

2026-2027 CIP-Needs Assessment - Cottonwood Elementary

Staff Talent Development:

Recruitment and Retention:

What was the school's **turnover rate** for the 2025-2026 school year?:

At the end of the 2025/2026 school year:

- One teacher retired
- One teacher left due to a one year only contract

Professional Learning:

What **professional learning** took place in 2025-2026?

We offered several different professional learning opportunities for teachers. Some were provided on district required PL days and others were offered as optional opportunities for teachers through our literacy coach. PL was focused on reading, writing, and the PLC process this year through a book study: Learning by Doing

Why was this **professional learning** given?

Granite District adopted a new literacy program for elementary school last year. This was a large program with multiple parts to it. Our teachers asked for continuing PL to help them continue learning how to best implement it in their classrooms.

How do you know that this **professional learning** was impactful?

Through coaching cycles with our literacy coach our teachers were asked about the HMH program and other ELA core components and how they are utilizing them in their classrooms. During BOY, MOY, and EOY formal meetings with teachers, they expressed they are learning more and more as they go through the HMH program and integrate other ELA tools into their instruction to ensure high-levels of student learning. During PLCs, additional inquiries for PL would come up and coaches were able to coordinate with district coaches to also provide PL on a small scale with teachers during PLCs, when appropriate.

Where is your school headed into 2026-2027 in building on your **professional learning** plan?

We want to focus on strengthening our master schedule and maintaining strong core Tier I instruction. We will focus on integrating other content areas into our literacy block to strengthen reading and writing.

*What are the **professional learning needs of your administrative team** in order to implement your school's 2026-2027 professional learning plan?*

We want to work on ensuring a master schedule and learn more about subject teaching and grouping in upper grades.

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Evaluating Tiers of Interventions:

Academic Tier I School Strengths:	Behavioral Tier I Supports:
Strengths: ● Tier I instruction is strong at Cottonwood. Teachers know the core curriculum and plan in PLC groups. They follow curriculum maps as well as the scope and sequence to ensure that all standards for their grade level are covered within a school year. We use Proficiency Based Learning and teachers and students are comfortable with the practice. It is common practice for teachers to explain what Level 1, 2, 3, and 4 proficiency looks like on any assessments. Proficiency charts are also hung in classrooms. ● Many of our teachers create data books for students to record their scores and chart their growth. This is an effective strategy for students to know where they are and what they are working toward. It is our plan that all teachers at Cottonwood will follow this best practice. ● Our grade level teachers meet together during PLCs to review curriculum and best teaching practices. They create common formative assessments to use during their PLCs to discuss instruction and find where students are exceeding and/or falling short. Teachers also utilize both formative and summative assessments to track student learning and understanding. ● All teachers scaffold instruction within the classroom to ensure that all students have access to curriculum and are learning. Differentiated curriculum is key in all classrooms for student learning and growth.	Strengths: ● We have a strong PBIS program at Cottonwood. We have posters placed throughout the school. A video is created for students that is used throughout the year to teach and reteach expectations. This video is shown multiple times a year as a refresher and reminder of expectations. All faculty and staff utilize Condor Coops (school currency). Students are able to earn Condor Coops for following the three school rules of being safe, respectful, and responsible. Eight Condor Coops are then exchanged for a token to our Treasure Tower, Coupons are then deposited into grade level bins for a chance to earn a place on our 200 Club Bingo recognition board. Once there is bingo on the board, those students are invited to a fun celebration. This is a huge hit and students love it! We also have Star Students. Teachers nominate students to be on the principal's KUDO list. A handwritten letter is mailed home to parents letting them know the great things that their child is doing at Cottonwood. The student's name is then presented in lights on our Cottonwood Broadcasting System (weekly news). These students hang a star on the wall of fame, earn a certificate and a few small prizes. ● At the beginning of the year we send home a pamphlet explaining what Cottonwood's standards are for a Graduate of Granite, how it ties in to our three school rules (Be Safe, Be Respectful, and Be Responsible), and what a Level 1, 2, 3, or 4 look like. During our first SEP conferences of the year, a rubric is provided to all parents and students going into a deeper explanation of expectations and grading.

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What are priority areas for improvement in your Tier I (whole school) Systems of Support?

- Continue to implement our Tier I strengths and build upon them.
- Ensure grade-level teachers are clear with students on Graduate of Granite and Proficiency-Based Learning and grading.
- Professional Learning opportunities to increase rigor in reading and writing for the 26/27 school year.
- Work to ensure high levels of instruction, including rigor, in our ELA instruction.
- Weekly PLC meetings with grade-level teachers and coaches and/or admin.

Academic Tier II Supports: How do content PLCs and/or grade level teams support students who need additional academic support?

