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/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

- 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

- 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.
Free and Reduced Lunch	N/A	

Student Group	Challenge	Solution
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

- 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

- 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	
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

- 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

- 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	
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.

Formative Measures: iReady diagnostic results for ELA and Math

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: PLC's / iReady

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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

Status Check		
Nov	Feb	May
No review	No review	No review

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**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
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		No review	No review	No review

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.

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

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: PLC's

Action #	Actions for Implementation	Person(s) Responsible	Timeline
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	

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

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

Improvement Strategy 2 Details				Status Checks		
Improvement Strategy 2: PLC's				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
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		No review	No review	No review

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%).

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

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: SEL
Build and reinforce classroom criteria to earn participation in the monthly Play Hard events.

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	

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

Evidence Level
Level 2: Moderate: SEL

Problem Statements/Critical Root Cause: Connectedness 1

Status Checks

Status Check		
Nov	Feb	May
No review	No review	No review

Improvement Strategy 2 Details

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.

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	

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

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

Improvement Strategy 3 Details

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

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 bi-weekly 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	

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

Evidence Level
Level 2: Moderate: SEL

Problem Statements/Critical Root Cause: Connectedness 1

Status Checks

Status Check

Nov	Feb	May
No review	No review	No review

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	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Rita Cannan Elementary School
District:	Washoe County School District
Principal:	Richard Mares
Principal email:	rmares@washoeschools.net
EL Specialist:	Stacey Buschine & Janice Pearson
EL Specialist email:	SEBuschine@washoeschools.net & JPearson@washoeschools.net

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	At Cannan, we are dedicated to helping English Learner (EL) students succeed by using the "Teacher Clarity" framework by Doug Fisher and the strategies from "Routines for Reasoning." These methods are designed to better support EL students across different subjects, grade levels, and groups, including newcomers, short-term ELs, long-term ELs, and those with interrupted schooling. Our EL students face unique challenges in keeping up with their peers academically. They often struggle with the academic language needed to fully understand subjects like math, science, and social studies, which can be especially difficult for newcomers and students with gaps in their education. Different groups of EL students also have different needs; for example, newcomers may need basic English skills, while long-term ELs may benefit from more advanced language support to understand complex topics. Some EL students also miss out on consistent instructional support, which can make it hard to stay on track. The data on our EL students' attendance, test scores, and social-emotional learning (SEL) results show that EL students generally perform lower than their peers. EL students tend to have slightly lower attendance,

especially newcomers adjusting to a new environment and long-term ELs who may feel disconnected. They also tend to score lower on standardized tests, particularly in reading and language-heavy subjects like social studies, and often struggle with multi-step problems in math due to language barriers. Social-emotionally, ELs report lower levels of self-confidence and school belonging, which can impact their motivation.

We have noticed the different groups of EL students are showing varying levels of progress. Newcomers tend to make quick progress in learning English but still struggle with academic language, while short-term ELs often make steady progress but may struggle to reach grade-level proficiency without further language support. Long-term ELs may see their language learning stall and often feel less engaged, while students with interrupted schooling face the added challenge of catching up on both basic academic knowledge and English.

To help our EL students succeed, we need to focus on certain areas. First, EL students need more support in academic subjects that rely heavily on language skills. While many ELs are improving in conversational English, fewer achieve the level of academic English needed, especially in higher grades. To close these gaps, we also need to address resource challenges. More bilingual teachers and teacher assistants are needed to provide support, as current staffing levels don't fully meet the needs of our different EL groups. ELs would also benefit from more instructional time, such as tutoring or after-school programs that focus on both language and content learning. Additional funding for specialized materials, technology, and teacher training on EL strategies is also essential.
In addressing these challenges, we aim to create a more supportive and effective learning environment for EL students at Cannan. By enhancing our teaching approaches and investing in targeted resources, we hope to help ELs reach higher levels of academic and personal success across all grades.

Adult Learning Culture	To better support EL students, we are examining how teacher experience, training, and classroom practices impact EL learning across different subjects, grades, and EL sub-groups, including newcomers, short-term ELs, long-term ELs, and students with interrupted schooling. One of our main challenges is creating a unified teaching approach that allows all teachers to effectively support ELs. Many teachers find it difficult to balance language development with subject content, particularly when they have to adjust lessons for different EL proficiency levels. Building a shared strategy across subjects for teaching ELs could help meet this need. However, there are also differences in teacher experience and qualifications. Some teachers are well-versed in EL instructional strategies, while others, especially those teaching higher-level ELs or students with interrupted schooling, lack specific training. This difference in training creates inconsistent support across classes and grades, making it harder for EL students to have a smooth, supportive learning experience. Teachers with specialized EL training generally use more effective methods for building both language skills and content understanding, which aligns with the *Teacher Clarity* framework. Those without this background may find it harder to apply these strategies effectively, which can result in uneven outcomes for EL students. Data indicates that we should focus on strengthening our school-wide systems to support teacher development in EL teaching practices. This includes creating more consistent access to high-quality, EL-focused curriculum materials and instructional tools, such as GLAD and ELLevation, which are currently available but used inconsistently across subjects and grade levels. Resource limitations also impact our ability to support teachers in EL instruction. There are too few EL specialists and bilingual educators, which limits teachers' opportunities for collaborative planning, targeted coaching, and ongoing professional development in EL strategies. In addition, limited time and funding make it challenging to provide the professional training and resources needed to build a supportive and consistent learning culture for teaching ELs. To overcome these challenges, Cannan must invest in more specialized training, ensure an equitable distribution of experienced EL teachers, and align curriculum resources more closely with EL teaching needs. By focusing on teacher growth and creating a cohesive support system, we can strengthen our ability to support all EL students across grades and content areas.
Connectedness	Many EL students face obstacles to feeling connected at Cannan, often due to language barriers, cultural differences, and limited support systems. Some ELs, especially newcomers and students with interrupted schooling, feel isolated in school environments that may not fully address

