

Washoe County School District
Rita Cannan Elementary School
2025-2026 School Improvement Plan

Classification: 2 Star School

Title I, AB219



Mission Statement

Rita Cannan Elementary School strives to create students who will become responsible, productive citizens who value hard work and perseverance. We believe that in order to do this we must create a learning environment that is centered around students, guided by teachers and staff and supported by home and community.

Vision

Rita Cannan Elementary School will prepare our students to become independent learners and contributing members of society with the desires and abilities to be life long learners.

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 http://nevadareportcard.nv.gov/DI/nv/washoe/rita_cannan_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

2024-2025 Data

- In ELA there was a 1% improvement in students performing at or above standard.
 - 4th grade improved by 2%
 - 5th grade improved by 11%
- Although there was an overall decrease in students performing at or above standard in Math, 4th grade improved by 6 percentage points.
- In Science there was a 1 % improvement in students performing at or above standard.

Student Success Areas for Growth

2024-2025 Data

- 31% of students in grades 3rd through 5th were at or above standard on SBAC in ELA
 - 52% of students are at a level 1 and 17% of students are at a level 2
- 23% of students in grades 3rd through 5th were at or above standard on SBAC in Math
 - 54% of students are at a level 1 and 23% of students are at a level 2
- 3% of students in grades 3rd through 5th were at or above standard on SBAC in Science
 - 64% of students are at a level 1 and 33% of students are at a level 2

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Many of our EL students are at different Language Acquisition levels and require more support than others.	EL teachers, along with our ELF, will work closely with classroom teachers to align learning goals and schedules and provide co-teaching opportunities.
Foster/Homeless	Transiency rate is above 30%. Many of our students move from one school to another, which cause inconsistencies in their education.	School Counselor will provide support and guidance to families.

Student Group	Challenge	Solution
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	Time restraints to address gaps in learning.	Resource teacher will work closely with classroom teacher in creating a schedule that allows all students with an IEP to meet their needs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although Cannan students are showing some growth in ELA and Math as evidenced by iReady diagnostic results, inconsistent program implementation and lack of program fidelity is resulting in missed opportunities to demonstrate growth and student progress.

Critical Root Cause:

New program/big learning curve Challenges in technology Fidelity to meeting iReady minutes Lack of time for intervention/remediation Staff and student buy-in

Adult Learning Culture

Adult Learning Culture Areas of Strength

2024-2025 Data

- Learning environment and expectations for behavior are consistent.
- Teachers hold themselves accountable for establishing strong expectations for learning.
- Instructional coach is readily available to provide support to novice and veteran teachers.
- Low teacher turnover
- PLC framework and structures are strong.

Adult Learning Culture Areas for Growth

2024-2025 Data

- Teachers meet weekly with their grade level team and administration during their PLC block to discuss standards, lesson plan, and analyze student work.
- During the 25-26 school year, teachers will participate in professional learning sessions aligned to the Teacher Clarity playbook.
- Use of Asset Based language is used when talking about student academics.
- Teachers are more intentional in facilitating learning experiences that are aligned to better assignments that allow for productive struggle while engaging in meaningful learning opportunities.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	

Student Group	Challenge	Solution
Students with IEPs	N/A	

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are in need of continued support for professional growth in the 4 components of teacher clarity to improve consistency, vertical alignment, and maintain teacher accountability.

Critical Root Cause: Teachers conceptual understanding of the Teacher Clarity components is varied Lack of intentional planning Teachers not understanding the value of Teacher Clarity framework Lack of communication to students about the expectations for learning

Connectedness

Connectedness Areas of Strength

2024-2025 Data

- School initiatives, such as our Work Hard, Play Hard initiative, have helped improve attendance school wide.
- MTSS team members are assigned to specific grade levels to help monitor and support attendance.
- Students tiered for attendance are monitored by our MTSS team and provided support by the school counselor.
- Students with perfect attendance are recognized and rewarded quarterly and yearly.
- Communication between school and home regarding attendance continues to improve.

Connectedness Areas for Growth

2024-2025 Data

- Chronic absenteeism dropped from 18.70% to approximately 16% during the 24-25 school year.
- ADA for the 24-25 school year was 94.38%
- During the 24-25 school year, Chronic and Severe Absenteeism by student population shows that our American Indian, Multiracial, Pacific Islander, and CIT are impacted the most.
- During the 24-25 school year, Chronic and Severe Absenteeism by grade level showed Kindergarten and 4th grade were the most impacted grades with attendance.
- During the 24-25 school year, Cannan had a 23% transiency rate overall
- During the 24-25 school year, Cannan's American Indian and CIT population had transiency rates over 60%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	Many of our CIT students come from trauma impacted homes with little to no support at home.	School counselor will provide support and guidance to students and families.
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): There is a small portion of the Cannan community that do not recognize the value of consistent attendance, which has caused a major impact on Cannan's overall chronic absenteeism rate. Our families allow circumstances such as child care, work, and other family situations to impact getting their children to school.

Critical Root Cause: Lack of parent involvement/engagement. Unaware of the impact on student learning. Lack of childcare for younger siblings. Value of education is limited with some families.

