

BUILDING NEEDS ASSESSMENT



2023-2024 Building Needs Assessment for 2024-2025 Budget Considerations

Building Cottonwood Elementary Grades Served Pre-K - 5th Grade

Section 1: Student Needs	Response	Description
A. Student Headcount	319	
B. Percentage of students with an active IEP	33%	
C. Percentage of students enrolled in English Language Learner (ELL) services	12%	
D. Percentage of students identified as At-Risk (Free lunch)?	72.73%	
E. Pupil-teacher ratio average	16	
F. Pupil-teacher ratio median	16	
G. Are the needs of foster care students being met? If not, what support is needed?	No	Current state: The communication the school receives from other entities when a child is in foster care is lacking. We occasionally receive the EEISPF but often we do not receive appropriate paperwork or communication regarding students in foster care. There have been times where foster parents attempt to enroll a student and they do not have documentation showing the student has been placed in their home (placement agreement, court journal regarding placement, etc.). We often do not get contact information for permanency specialists, support workers, etc., unless the foster parent provides them (and often they do not provide them).

		<p>Desired state: The lack of communication poses a significant safety issue for students. Better communication from foster care agencies will help address the needs of students.</p>
<p>H. Are there gaps in student success among race/ethnicity student subgroups?</p>		<p>Relevant disaggregated data:</p> <ol style="list-style-type: none"> 1. Free Lunch students scored similar to all students in Level 4. 2. Free Lunch students scored similar to all students in Level 3. 3. Free Lunch students outscored all students tested, for percentage of students in Level 3. 4. Hispanic students outperformed all students for percentage of students in Level 3. 5. Self-pay students scored higher on the ELA State Assessment with 57% of those students performing in Levels 3 or 4. 6. Self-pay students scored higher on the Math State Assessment with 43% of those students performing in Levels 3 or 4. 7. Cottonwood had 6.4% more students score in levels 3 and 4 on the 2023 State Assessment. 8. All other subgroups scored lower when compared to the all-student group. <p>Desired State: Subgroup populations will score as well as non-subgroup populations. To help all students reach their full potential with regard to academics and social/emotional skills, it is imperative Cottonwood Elementary maintain its current staff of interventionists and instructional assistants.</p>

		Cottonwood Elementary has witnessed growth in these areas with the additional support which is vital to meeting our student and family needs.
I. Is there a tiered system of support to target reading growth?	Yes	<p>Current state: Transitioning phase: Cottonwood’s lowest non-identified students in grades 1-5 receive Small Group Reading with our At-Risk Reading Teacher. During this hour they receive a 20-minute teacher table, 20 minutes of tutoring by an instructional assistant (hired using ESSER funds), and 1 independent station to practice skills or an activity led by an instructional assistant.</p> <p>Cottonwood placed an instructional assistant in all small group reading classrooms grades K-3 to support Tier II needs. Three of the instructional assistants were hired using ESSER funds. Those 3 instructional assistants worked with a total of 127 students last school year. 65% of those students met grade level by end of the year during the 2022-2023 school year. This was because of the added Tier II supports.</p> <p>Cottonwood has added a Reading Interventionist using ESSER funds. Our Reading Interventionist provides explicit instruction in phonemic awareness, phonics, reading, vocabulary and writing. She serves our lowest students who are not already identified. We are concerned about ESSER funds ending and additional support ending.</p> <p>Cottonwood has selected these students through our SIT process and use our At-Risk Teacher and our</p>