- Teachers use PLC time to study data and individual students who may need additional Tier II support.
- Our school student support team meets every other week to discuss students who are in need of support and help guide that support in and out of the classroom.
- Most teachers implement small group instruction in ELA and math within their classrooms, providing additional attention, time and instruction with differentiation for struggling learners, usually at a small table in the classroom. These students are grouped as determined by their responses to informal/formal assessments of standards. Selected students also have the opportunity to meet with our Tier II math and/or reading specialists. Students that attend Tier II instruction are pulled during non-Tier I instruction for 10-20 minutes of intense instruction on their level to help them obtain access to grade level curriculum. This practice has resulted in increased math and reading fluency for students.

Behavioral Tier II Supports: How do content PLCs and/or grade level teams support students who need additional behavioral support?

- Teachers use PLC time to study data and individual students who may need additional Tier II support.
- Teachers utilize positive behavior contracts to support desired individual behavior in and out of the classroom.
- We utilize a school-wide currency (Condor Coops) to promote desired behaviors (Be Safe, Be Respectful, Be Responsible). All teachers, regardless of grade level, can pass out this currency to any student they see representing the desired behaviors.
- Our school social worker and BHA create individualized positive contracts with our Tier II behavioral students, and check-in and check-out with them daily, to support them within the classroom. Students meet with our BHA and complete a forced choice survey. This allows us to target rewards based on what students seek and feel are most important to them.
- Frequent check-ins with adults (principal, social worker, BHA, paraeducators, etc.)

What are priority areas for improvement in your Tier II (group) Systems of Support?

There is, and always will be, a need for Tier II support in all academic areas. Our focus will be strengthening Tier II within the classroom. Support is also needed to help students with social/emotional health.

Academic Tier III Supports: What are some systems or practices working especially well in providing Tier III academic support?

Behavioral Tier III Supports: What are some systems or practices working especially well in providing Tier III behavioral support?

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- We have a strong Multi-Tiered Systems of Support program here at Cottonwood and work to ensure all Tier III students are receiving academic support, at their level, to be successful.
- Data and documentation is maintained on all Tier II and Tier III pull-out students.
- Frequent progress monitoring and assessments with each Tier II and Tier III student allows us to track growth and/or restructure individualized support as needed.

- Our Multi-Tiered System of Support program is strong to ensure all Tier III students are receiving behavioral support.
- Data and documentation is maintained on all Tier III students.
- Frequent progress monitoring and assessments with each Tier III student allows us to track growth and/or restructure individualized support as needed.

What district or other supports are needed in improving your Tier III (individual) Systems of Support?

- It would be extremely beneficial to have full time mental health (social worker) support in all schools. Part time support is very hard.
- It would be extremely beneficial to have at least a 50% part-time school psychologist in our school. One day a week is very hard.

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Review of Student Achievement Data:

What **strengths** stood out while reviewing student levels of academic achievement?

- Cottonwood Elementary was recognized this year as one of the top 5 MGP elementary schools.
- Our overall percentage history for the past three years is above 75%
- Our School Accountability System Achievement Data has been high in ELA, Math, and Science over the last three years, and we continue to score high percentages. Our overall 2025-2026 percentages are
 - ELA 67.4%
 - Math 79.7%
 - Science 82.0%
- We are pleased with our Acadience Reading Pathways of Progress (POP) Data this year. EOY Typical or Above 2025-2026
 - Kindergarten 87%
 - First Grade 81%
 - Second Grade 89%
 - Third Grade 86%
- We are pleased with our Acadience Math Pathways of Progress (POP) Data this year in the following grades:
 - MOY Typical or Above 2025-2026
 - Kindergarten 95%
 - First Grade 65%
 - Second Grade 82%
 - Third Grade 65%

What are areas of school “**critical academic need?**”

- Our Math POP 65% for First Grade and 65% for Third Grade is not where we would like it to be. We would like to have all grade levels at 80% or above.
- Our school overall in ELA, at 67.4% is low for our school and a focus that we will look at moving forward.
- We need to work on increasing ELA rigor in all grade levels.

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Reflection on use of TSSA funds:

How is your school utilizing TSSA funds this school year (2025-2026)?

We utilized TSSA funding to support goals to provide stipends for teachers to work beyond contract hours in support of our goals.

List your TSSA expenses for 2025-2026 (this current school year) here, noting which goal each expense supports.

Stipends for Teachers: \$2,038.40
Paraeducator Support: \$2,057.95
Paraeducators supported our three academic goals by working with students in both ELA and Math

Lastly, how are TSSA funds influencing the school's current level of success?

Paraeducators are able to meet the needs of our Tier II students in small groups.
Teachers are able to collaborate after contract hours to help support students.
We feel both of these needs have helped our school and scores tremendously.