Priority Problem Statements

Problem Statement 1: Although Cannan students are showing some growth in ELA and Math as evidenced by iReady diagnostic results, inconsistent program implementation and lack of program fidelity is resulting in missed opportunities to demonstrate growth and student progress.

Critical Root Cause 1: New program/big learning curve Challenges in technology Fidelity to meeting iReady minutes Lack of time for intervention/remediation Staff and student buy-in

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers are in need of continued support for professional growth in the 4 components of teacher clarity to improve consistency, vertical alignment, and maintain teacher accountability.

Critical Root Cause 2: Teachers conceptual understanding of the Teacher Clarity components is varied Lack of intentional planning Teachers not understanding the value of Teacher Clarity framework Lack of communication to students about the expectations for learning

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: There is a small portion of the Cannan community that do not recognize the value of consistent attendance, which has caused a major impact on Cannan's overall chronic absenteeism rate. Our families allow circumstances such as child care, work, and other family situations to impact getting their children to school.

Critical Root Cause 3: Lack of parent involvement/engagement. Unaware of the impact on student learning. Lack of childcare for younger siblings. Value of education is limited with some families.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- End-of-Unit Assessments
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Other
 - iReady Math and Reading Diagnostics

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- School leadership data
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance
- Home Visits
- PBIS/MTSS data
- Other
 - BIG

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Sixty-one percent of Cannan students met their typical growth by the EOY iReady Diagnostic in Reading during the 24-25 school year. For the 24-25 school year, sixty-six percent of Cannan students in grades K-5 will meet their typical growth target in Reading on the EOY iReady Diagnostic. Twenty-six percent of Cannan students met their stretch growth on the EOY iReady Diagnostic in Reading during the 24-25 school year. For the 25-26 school year, thirty percent of students will meet their stretch growth target in Reading on the EOY iReady Diagnostic.

Fifty-nine percent of Cannan students met their typical growth by the EOY iReady Diagnostic in Math during the 24-25 school year. For the 25-26 school year, sixty-four percent of Cannan students in grades K-5 will meet their typical growth target in Math on the EOY iReady Diagnostic. Twenty-eight percent of Cannan students met their stretch growth on the EOY iReady Diagnostic in Math during the 24-25 school year. For the 25-26 school year, thirty-two percent of students will meet their stretch growth target in Math on the EOY iReady Diagnostic.

Aligns with District Goal

Formative Measures: iReady diagnostic results for ELA and Math

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's / iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	Action Steps: * Build teacher capacity on Foundational Skills during Professional Development. * Support teachers in targeting intervention based on student needs. * School wide- student math & writing assessments using rubrics 3 times a year - Support teachers in responding to data. * Teachers will address 4 critical questions during PLC and planning time with administration support to compile students' needs. * Administration will support teacher growth and development through Learning Walks for designated areas of instruction. Teachers will be asked to reflect upon lesson in Learning Walk. * To scaffold and support language in the classroom, teachers will implement a monthly language strategy. * Scheduling out daily Sound Wall instructional times, UFLI, Heggerty, & Phonics for Reading * Monitor math progress with iReady Intended Outcome: Students will receive targeted instruction for at least 30 minutes daily during Cannan's Intervention/ Enrichment block Targeted Interventions based on student needs.	All classroom teachers, Instructional Coach, EL teacher, and Administration	SY 2025-26			
Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration Evidence Level Level 2: Moderate: PLC Level 3: Promising: i-Ready Problem Statements/Critical Root Cause: Student Success 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Teachers will also address 4 critical questions during PLC for both Reading and Math. Action Steps: * School wide- student math & writing assessments using rubrics 3 times a year - Support teachers in responding to data. * Teachers will address 4 critical questions during PLC and planning time with administration support to compile students' needs. * Administration will support teacher growth and development through Learning Walks for designated areas of instruction. Teachers will be asked to reflect upon lesson in Learning Walk. * To scaffold and support language in the classroom, teachers will implement a monthly language strategy.* Maintain teacher PLC schedules - Including a PLC cycle process * Teachers will send an agenda and plan to bring a formative assessment to each PLC. * Admin & Support staff will attend each PLC's to support teacher's efforts.	All classroom teachers, Instructional Coach, EL teacher, and Administration	SY 2025-26			
Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration						
Evidence Level						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Although Cannan students are showing some growth in ELA and Math as evidenced by iReady diagnostic results, inconsistent program implementation and lack of program fidelity is resulting in missed opportunities to demonstrate growth and student progress. Critical Root Cause: New program/big learning curve Challenges in technology Fidelity to meeting iReady minutes Lack of time for intervention/remediation Staff and student buy-in

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Classroom walk-throughs at Cannan ES will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning) that have been shared during Professional Learning sessions.

Aligns with District Goal

Formative Measures: Cannan Learning Walk Observation tool
Cannan Learning Walk Reflection form

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	PLC's Teachers will work collaboratively to solve the 4 Critical PLC Questions at their PLCs in order to plan instruction and support each other. In addition, teachers will bring 1 piece of student data to analyze collaboratively. Action Steps: * Continue with Learning Walk schedule for ELA, Math & Science in order to provide time for teacher reflection, opportunities for teacher support and growth. * Continue co-teaching opportunities with EL Teacher. * Continue PLC meeting schedule, admin supported * Teachers attend professional learning sessions. * Teachers share implementation & artifacts during PLCs. * Administration supports teacher growth through learning walk observation & feedback. * iReady training * Support teachers with language strategies * Build school-wide data board Intended Outcome: Using PLC guidance documents, teachers will analyze student data to plan, prepare, and review best instructional practices.	All classroom teachers, Instructional Coach, EL teacher, and Administration	SY 2025-26			
Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1						

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
1	To scaffold and support language in the classroom, teachers will implement a school-wide monthly language strategy that was modeled and practiced during professional learning Action Steps: * Continue with Learning Walk schedule for ELA, Math & Science in order to provide time for teacher reflection, opportunities for teacher support and growth. * Continue co-teaching opportunities with EL Teacher. * Continue PLC meeting schedule, admin supported * Teachers attend professional learning sessions. * At the following meeting, teachers share implementation & artifacts from monthly strategies. * Administration supports teacher growth through learning walk observation & feedback. * iReady training * Support teachers with language strategies * Build school-wide data board Intended Outcome: Students will be able to participate in lessons using language strategies to build their proficiency in all four language domains (Speaking, Listening, Reading, and Writing).	All classroom teachers, Instructional Coach, EL teacher, and Administration	SY 2025-26			
Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration Evidence Level Level 2: Moderate: PLC Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers are in need of continued support for professional growth in the 4 components of teacher clarity to improve consistency, vertical alignment, and maintain teacher accountability. Critical Root Cause: Teachers conceptual understanding of the Teacher Clarity components is varied Lack of intentional planning Teachers not understanding the value of Teacher Clarity framework Lack of communication to students about the expectations for learning

Inquiry Area 3: Connectedness

SMART Goal 1: The percentage of Cannan students identified as chronically absent in the 25-26 school year will decrease by 3% when compared to the 24-25 percent identified as chronically absent (16%).

Aligns with District Goal

Formative Measures: * BIG report - Chronic Absenteeism
* Attendance and Behavior data

Improvement Strategy 1 Details				Status Checks										
Improvement Strategy 1: SEL Build and reinforce classroom criteria to earn participation in the monthly Play Hard events. <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks Intended Outcome: Teachers and students will agree upon classroom criteria which must be met by students to participate in our monthly Work Hard Play Hard events.</td><td>Students, Teachers, School Counselor, Administration, and Support Staff</td><td>SY 2025-26</td></tr></table> Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff Evidence Level Level 2: Moderate: SEL Problem Statements/Critical Root Cause: Connectedness 1				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks Intended Outcome: Teachers and students will agree upon classroom criteria which must be met by students to participate in our monthly Work Hard Play Hard events.	Students, Teachers, School Counselor, Administration, and Support Staff	SY 2025-26	Status Check		
				Action #	Actions for Implementation	Person(s) Responsible	Timeline							
				1	Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks Intended Outcome: Teachers and students will agree upon classroom criteria which must be met by students to participate in our monthly Work Hard Play Hard events.	Students, Teachers, School Counselor, Administration, and Support Staff	SY 2025-26							
				Nov	Feb	May								
No review	No review	No review												

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: Sanford Harmony and Pure Edge curriculum. Build teacher and student capacity in supporting students with responsible decision making and managing emotions through Sanford Harmony.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks Intended Outcome: Students will engage in weekly SEL lessons to build their capacity in responsible decision making and managing emotions.	Students, Teachers, School Counselor, Administration, and Support Staff	SY 2025-26			
Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff Evidence Level Problem Statements/Critical Root Cause: Connectedness 1						
Improvement Strategy 3 Details				Status Checks		
Improvement Strategy 3: SEL Administration will support SEL teacher learning through feedback given during Learning Walks. Counselor will continue to support classroom emotions through guidance lessons.				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks Intended Outcome: Students will engage in monthly guidance lessons led by the counselor and administration will provide feedback on SEL strategies used during learning walks.	Students, Teachers, School Counselor, Administration, and Support Staff	SY 2025-26			
Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff Evidence Level Level 2: Moderate: SEL Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: There is a small portion of the Cannan community that do not recognize the value of consistent attendance, which has caused a major impact on Cannan's overall chronic absenteeism rate. Our families allow circumstances such as child care, work, and other family situations to impact getting their children to school. Critical Root Cause: Lack of parent involvement/engagement. Unaware of the impact on student learning. Lack of childcare for younger siblings. Value of education is limited with some families.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Back to School Night	August	
Back to School BBQ and Carnival	September	
Snack Time with Books - Family Read Aloud	Quarterly	
Fall Parent Conference Week	October	
Gingerbread Math Night	December	
STEM Night	February	
Spring Parent Conference Week	February/March	
Kindergarten Transition Event	May	