		<p>Reading Interventionist as Tier II and Tier III supports. 14% of our Cottonwood students are on our SIT team and receive interventions from our At-Risk Teacher and our Reading Interventionist.</p> <p>Data to support our needs: In spring of 2023 our grade 4 decreased the number of students scoring in level 1 and 2 on the ELA State Assessment by 10% and increased the number of students scoring in 3 or 4 by 9%, compared to their ELA State Assessment in spring of 2022 as 3rd grade students.</p> <p>In spring of 2023 our grade 5 decreased the number of students scoring in level 1 and 2 on the ELA State Assessment by 16% and increased the number of students scoring in 3 or 4 by 15%, compared to their ELA State Assessment in spring of 2022 as 4th grade students.</p> <p>The data above supports our need to maintain our instructional assistants and Reading Interventionist. With these supports in place Cottonwood, a building with 80% of our students At-Risk, was able to reach the district Communication Growth Measures in grade 5 in ELA and greatly closed the gap and almost met our 5-year plan to meet the Communication Growth Measure.</p> <p>Desired state: To maintain the three added instructional assistants, currently funded through</p>
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		<p>ESSER funds and both an At-Risk Reading teacher and a Reading Interventionist so students have additional adult support needed to close gaps and/or reach grade level. Maintaining these positions is critical in meeting the needs of our high level (80%) of at-risk students. To help all students reach their full potential with regard to academics and social/emotional skills, it is imperative Cottonwood Elementary maintain its current staff of interventionists and instructional assistants. Cottonwood Elementary has witnessed growth in these areas with the additional support which is vital to meeting our student and family needs.</p>
<p>J. Is there a tiered system of support to target math growth?</p>	<p>Yes</p>	<p>Current state: Cottonwood’s lowest-non-identified students in grades K-5 receive Small Group Math instruction for 30 minutes a day delivered by our At-Risk/Title teacher. During this time the students are getting explicit instruction in a smaller setting to help fill in the gaps. The teacher uses the data from state and district assessments to guide the instruction and to find the needs of each student.</p> <p>Data to support our needs:</p> <p>In spring of 2023 our grade 4 decreased the number of students scoring in level 1 by 21% and increased students on level 3 and 4 by 10% on the Math State Assessment compared to their Math State Assessment in spring of 2022 as 3rd grade students.</p>

		<p>In spring of 2023 our grade 5 decreased the number of students scoring in level 1 and 2 by 6% and increased 6.4% on levels 3 and 4 on the Math State Assessment compared to their Math State Assessment in spring of 2022 as 4th grade students.</p> <p>Desired state: Cottonwood needs to retain the Title Math Interventionist as data shows this is improving our scores and student success. To help all students reach their full potential with regard to academics and social/emotional skills, it is imperative Cottonwood Elementary maintain its current staff of interventionists and instructional assistants. Cottonwood Elementary has witnessed growth in these areas with the additional support which is vital to meeting our student and family needs.</p>
<p>K. Are there local assessments to measure reading growth?</p>	<p>Yes</p>	<p>Current state: BAS, RDA, i-Ready Reading, Fastbridge Screener, State Assessment, Module assessments.</p> <p>Desired state: Cottonwood would like to find an ELA assessment to make informed data decisions but lessen the amount of testing our children are exposed to in a given year.</p>
<p>L. Are there local assessments to measure math growth?</p>	<p>Yes</p>	<p>Current state: i-Ready diagnostic assessments, Interim testing, State assessment, and district module assessments.</p> <p>Desired state: Efficient and informative use of assessments so as not to over-test students.</p>

<p>M. Are there learning opportunities for students to focus on academic needs outside the traditional classroom setting?</p>	<p>Yes</p>	<p>Current state: Opportunities for Cottonwood students include Music performances for students in each grade, Fine Arts, Camp Webster, Rolling Hills Zoo’s programs and tours, virtual author visits, Arts and Humanities, Salina Public Library, The Gardening Club, and St. John’s Missionary Baptist Church after-school program. Other opportunities for students include Starbase for 5th grade, 3rd grade Kansas Kids Fitness Day, Salina Symphony Concerts and Y-Kids after school program.</p> <p>Desired state: Enrichment opportunities for students before or after school</p>
<p>N. Reviewing state assessment data, what steps are you taking for all students to maximize their scores?</p>	<p>Yes</p>	<p>Current state: In Small Group Reading, grades 3-5, Cottonwood has grouped students according to reading levels and needs. This allows us to differentiate our centers to meet the needs of each student.</p> <p>During Small Group Reading, 14% of our students receive instruction from our At-Risk teacher and our Reading Interventionist. This allows these students to be placed in small groups and to be explicitly taught the skills they are lacking to become successful readers.</p> <p>Each classroom has an instructional assistant for Small Group Reading in the room to teach a station that focuses on skills the students are missing. This station is planned by the classroom teacher and the</p>

