Washoe County School District

Rita Cannan Elementary School

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

2025-2026 Data

English Language Learners

In 2025-2026 57% of students identified as English Language Learners were growing on a trajectory. This was up 17% year over year.

ELA

In 2025-2026 37% of students were on trajectory to achieve a Level 3 in ELA in 3 years and 78% of students are on trajectory to continue to be at Level 3 or above in ELA (up 6% year over year). We increased our overall median student growth by 6 points. Overall 29% of students tested at or above standard in ELA. We saw an 11% gain in our 5th grade cohort.

Math

In 2025-2026 28% of students were on trajectory to achieve a Level 3 in Math in 3 years and 75% of students are on trajectory to continue to be at Level 3 or above in Math (up 4% year over year). Overall, 24% of students tested at or above standard in math.

Areas for Growth

2025-2026 Data

English Language Learners

We saw a significant increase in all grade levels except 2nd grade where we dropped from 70% to 50% of students growing on trajectory. This indicates an opportunity for greater Tier 1 supports and services within this population of students.

ELA

We saw a decrease in the number of 4th grade students that were on trajectory to achieve a Level 3 in ELA in 3 years as well as a decrease in the number of students on trajectory to continue to be at Level 3 or above in ELA. This indicates an opportunity for greater Tier 1 supports during the ELA block in this grade level. It also provides an opportunity to ensure that our students who are currently on grade level are receiving appropriate extension activities to ensure that they remain on grade level. 4th grade was our lowest performing cohort with only 17% of students testing at a Level 3 or 4 in ELA.

Math

Overall, we saw a slight decrease (2%) in the number of students that achieved a Level 3 or 4 in math. Our lowest performing cohort was 3rd grade at only 20% of students achieving a Level 3 or 4. Math continues to be our largest opportunity for growth in all grade levels. Only 28% of students are on trajectory to achieve a Level 3 in math in 3 years.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Approximately 18% of students are identified at English Learners. Many of our EL students are at different Language Acquisition levels are require various levels of support.	EL Teachers along with our ELF will work closely with classroom teachers to ensure language focused learning intentions and differentiated success criteria. There will also be co-teaching and/or coaching opportunities provided to teachers as needed.
Foster/Homeless	Transiency rate is about 24%. Many of our students move from one school to another causing gaps in their education.	We have a dedicated 30 minute intervention block to remediate gaps in education. The school counselor will also provide resources to families experiencing homelessness and support those in the Foster system.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	88% of students attending Rita Cannan ES are considered racial or ethnic minorities. A lower percentage of white students are proficient on the ELA and MATH SBA than those categorized as racial or ethnic minorities.	The school will implement targeted instructional supports, data-driven interventions, and ongoing progress monitoring to close achievement gaps and improve proficiency outcomes for all student groups.
Students with IEPs	Approximately 20% of students at Rita Cannan ES are on an IEP. With a large population of students needing individualized supports scheduling outside of Tier 1 instruction can be a challenge.	Schedules created schoolwide to support access to Tier 1 instruction for all students.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Only 29% of students at Cannan Elementary School are achieving a Level 3 or 4 in grades 3-5 as measured by the state assessment.	Inconsistent implementation of phonics programs and early interventions in the primary grades are leading to larger learning gaps in reading in the testing grades.
2 ★	Only 24% of students at Cannan Elementary School are achieving a Level 3 or 4 in grades 3-5 as measured by the state assessment.	A new math curriculum was adopted that required additional teacher professional development. A lack of early intervention, research-based intervention tools, and progress monitoring tools lead to larger gaps in the testing grades.
3 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

2025-2026 data

- 1 hour weekly PLC by grade level & department
- Priority Focus on MTSS systems & behavior
- Foundational learning in Teacher Clarity

SB81: Staff Climate survey - The following areas are relative strengths as reported by the Staff Climate Survey

Expectations of Success 93% favorable

Home-School Communication 91% favorable

Staff-Student Relationships 90% favorable

Areas for Growth

2025-2026 Data

- nonuniform common assessments
- No follow up with assessment data
- Activities are not cognitively demanding
- Behind the district pacing guide

SB81: Staff Climate survey

Staff Collaboration is 58% favorable

46% of staff feel there is a sense of teamwork

43% of staff feel that leadership makes an effort to address staff concerns

57% of staff feel that staff are recognized and appreciated for good work

42% of staff feel that leadership makes sure staff is involved in making plans and decisions

86% of staff feel that administrative duties so not interfere with educating students

41% of staff feel comfortable raising issues and concerns

59% of staff feel supported by administrators

70% of staff feel clear about their role

We believe that Staff Collaboration is an area for growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Only some staff members are trained in GLAD or other EL strategies. Most of these trainings are provided outside of work hours.	The school will have the ELF & EL teachers participate in grade level PLCs to provide ideas for language supports during T1 instruction.
Foster/Homeless	This sub population experiences a higher rate of chronic absenteeism. Missing T1 instruction creates a challenge for teachers in getting student "caught up" once they return to school.	The school will leverage the counselor to build relationships with families that have students identified as Foster/ Homeless to mitigate barriers to attendance.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	88% of students attending Cannan ES are racial/ethnic minorities. Adults may not be attuned to the variety of cultures represented and the most appropriate way to engage with students and families from cultures other than their own.	Staff is engaged in professional development around Conscious Discipline - focusing on the ways adults engage with students.
Students with IEPs	Students on an IEP require an individualized level of academic differentiation. Teachers may not have the tools to meet the needs of students on an IEP.	The school will have the Resource teachers participate in grade level PLCs to provide ideas for academic supports during T1 instruction.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Teachers are unclear on the learning intention and success criteria of the lesson they are presenting. This leads to a lack of clarity for the learner.	Lack of clarity on essential standards. Lack of clarity on tasks/activities versus student achievement of standard.

★ = Priority

Connectedness

Areas of Strength

2025-2026 Data

According to the student climate survey, 71% of 5th grade students have participated in at least one extracurricular activity. 73% of 5th grade students can identify their strengths. 82% of 5th grade students can identify when someone needs help.

According to the family climate survey, 93% of families feel informed about their students academic progress. 93% of families also reported that their student feels safe while at school. 100% of families felt that their child is receiving appropriate instruction and supports from their teacher.

Areas for Growth

2025-2026 data

According to the student climate survey, only 58% of 5th grade students feel that staff treat all student fairly. Only 61% of 5th grader students feel it is easy to talk to staff.

These results show opportunities for growth in building connections between staff and students & implementing discipline in a way that students view as 'fair'.

According to the family climate survey, only 56% of parents are confident in their ability to connect with other parents. Only 43% of parents said that their child reads for fun. 59% of parents said that their child is comfortable asking adults at school for help.

These results show opportunities for growth in offering more programing for parents and families to come together on campus and offering programing to support learning at home.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	31% of students attending Cannan ES are English Learners. Adults may not be attuned to the variety of cultures represented and the most appropriate way to engage with students and families from cultures other than their own.	The school will have the ELF and EL teachers participate in grade level PLCs to provide ideas for connection with cultures other than their own.

Student Group	Challenge	Solution
Foster/Homeless	This sub population experiences a higher rate of chronic absenteeism. This may create a lack of connectedness between peers and staff.	Students identified as chronically absent will be assigned a school based 'case manager'. The 'case manager' for students identified as Foster/ Homeless will be the school counselor and/or CIS to provide wrap around services and supports.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	88% of students attending Cannan ES are racial/ethnic minorities. Adults may not be attuned to the variety of cultures represented and the most appropriate way to engage with students and families from cultures other than their own.	Staff is engaged in professional development around Conscious Discipline - focusing on the ways adults engage with students.
Students with IEPs	Students on an IEP require an individualized level of SEL differentiation. Teachers may not have the tools to meet the needs of students on an IEP.	The school will have the Resource teachers participate in grade level PLCs to provide ideas for SEL supports during T1 instruction.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	18% of students are chronically absent limiting access to instruction, peer relationships, and adult connections.	Families do not perceive the school as a welcoming space. There are not enough opportunities for families to engage with the school.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Only 29% of students at Cannan Elementary School are achieving a Level 3 or 4 in grades 3-5 as measured by the state assessment.	Inconsistent implementation of phonics programs and early interventions in the primary grades are leading to larger learning gaps in reading in the testing grades.
2 ★	Only 24% of students at Cannan Elementary School are achieving a Level 3 or 4 in grades 3-5 as measured by the state assessment.	A new math curriculum was adopted that required additional teacher professional development. A lack of early intervention, research-based intervention tools, and progress monitoring tools lead to larger gaps in the testing grades.
3 ★	Teachers are unclear on the learning intention and success criteria of the lesson they are presenting. This leads to a lack of clarity for the learner.	Lack of clarity on essential standards. Lack of clarity on tasks/activities versus student achievement of standard.
4 ★	18% of students are chronically absent limiting access to instruction, peer relationships, and adult connections.	Families do not perceive the school as a welcoming space. There are not enough opportunities for families to engage with the school.
5 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☑ **I-Ready**
- ☑ **Student Climate Survey, Student Voice**

Adult Learning Culture

- ☑ **Staff surveys and/or other feedback**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal:
By the end of the school year 2026-27, 60% of EL students at Cannan Elementary will increase their language proficiency composite score by .5 or one achievement level as measured by the state's yearly ELPA, ACCESS.

Formative Measures: i-Ready Diagnostics, Personalized Learning, Benchmark weekly quizzes, Speaking and Writing samples

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Daily dedicated block of time to support Newcomer students with general language development.	EL Teachers, ELF, Admin	SY 26-27	
2	Infusion of ELF in PLCs, Co-teaching cycles - focusing on 3rd grade.	EL Teachers, ELF, Admin, Grade level teachers	SY 26-27	
3	Deep data dive to identify skill focus for each student. Students nearing exit will be in a daily language intervention group. EL teachers will participate in individualized student goal setting.	EL Teachers, ELF, Admin	SY 26-27	

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 3

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
3	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

For the 26-27 school year, 66% of Cannan students in grades K-5 will meet their typical growth target in Reading on the EOY iReady Inform assessment.

For the 26-27 school year, 30% percent of Cannan students will meet their stretch growth target in Reading on the EOY iReady Inform assessment.

For the 26-27 school year, 64% of Cannan students in grades K-5 will meet their typical growth target in Math on the EOY iReady Inform assessment.

For the 26-27 school year, 32% of Cannan students will meet their stretch growth target in Math on the EOY iReady Inform assessment.

Formative Measures: iReady diagnostic results for ELA and Math

Improvement Strategy 1

PLC's / iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: * Build teacher capacity on Foundational Skills. * Support teachers in targeting intervention based on student needs. * School wide- student spelling & writing assessments 3 times a year - Phonics as needed. * Administration will support teacher growth and development through walkthrough feedback. * Monitor math progress with iReady Growth Monitoring. * Monitor reading progress with iReady progress monitoring. 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, Resource teachers, EL teachers, and Administration	SY 2026-27	

Position Responsible: All classroom teachers, Resource teachers, EL teachers, and Administration

Evidence Level

Level 2: Moderate:
PLC

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1, 2

Status Checks

November **February** **May**

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Only 29% of students at Cannan Elementary School are achieving a Level 3 or 4 in grades 3-5 as measured by the state assessment.	Inconsistent implementation of phonics programs and early interventions in the primary grades are leading to larger learning gaps in reading in the testing grades.

2	Only 24% of students at Cannan Elementary School are achieving a Level 3 or 4 in grades 3-5 as measured by the state assessment.	A new math curriculum was adopted that required additional teacher professional development. A lack of early intervention, research-based intervention tools, and progress monitoring tools lead to larger gaps in the testing grades.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs at Cannan ES will indicate that teachers implement Learning Intention and scaffolded success criteria in both math and ELA 80% of the time. Walk-through data will also indicate that 80% of students can properly articulate the learning intention and success criteria.

Formative Measures: Walk-through tool

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	PLC's Teachers will work collaboratively to write learning intentions and scaffolded success criteria for each ELA and math lesson. Action Steps: * Weekly Walkthroughs for ELA & Math. * Weekly 1 hour PLC meeting schedule * Teachers attend professional learning sessions. * Teachers create and share results of common formative assessments. Intended Outcome: Using PLC guidance documents, teachers will analyze student data to plan, prepare, and review best instructional practices.	All classroom teachers, Resource teachers, EL teachers, and Administration	SY 2026-27	

Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

November	February	May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Teachers are unclear on the learning intention and success criteria of the lesson they are presenting. This leads to a lack of clarity for the learner.	Lack of clarity on essential standards. Lack of clarity on tasks/activities versus student achievement of standard.

Inquiry Area 3 Connectedness

SMART Goal 1

16% or less of Cannan students will be identified as chronically absent in the 26-27 school year.

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

Improvement Strategy 1

SEL
Schoolwide Fun Friday Events

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Action Steps: * Conscious Discipline PD * Implementation of Regulation Room * Zones of Regulation curriculum * Passport for Fun Friday event focused on: attendance, punctuality, behavior, academics. * Monthly review of behavior and attendance data with PBIS team. Intended Outcome: Students attendance will improve when school is a calm and safe learning environment.	Students, Teachers, School Counselor, Administration, and Support Staff	SY 2026-27	

Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff

Evidence Level

Level 2: Moderate:
SEL

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	18% of students are chronically absent limiting access to instruction, peer relationships, and adult connections.	Families do not perceive the school as a welcoming space. There are not enough opportunities for families to engage with the school.

Schoolwide and Targeted Assistance Title I Element Summary

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
Meet the Teacher	8/7/2026	
Back to School Night	8/18/2026	
Parent University - Ready for School Ready for Fun	8/26/26	
Back to School Carnival	9/18/26	
Snack Time with Books	9/23/26, 11/4/26, 3/10/27, 5/26/27	
Parent University - Zentangles	10/21/26	
Ruby Ridges Day - Community Walk	11/13/26	
Gingerbread Night	12/15/26	
Parent University - Executive Functioning	1/13/27	
Candyland Dance	2/12/27	
Parent University - Big Feelings & Tough Moments	4/14/27	
Parent University - Land of Stick	5/12/27	