

Washoe County School District
Rita Cannan Elementary School
2024-2025 School Performance Plan

Classification: 2 Star School

Distinction Designations:

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.

Value Statement

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/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

- 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 Strengths

- 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.

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 Summary

- 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 24-25 school year, teachers will participate in monthly 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 Strengths

- 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.

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 Summary

- Chronic absenteeism dropped from 23% to 18.70%
- ADA for the 23-24 school year was 94.05%
- Chronic and Severe Absenteeism by student population shows that our American Indian, Asian, White, and CIT are impacted the most.
- Chronic and Severe Absenteeism by grade level showed Kindergarten and 4th grade were the most impacted grades with attendance.
- Cannan has a 26% transiency rate overall
- Cannan's Asian and CIT population had transiency rates over 50%

Connectedness Strengths

- 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.

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:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

- Teacher/Student Ratio

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Capacity building resources data
- Study of best practices

Goals

Goal 1: Student Success

Aligns with District Priority





Annual Performance Objective 1: Fifty-six percent of Cannan students met their typical growth by the third iReady Diagnostic in Reading during the 23-24 school year. For the 24-25 school year, seventy percent of Cannan students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. Twenty-eight percent of Cannan students met their stretch growth by the third iReady Diagnostic in Reading during the 23-24 school year. For the 24-25 school year, forty percent of students will meet their stretch growth target on the third Diagnostic.

Forty-eight percent of Cannan students met their typical growth by the third iReady Diagnostic in Math during the 23-24 school year. For the 24-25 school year, sixty percent of Cannan students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. Twenty-three percent of Cannan students met their stretch growth by the third iReady Diagnostic in math during the 23-24 school year. For the 24-25 school year, thirty-five percent of students will meet their stretch growth target on the third Diagnostic.

Evaluation Data Sources: iReady diagnostic results for ELA and Math

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's / iReady 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 every 6-8 weeks- 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 help teachers administer sample WIDA writing tasks to classrooms and provide individual student feedback to teachers, three times over the course of the year to monitor EL progress. * 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. * Syllabication for upper grades * Scheduling out daily Sound Wall instructional times * Monitor math progress with iReady * Focus on and monitor Speaking progress using LINGT, Flipgrid and audio recording 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. Formative Measures: iReady platform ACCESS/WIDA Assessment Classroom Assessments Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising Problem Statements/Critical Root Causes: Student Success 1	Status Check		
	Jan	Apr	June

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: PLC's</p> <p>Teachers will also address 4 critical questions during PLC for both Reading and Math.</p> <p>Formative Measures: Action Steps:</p> <ul style="list-style-type: none"> * School wide- student math & writing assessments using rubrics every 6-8 weeks- 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 help teachers administer sample WIDA writing tasks to classrooms and provide individual student feedback to teachers, three times over the course of the year to monitor EL progress. * 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 three-week 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. <p>Intended Outcome: Incorporating data driven instruction will increase student achievement school wide as measured by formative and summative assessments.</p> <p>Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success
<p>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</p>

Goal 2: Adult Learning Culture

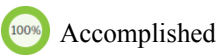
Aligns with District Priority

Annual Performance Objective 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 already been shared during monthly Professional Learning sessions.

Evaluation Data Sources: Cannan Learning Walk Observation tool
Cannan Learning Walk Reflection form

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 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.</p> <p>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 monthly 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</p> <p>Intended Outcome: Using PLC guidance documents, teachers will analyze student data to plan, prepare, and review best instructional practices.</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Professional Learning Evaluation Surveys/Exit Tickets</p> <p>Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: PLC's 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 monthly 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</p> <p>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).</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Professional Learning Evaluation Surveys/Exit Tickets</p> <p>Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June



Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<p>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</p>

Goal 3: Connectedness





Aligns with District Priority

Annual Performance Objective 1: The percentage of Cannan students identified as chronically absent in the 24-25 school year will decrease by 5% when compared to the 23-24 percent (18.7%) identified as chronically absent.

Evaluation Data Sources: * BIG report - Chronic Absenteeism
* Attendance and Behavior data

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL</p> <p>Build and reinforce classroom criteria to earn participation in the monthly Play Hard events.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> * 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 <p>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.</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps)</p> <p>Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
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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 and Pure Edge curriculum. 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. Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Has Rationale Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June

Improvement Strategy 3 Details	Status Checks		
<p>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</p> <p>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</p> <p>Intended Outcome: Students will engage in bi-weekly guidance lessons led by the counselor and administration will provide feedback on SEL strategies used during learning walks.</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Annual Performance Objective 1 Problem Statements:

Connectedness
<p>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.</p>

2024-2025 Rita Cannan SPP

Team Role	Name	Position
Community Representative	Jose Ybara	Pastor at Crosswinds Church
Community Representative	Cintha Aquino	Staff at Crosswinds Church
Non-classroom Professional	Gretchen Conway	Instructional Coach
Parent	Emilia Gonzales	Pre-K Teacher
Classroom Teacher	Caitlin Pooparntong	2nd grade Teacher
Classroom Teacher	Joseph O'Gorman	4th grade Teacher
Administrator	Sara Casacca	Dean of Students
Administrator	Richard Mares	Principal