		<p>Instructional Assistants are trained by the school Literacy Coach.</p> <p>In Small Group Math, the teacher station is guided by individual student needs. Small Group Math also includes stations that allow for standards that need additional practice based on assessment scores. Teachers use their teacher table to differentiate instruction to meet individual needs.</p> <p>Cottonwood has created a group called Math Wizards that focuses and challenges those students who are close to meeting grade level expectations.</p> <p>Cottonwood tests quarterly fact fluency to ensure students are gaining their mathematical facts. We use the Reflex math program which allows students to practice their math fluency at their personal level. The students are making fluency gains from this program.</p> <p>Cottonwood takes the state interim assessment to ensure students become acquainted with similar formatted questions. We then use these scores to guide our small group instruction.</p> <p>Cottonwood has developed a math pre- and post-test for our students that focus on specific standards. We use the data to drive explicit instruction at the teacher table during small groups.</p>
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		<p>Cottonwood Elementary has included at least one weekly assessment from our Into Reading resource during Whole Group Reading. These assessments include higher level questioning. The data is used by the teachers to help make instructional decisions.</p> <p>Cottonwood decreased its Chronic Absenteeism rate by 12.7% allowing students to have consistent instructional time.</p> <p>Desired state: Explicate data from the State Department would help us have an overall picture of needed changes to curriculum. Teachers will set goals for both math and reading based on the Kansas State Assessments. We have started taking the interim for KAP to predict future performance. To help all students reach their full potential with regard to academics and social/emotional skills, it is imperative Cottonwood Elementary maintain its current staff of interventionists and instructional assistants. Cottonwood Elementary has witnessed growth in these areas with the additional support which is vital to meeting our student and family needs.</p>
<p>O. Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments?</p>	<p>Yes</p>	<p>Critical Thinking Growth Measures - Math</p> <ul style="list-style-type: none"> • Students will have the critical thinking skills to achieve postsecondary success, as measured by a 12.5% annual increase in the number of students performing at a Level 3 or 4 on the Kansas Math Assessment by 2027.

		<ul style="list-style-type: none">● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 7.2% annual decrease in the number of students performing at a Level 1 on the Kansas Math Assessment by 2027. <p>Critical Thinking Growth Measures - Science</p> <ul style="list-style-type: none">● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 16% annual increase in the number of students performing at a Level 3 or 4 on the Kansas Science Assessment by 2027.● Students will have the critical thinking skills to achieve postsecondary success, as measured by a 9% annual decrease in the number of students performing at a Level 1 on the Kansas Science Assessment by 2027. <p>Communication Growth Measures - Reading</p> <ul style="list-style-type: none">● Students will have the communication skills to achieve postsecondary success, as measured by a 14% annual increase in the number of students performing at a Level 3 or 4 on the Kansas Reading Assessment by 2027.● Students will have the communication skills to achieve postsecondary success, as measured by a 9% annual decrease in the number of students performing at a Level 1 (below grade
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		<p>level) on the Kansas Reading Assessment by 2027.</p> <p>Cottonwood Data: In spring of 2023 our grade 4 decreased the number of students scoring in level 1 and 2 on the ELA State Assessment by 10% and increased the number of students scoring in 3 or 4 by 9%, compared to their ELA State Assessment in spring of 2022 as 3rd grade students.</p> <p>In spring of 2023 our grade 5 decreased the number of students scoring in level 1 and 2 on the ELA State Assessment by 16% and increased the number of students scoring in 3 or 4 by 15%, compared to their ELA State Assessment in spring of 2022 as 4th grade students.</p>
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Section 2: State Board of Education Outcomes	Response	Description
A. How is social/emotional growth being measured?		<ol style="list-style-type: none"> 1. Behavior Tracking Data Sheets 2. Office Referral Data 3. Attendance Data 4. Behavior Plan Goals 5. Data gathered weekly for coaching/safety calls 6. Antecedent/Behavior/Consequence data analyzed for Tier 3 students
B. What are the targets/goals related to social/emotional growth?		<p>Cottonwood Elementary will assist students in developing, improving and maintaining social-emotional skills to help them be successful and responsible middle school and high school students.</p> <ol style="list-style-type: none"> 1. Students will have the social-emotional skills to achieve postsecondary success as measured