	their language and cultural needs. EL students also experience slightly higher rates of absenteeism and more frequent disciplinary actions than their peers, which may indicate a need for more culturally responsive practices. Data over recent years highlights certain trends in EL connectedness. For instance, elementary EL students generally feel a stronger sense of belonging than those in middle and high school, where academic and social pressures increase. Overall connectedness has shown gradual improvement, but EL students still report feeling less connected than their non-EL peers. Family engagement is also inconsistent, as language barriers and a lack of culturally responsive outreach limit involvement. Several areas would benefit from focused improvement. Strengthening family engagement practices by offering more language-accessible resources and culturally responsive communication can help build stronger connections between home and school. Adjusting discipline methods to be more culturally supportive could also reduce disparities and make school feel more inclusive for EL students. Resource inequities play a role in these challenges. There is a need for more bilingual counselors and family liaisons to better support EL students and families. Limited time for culturally responsive family outreach and a lack of funding for inclusive extracurricular programs further hinder EL connectedness. By addressing these gaps, including investing in bilingual staff, increasing family outreach, and creating accessible extracurricular activities, Cannan can foster a more connected and inclusive environment for EL students across all grade levels. By addressing these gaps, especially in family engagement, culturally responsive discipline practices, and access to advanced coursework, Cannan can foster a more inclusive and connected school environment for EL students. Investing in bilingual staff, family outreach resources, and tailored extracurricular programs will help strengthen EL connectedness across all grade levels.
English learner Achievement Root Cause Analysis Summary	Cannan is committed to supporting English Learner (EL) students through structured programs such as *Teacher Clarity* professional learning sessions, *Routines for Reasoning*, and SoundWalls, now in its third year of implementation. To address the foundational literacy needs of younger EL students, the school has introduced UFLI in grades K–2 and employs *Phonics for Reading* as an intervention for grades 3–5. Additionally, Cannan integrates GLAD/ELLevation strategies to further enhance EL instruction, supported by Learning Walks and “Look Fors” to maintain consistency in instructional practices. Leveraging EL teachers and ELF staff, grade-level teams use the PDSA cycle to focus on instructional routines from *Routines for Reasoning*, ensuring a collaborative approach to EL support.

	In response to attendance and engagement challenges, Cannan has implemented initiatives such as *Work Hard/Play Hard*, now in its third year, and a variety of programs targeting chronic absenteeism. To strengthen community ties and improve communication, Cannan uses social media, Class Dojo, and hosts events like Quarterly Snack Time with Books in partnership with Spread the Word Nevada. Programs like iReady further support EL academic growth and allow for targeted intervention where needed. Despite these efforts, challenges remain. EL students struggle with academic language in subjects like math and science, especially newcomers and those with interrupted schooling. Teacher training inconsistencies lead to varied applications of EL strategies, an issue compounded by limited EL specialists and bilingual staff for collaborative support. Resource limitations, including insufficient instructional time and EL-focused materials, hinder consistent progress across subjects. Furthermore, many EL students face connectedness challenges, exhibiting higher absenteeism and a reduced sense of school belonging. Family engagement efforts, though improved, are still affected by language barriers and require more culturally responsive outreach. To overcome these challenges, Cannan should continue expanding EL-focused teacher training and consistent application of strategies, increase bilingual staffing, and enhance family engagement resources. Culturally responsive discipline practices and accessible extracurricular programs would further support a sense of belonging for EL students. By aligning resources, initiatives, and professional development with a focused, culturally sensitive approach, Cannan can create a supportive learning environment to help EL students achieve academic and personal success across all grade levels.
English Learner Achievement Problem Statement	Regardless of Cannan's structured programs and initiatives to support English Learner (EL) students, ELs continue to struggle with academic language, attendance, and a sense of school belonging. Limited EL-focused resources, inconsistent teacher training, and challenges in family engagement hinder EL students' progress, especially in language-intensive subjects like math and science. Addressing these gaps with targeted training, bilingual staffing, and culturally responsive outreach is essential to achieving equitable academic and personal success for all EL students.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By the end of the academic year, Cannan will increase the ELA proficiency of EL students in grades K–5 by 5% as measured by SBAC and iReady diagnostics.
Performance Objective	This will be achieved by fully implementing UFLI in grades K–2 and *Phonics for Reading* interventions in grades 3–5 to address foundational literacy needs. Teachers will participate in monthly Teacher Clarity professional learning sessions and utilize GLAD/ELLevation strategies with fidelity, as monitored through bi-monthly Learning Walks and Look Fors. To promote inclusivity, bilingual staff and EL teachers will provide additional support and culturally responsive instructional resources. Family engagement will also be strengthened by increasing parent participation in literacy events, such as Quarterly Snack Time with Books, through targeted bilingual outreach via social media and Class Dojo.
Strategies for APO/Goal	1. Implement targeted literacy interventions to support foundational reading skills. 2. Enhance teacher training and instructional consistency through professional development and monitoring. 3. Increase bilingual support and culturally responsive resources to foster an inclusive learning environment. 4. Strengthen family engagement in literacy initiatives to support EL student growth.
Action Steps for Strategies	Strategy 1: Implement targeted literacy interventions to support foundational reading skills. • Fully implement UFLI program in grades K–2, focusing on phonics and foundational literacy skills. • Use *Phonics for Reading* as an intervention for students in grades 3–5 to strengthen reading fluency and comprehension. • Monitor student progress through regular iReady diagnostics and adjust interventions as needed based on results. