



Cottonwood Elementary  
Board Report  
2023-2024

## School Demographics

Staff	2021-2022	2022-2023	2023-2024
Certified	24	25	24
ESP	21	18	19

## School Enrollment

Fall	K	1st	2nd	3rd	4th	5th	6th	Total
Oct. 1st 2021	28	27	33	31	28	24	26	197
Oct. 1st 2022	30	26	27	30	29	30	19	191
2023-2024 (Current)	30	28	30	27	33	33	31	212

## Subgroups

\*Subgroup data from the state is a year behind.

		2021-2022			2022-2023			2023-2024 (Current)		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	45%	49%	48%	50%	50%	TBD	54%	49%	TBD
	Male	55%	51%	52%	50%	50%	TBD	46%	51%	TBD
IEP		13%	11%	17%	15%	12%	TBD	15%	13%	TBD
Free/Reduced		28%	28%	35%	43%	39%	TBD	42%	34%	TBD
Mobility		27%	16%	NA	28%	15%	NA	TBD	TBD	NA
ELL		3%	4%	3%	5%	4%	TBD	5%	4%	TBD
Ethnicity	White	84%	83%	78%	85%	85%	TBD	87%	84%	TBD
	Hispanic	9%	12%	14%	9%	11%	TBD	9%	11%	TBD
Other Minority		7%	5%	8%	6%	4%	TBD	4%	5%	TBD

# Overall School Performance

## Overall School Performance on Indicators

Indicator	WAEA Target Level	ESSA Norm Category	Count of Students	Description
Growth	Below Target 41	Below Average 40.6	72	WAEA: The mean student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured from prior year PAWS to current year WY-TOPP.
			72	ESSA: The mean student growth percentile (MGP) in ELA and math combined for all students grades four through ten.
Equity	Below Target 43	Below Average 43.3	23 ; 63	The weighted mean student growth percentile (MGP) with MGP of students who scored in the bottom 25% of students on the prior year test weighted at 80% and the MGP of the remaining students weighted at 20%.The reported count of students for this indicator reflects the number of students with tests in the consolidated subgroup and the number of students with tests not included in the consolidated subgroup. In some cases, students have a test in each group.
Achievement*	Below Target 36	Below Average 36.5	104	WAEA: The percent proficient or above on the state test in English language arts, mathematics, and science.
			104	ESSA: The percent proficient or above on the state test in English language arts and mathematics.
ELP	Meets Target 47	Average 47.1	17	The percent of English learners who met their annual goal for English language proficiency.

\* A school's achievement score may be lowered if the school does not meet the 95% participation rate requirement

WY-TOPP Participation Rate Status WAEA: **Met**

WY-TOPP Participation Rate Status ESSA: **Met**

ACCESS Participation Rate Status WAEA and ESSA: **Met**

## Overall School Performance

	WAEA Performance Category Cut Scores			ESSA Performance Category Cut Scores		
	Below Targets	Meeting Targets	Exceeding Targets	Below Average	Average	Above Average
Growth	< 48	>= 48 and < 60	>= 60	< 47.1	>= 47.1 and < 54.5	>= 54.5
Equity	< 48	>= 48 and < 60	>= 60	< 47.5	>= 47.5 and < 56.2	>= 56.2
Achievement	< 51	>= 51 and < 68	>= 68	< 47.7	>= 47.7 and < 58.6	>= 58.6
ELP	< 36	>= 36 and < 60	>= 60	< 27.7	>= 27.7 and < 50.0	>= 50.0

State Assessment (WY-TOPP)

\*Students will demonstrate proficiency or growth as measured by WY TOPP

		School 2022	School 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	25.80	31.30
3	Math	35.50	28.10
4	ELA	41.40	40.60
4	Math	37.90	35.30
4	Science	31.00	29.40
5	ELA	47.60	29.00
5	Math	57.10	22.60
6	ELA	65.50	63.30
6	Math	79.30	52.60

\*Grade levels will exceed the state average in content areas measured by WY TOPP

		School 2023	State 2023
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced
3	ELA	31.30	48.25
3	Math	28.10	53.52
4	ELA	40.60	45.48
4	Math	35.30	51.10
4	Science	29.40	50.23
5	ELA	29.00	54.87
5	Math	22.60	53.66
6	ELA	63.20	59.84
6	Math	52.60	51.48

Overall School Performance (Past Five School Years)

School Year	Overall Rating
2017-2018	Meeting Expectations
2018-2019	Partially Meeting Expectations
2019-2020	No Rating
2020-2021	No Rating
2021-2022	Meeting Expectations
2023-2024	Not Meeting Expectations

## **SCHOOL IMPROVEMENT GOALS**

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

## **ACCOUNTABILITY REPORT GOALS**

**ACHIEVEMENT:** Cottonwood will improve from a 36% to 51% on the Achievement Indicator as measured by the 2023-2024 School Performance Report.

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

**EQUITY:** Cottonwood will improve from a 43 to 48 on the Equity Indicator as measured by the 2023-2024 School Performance Report

**ELP (IF Applicable):** Cottonwood will improve from a 47% to 50% on the ELP Indicator as measured by the 2023-2024 School Performance Report.

## Cottonwood SIG

Anchor Statements	Beyond Proficient	Proficient	Below Proficient
<p>Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.</p>	<p>Teachers meet bi-weekly in collaborative teams for a minimum of 45 minutes during the regular school day.</p> <p>Utilize norms, working <b>interdependently</b> to adjust and complete the teaching cycle.</p>	<p>Teachers meet weekly in collaborative teams for a minimum of 45 minutes during the regular school day.</p> <p>They write norms and goals, and participate in common planning to improve student learning. Teams collaborate and refer to the teaching cycle.</p>	<p>Teachers meet inconsistently.</p> <p>Norms and goals are not present. Teaching cycle is independent or not present at all.</p>
<p>Collaborative teams implement a guaranteed and viable curriculum, unit by unit.</p>	<p>Teacher teams prioritize and unwrap standards, identify learning targets, create student friendly proficiency scales, and follow pacing guides created by the district or publisher.</p> <p>Teachers are planning the next teaching cycle while implementing the current cycle.</p>	<p>Teacher teams prioritize and unwrap standards, identify learning targets, and follow pacing guides created by the district or publisher.</p> <p>Teacher teams use materials that are cohesively aligned with the learning target and meet the priority standard.</p> <p>Teacher teams are using the curriculum throughout the teaching cycle.</p>	<p>Planning is not based on priority standards.</p> <p>Lessons are based on independent materials that are not aligned to priority standards.</p>
<p>Collaborative teams monitor student learning through an assessment process that includes frequent, team-developed, common formative assessments.</p>	<p>Teacher teams share the responsibility for using and/or creating common formative and summative assessments that are targeted and consistent. CFA's are administered on a weekly basis throughout the school year.</p> <p>Student data is</p>	<p>Teacher teams share the responsibility for using and/or creating common formative and summative assessments they administer on a regular basis throughout the school year.</p> <p>Student data is collected and reviewed bimonthly at a minimum.</p>	<p>Common formative and/or summative assessments are independently created and administered or not created at all.</p> <p>Teams do not review and use the data collected.</p> <p>No data is not collected.</p>

	collected and reviewed weekly.		
Educators use the results of common assessments to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students.	<p>Teacher teams will use data to review, and refine instructional practices through peer coaching and observation.</p> <p>Teacher teams analyze the results of common formative and summative assessments to identify which students need more time and support.</p> <p>Formulate SMART goals per standard and use it within the teaching cycle.</p> <p>Provide intervention for all students at every level depending on the SMART Goal.</p>	<p>Teacher teams will use data to review and use instructional practices.</p> <p>Teacher teams analyze the results of common formative and summative assessments to identify which students need more time and support.</p> <p>Formulate SMART goals per standard.</p> <p>Provide intervention for all students at every level depending on the SMART Goal.</p>	<p>Teachers discuss practices that are not pertinent to data or teachers do not discuss instructional practices.</p> <p>There is minimal or no data based on common formative and summative assessments.</p> <p>Data is not used constantly to identify student needs.</p>
The school provides a systematic process for intervention and enrichment.	Teacher teams provide Tier 1,2 and 3 support and enrichment based on data from the SMART goal targeted interventions that are systematic (based on flow chart), practical, effective, essential, and directive (skill based).	Teacher teams provide Tier 1,2 and 3 support based on data from the SMART goal targeted interventions that are systematic (based on flow chart), practical, effective, essential, and directive (skill based).	Teacher teams provide support based on data.

## Cottonwood Goal Plan

1. **What is your team's current reality?**
  
2. **What is your team goal for this year?**
  
3. **What steps will your team take to achieve this goal?**