		<p>by a 20% decrease in the number of social emotional behavior offenses by 2027.</p> <p>2. Students will have the social-emotional skills to achieve postsecondary success as measured by a 7% annual decrease in the number of students who are chronically absent by 2027.</p>
C. How do you determine students are ready for Kindergarten? (only if building serves Kindergarteners)		<p>Current state: Kindergarten Roundup, ASQ screener for all incoming kindergarten students, and updates from Heartland preschool teachers through transition meetings. The Behavior Interventionist implements and schedules the ASQ screener.</p> <p>Desired state: All students will enter Kindergarten with the social skills and academic skills necessary to be a successful student. Incoming students have attended preschool for at least one year prior to starting Kindergarten.</p>
D. What are the targets/goals related to Kindergarten Readiness? (only if building serves Kindergarteners)		<ul style="list-style-type: none"> ● Communicating with public and private Pre-K teachers to assess Kindergarten Readiness skills of these incoming students. ● 100% of Kindergarten students complete the ASQ screener. ● Alignment of curriculum and expectations with Pre-K teachers so Kindergarten students and parents will have a better understanding of academic and social skills needed to be successful students.
E. How are successes of Individual Plans of Study being measured?	NA	

F. What are the targets/goals related to postsecondary completion/attendance? (only if building serves Grade 12)	NA	
G. How are you ensuring students are civically engaged?		<p>Current state: Civic Engagement Activities include, firefighters visiting Kindergarten students, 1st grade makes cards and delivers them to local rest homes, 2nd grade has a food drive with items taken to the local food bank, 4th grade has the mobile fire house visit to teach fire prevention, and 5th grade gathers trash at the local park for Arbor Day. All students receive a Constitution Day lesson, send Thank You cards to hospital workers, Gardening Club, and participate in Kansas Day activities.</p> <p>Desired state: All teachers and all grade levels will plan and execute service projects each quarter that focus on community engagement.</p>

Section 3: Curriculum Needs	Response	Description
A. What extended learning opportunities are provided (after school programs, summer school programs, etc.)?		<p>Current state: Extended learning opportunities for Cottonwood students include Fine Arts Programs, Garden Club, and Summer School classes offered by certified instructors for students meeting identified criteria.</p> <p>Desired state: Additional tutors to meet the needs of students before and after school for students.</p>
B. Are there appropriate and adequate instructional materials?	Yes	<p>Current state: All students receive Second Step lessons. Cottonwood does not have Tier 2 and 3 resources for Social-Emotional Learning. Our academic Tier 2 and 3 resources consist of i-Ready</p>

		<p>lessons targeting holes identified by the i-Ready diagnostic; Into Reading Foundational skills lesson; and Literacy First Phonics resources.</p> <p>Desired state: Cottonwood Elementary desires additional Tier 2 and 3 Social-Emotional Resources.</p>
C. Is current technology appropriate? If not, what technology is needed to support the curriculum?	Yes	<p>Current state: Current technology for Cottonwood students includes 1:1 Chromebooks, ELMO for every homeroom, and Promethean Boards in each classroom. Students take i-Ready tests in Math and Reading, Reflex for math and the Ed Program for Into Reading.</p> <p>Desired state: Cottonwood would like more technology that can replicate the state assessment format, multiple choice and computerized format.</p>

Section 4: Educational Capacities (pursuant to K.S.A .72-3218)	Response	Description
A. Subjects and areas of instruction necessary to meet the graduation requirements adopted by the state board of education are taught. (only if building serves Grades 10-12)	Yes	
B. Is every child in your school provided at least the following capacities?		
1. Sufficient oral and written communication skills to enable students to function in complex and rapidly changing civilization.	No	Current state: Teachers monitor and administer Speaking and Listening standards across all grade levels in ELA.

		Desired state: All students will be proficient and score at Level 3.
2. Sufficient knowledge of economic, social, and political systems to enable students to make informed choices.	No	<p>Current state: Although there are some modules that focus on social studies concepts, these are not found at each grade level. During Social Studies time (every other week), students are exposed to social studies standards.</p> <p>Desired state: Increased curriculum and text resources for teaching, as well as increasing instructional time during the day.</p>
3. Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation.	No	<p>Current state: Although there are some modules that focus on social studies concepts, these are not found at each grade level. During Social Studies time (every other week), students are exposed to social studies standards.</p> <p>Desired state: Increased curriculum and text resources for teaching, as well as increasing instructional time during the day.</p>
4. Sufficient self-knowledge and knowledge of his or her mental and physical wellness.	No	<p>Current state: Mindfulness, Zones of Regulation, Second Step, Cottonwood Plan for Success, Marathon, 1:1 student or group intervention sessions with Behavior Interventionist.</p> <p>Desired state: Cottonwood will be able to have students take non-academic surveys that could be utilized to target interventions and resources to support students that have lagging social-emotional wellness. Continued support with assistance of Social Worker, Counselor and Behavior Interventionist.</p>

