text messages, emails, newsletters, and family meetings. Share attendance goals, celebrations, and available resources with families throughout the school year.	Administrators / Counselors	Fall 2026	

Position Responsible: Principal

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

Problem Statements: Connectedness 1

Status Checks

November

January

May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement

Root Cause

1

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Inconsistent messaging, lack of clarity in the parental excuse process, and a historic lack of positive outreach before crisis occurs.