<p>5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage.</p>	<p>No</p>	<p>Current state: Teachers have access to Arts Infusion and some choose to bring in fine arts performers. Students participate in art and music each week. Students also have opportunities at the Stiefel Theatre/ Salina Community Theater/Creede Repertory Theater.</p> <p>Desired state: Increase and foster art opportunities for each classroom.</p>
<p>6. Sufficient training or preparation for advanced training in either academic or vocational fields so as to enable each child to choose and pursue life work intelligently.</p>	<p>No</p>	<p>Current state: Cottonwood does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan. There is no set curriculum or outcome that all students can access.</p> <p>Desired state: Collaboration between secondary teachers and business partners to give students a snapshot of current academic and vocational fields.</p>
<p>7. Sufficient levels of academic or vocational skills to enable students to compete favorably with their counterparts in surrounding states, in academics or in the job market.</p>	<p>No</p>	<p>Current state: Cottonwood does not have curricula, programs, or services that engage students in a process that leads students to a postsecondary plan.</p> <p>Desired state: Collaboration between secondary teachers and business partners to give students a snapshot of current academic and vocational fields.</p>

<p>Section 5: Staff Needs</p>	<p>Response</p>	<p>Description</p>
<p>A. Is there adequate personnel/staff to meet the needs of the school and the needs of students under ESEA guidelines, which requires every classroom to contain an</p>	<p>No</p>	<p>Current state: No</p> <p>Desired state: Cottonwood needs to maintain a reading interventionist for our K-3 students as well as</p>

<p>educator who is certified in the content area being taught in said classroom, and meet the goals of the school?</p>		<p>a Behavior Interventionist. To help all students reach their full potential with regard to academics and social/emotional skills, it is imperative Cottonwood Elementary maintain its current staff of interventionists and instructional assistants. Cottonwood Elementary has witnessed growth in these areas with the additional support which is vital to meeting our student and family needs.</p>
<p>B. How many classified support staff are currently employed?</p>		<p>Current state: Cottonwood currently has 30 paraprofessionals or instructional assistants on staff Pre-K through 5th grade.</p> <p>Desired State: An instructional assistant in each homeroom.</p>
<p>C. How many classified support staff are needed?</p>		<p>Current State: Cottonwood has six instructional assistants.</p> <p>Desired state: Maintain all six Instructional Assistants and attain more classified support for K-1 and SPED to help support the needs of students and teachers.</p>
<p>D. Are there enough appropriately licensed support personnel such as counselors, librarians, nurses, etc.?</p>	<p>No</p>	<p>Current state: 1 full-time Counselor, 1 full-time Social Worker, 1 full-time Behavior Interventionist, 1 full-time Librarian, 1 full-time Nurse, 1 0.75 Art teacher.</p> <p>Desired state: Keep our Behavior Interventionist who is currently paid through ESSER funds.</p>
<p>E. Are principals & other key staff trained to provide instructional leadership and professional development to teachers?</p>	<p>Yes</p>	<p>Current state: Principal, Lead Teacher, Literacy Coach, Math Coach, Social Worker, Counselor and Behavior Interventionist.</p>

		Desired state: More school initiated PD time with staff rather than District-initiated.
F. What staff development is necessary for teachers to support student success and meet the school improvement goals?		<p>Current state: Teachers have received training with our new reading series, “Into Reading.” A few staff members are receiving training in Project Based Learning. We continue to provide training on classroom management. Parents and teachers have been offered training on Handling Upset.</p> <p>Teachers are currently in Visible Learning training. Visible Learning is a process by which learning must be as seen and as apparent as possible, and not assumed. Visible Learning methodology indicates that the teachers educate the students about what they are supposed to learn, how to learn, and how they can assess their progress. Students know where they are at with their learning and what is next.</p> <p>Desired state: Teachers would like more training and support in working with Tier 2 or 3 students in the classroom.</p> <p>Visible Learning in every classroom.</p>

Section 6: Facility Needs	Response	Description
A. Is there adequate space for student learning?	No	Current state: Yes, Cottonwood currently has enough space for student learning; however, our enrollment fluctuates and we could be up 100 students within a few years according to study implemented by the Board of Education.

		Desired State: Cottonwood Elementary could benefit from more support classrooms for students.
B. Are there necessary repairs and/or adjustments to the existing space that need to be made?	No	We need additional storage space.
C. Are additional School Buses needed or any additional Routes needed?	No	

Section 7: Family Needs/Community Relations	Response	Description
A. Do you have regular events to engage parents with teachers?	Yes	<p>Current state:</p> <ol style="list-style-type: none"> 1. Back to School Night 2. Family University monthly 3. PTA meetings monthly 4. Kindergarten Roundup 5. Book Fair 2 times per year 6. Music Concerts for all grades annually 7. Annual Bingo night with families 8. Annual Marathon Night with families 9. Fall/Spring Parent Teacher Conferences 10. SITE Council Monthly 11. Parents Visit Small Group Math to learn math games for home use 12. Play Day <p>Desired state: Parents would like to see more flexibility and variety in times that events are offered.</p>
B. What types of caregiver training programs (teaching guardians how to give students help with homework, use technology that students will be required to use, etc.) are provided?		<p>Current state: Family University - The VISION of Family University is to empower parents to raise children who are successful in school and in life by becoming full partners with Cottonwood Elementary</p>

		<p>in their child’s education. Family University will provide parents and caregivers training and access to skills through collaboration with community and school resources.</p> <p>Desired state: Cottonwood will continue to increase the number of attendees for our Family University events by providing parents with information from CAPS and CKMH.</p>
C. Do you have an active Site Council?	Yes	<p>Current state: The Cottonwood Site Council meets 6 times each school year. Staff, parents, and community members are involved in the meeting.</p> <p>Desired state: Cottonwood will continue to seek more outside individuals from the community and also parents, to join our Site Council.</p>
D. Do you have active PTO, PTA, Booster Club, or other organizations with parent leadership?	Yes	<p>Current state: Yes, the Cottonwood PTA meets monthly.</p> <p>Desired state: Cottonwood will increase the number of parents involved in our PTA.</p>
E. What types of communication exists with families? Is it adequate?		<p>Current state: Communication for Cottonwood families includes monthly school newsletters, an updated school website, contact from teachers, monthly Family University opportunities, Parent/Teacher conferences twice a year, SIT meetings involving families that meet weekly, School Twitter, and a School Facebook page. Cottonwood has two Spanish interpreters on staff who translate for parents.</p>

		Desired state: Cottonwood will continue to be cognizant of parent communication needs and adapt when needed.
F. What types of communication/social media exists with your community? Is it adequate?		Current state: Cottonwood Elementary uses Twitter, Facebook and our School Website. Desired state: Cottonwood will continue to be cognizant of parent communication needs and adapt when needed.

Section 8: School Data	Response	Description
A. Building Attendance Rate	93.5%	91% in 2022
B. Building Chronic Absenteeism Rate	20%	32.7% in 2022
C. District Chronic Absenteeism Rate	22.97%	
D. District Graduation Rate	86.6%	
E. District Dropout Rate	2.4%	
1. What is our building graduation rate		
2. What is our building dropout rate?		
3. What is our average comprehensive ACT score?		

Section 9: Other Data	Response	Description
A. Based on the building leadership team's analysis, what are the barriers your school faces with non-assessment related issues?		Current state: Cottonwood Elementary faces and embraces the challenge of over 80% of students falling in the At-Risk category and 33% of students qualifying for SPED. Cottonwood has a high mobility rate with students enrolling and leaving our school. Cottonwood Elementary is observing continued social-emotional

		<p>needs from students. These needs affect behavior, attendance, and academics. These students need explicit instruction and support as their skills develop.</p> <p>Staffing and retaining special education paraprofessionals is an issue. Another challenge is finding individuals that are considered experienced and highly qualified. Recruiting and retaining quality teachers has also become an issue.</p> <p>Cottonwood has several students with severe social/emotional/behavioral needs that require 1:1 support with a certified staff member when the student is not regulated. The addition of the Behavior Interventionist has helped to meet the needs of more students and the situation is now manageable.</p> <p>Desired state: Students starting kindergarten will have the behavior and social skills necessary to learn. All students will have the self-regulation skills needed to maintain focus in the classroom.</p> <p>Cottonwood has several students with severe social/emotional/behavioral needs that require 1:1 support with a certified staff member when the student is not regulated. The addition of the Behavior Interventionist has helped to meet the needs of more students and the situation is now manageable.</p> <p>Continued knowledge and skills in supporting students with Tier 3 behaviors. Additional training</p>
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		<p>with regard to executive functioning skills would be beneficial to teachers and support students with social-emotional needs.</p> <p>Cottonwood needs to pay classified staff more to keep them, as we are losing them to higher-paying jobs. We would like more staff to meet our challenges and keep our class sizes small. We would like to see school funding and supports that match the level of needs in each building.</p>
<p>1. Can these be achieved with additional resources?</p>	<p>Yes</p>	
<p>2. Why or why not?</p>		<p>Cottonwood Elementary embraces the challenge of over 80% of students falling in the at-risk category and 33% of students qualifying for SPED. Cottonwood more than doubles the state averages of percent of students in these categories.</p> <p>Reducing class size will help meet the needs of all students by spreading behaviors within numerous sections, and allowing the teacher to provide specific feedback in the moment and explicit instruction, whether academic or social-emotional. Currently, students play on each other, which has a considerable impact on overall student engagement in the classroom. In turn, this would support teachers and increase chances for retention in the long run.</p> <p>The increased number of students identified with IEPs and needing special education support due to anxiety,</p>

		<p>behaviors, emotional instability, and autism has had a tremendous impact on the special education teacher(s). The number of challenges the school faces should also be at the forefront of funding channels.</p> <p>Mobility, SPED, At-Risk and mental health issues should receive appropriate attention and support for buildings with those challenges. Even though Cottonwood has Title funds, they are not enough to meet the needs of our students.</p> <p>Cottonwood has several students with severe social/emotional/behavioral needs that require 1:1 support with a certified staff member when the student is not regulated. The addition of the Behavior Interventionist has helped to meet the needs of more students and the situation is now manageable.</p> <p>ESSER funds have offered a great deal of support in providing intervention to students identified as needing additional support in the classroom due to social-emotional and academic needs. The bigger concern is what happens when we lose this extra funding because we have data to show the additional supports are making a difference.</p> <ul style="list-style-type: none">• 3 FTE classified interventionists• 1 FTE certified Reading Interventionist• 1 FTE certified Behavior Interventionist
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B. Additional building unique items:		

Section 10: Building Barriers Statement	Response	Description
<p>A. The barriers that must be overcome to have all students achieve proficiency above Level 2 for grade level academic expectations on state assessment.</p>		<p>Cottonwood Elementary embraces the challenge of over 80% of students falling in the at-risk category and 33% of students qualifying for SPED. Cottonwood more than doubles the state averages of percent of students in these categories.</p> <p>Cottonwood has several students with severe social/emotional/behavioral needs that require 1:1 support with a certified staff member when the student is not regulated. The addition of the Behavior Interventionist has helped to meet the needs of more students and the situation is now manageable.</p> <p>ESSER funds have offered a great deal of support in providing intervention to students identified as needing additional support in the classroom due to social-emotional and academic needs. The bigger concern is what happens when we lose this extra</p>

		<p>funding because we have data to show the additional supports are making a difference.</p> <ul style="list-style-type: none">• 3 FTE classified interventionists• 1 FTE certified Reading Interventionist• 1 FTE certified Behavior Interventionist <p>Students are making gains at a steady rate toward benchmark progress. When our scores are compared to the state averages with regard to free lunch-eligible and students with disabilities, Cottonwood scores were 5% higher than the state average.</p> <p>However, we are concerned about our scores as a building. We need to continue to close the gap. The assessments are one measure given at one moment in time, at the end of grades 3, 4, and 5. These scores are also indicative of the following concerns.</p> <p>Social-Emotional Development of Students</p> <ul style="list-style-type: none">• Student behaviors<ul style="list-style-type: none">o Apathyo Refusalo Elopemento Explosive & physically aggressive behavioro Disrespect/insubordination• Student anxiety/Mental Health<ul style="list-style-type: none">o Heightened sensitivity to personal safetyo Lack of social awareness due to early development years being at home due to pandemico Trauma experiences due to pandemic or other
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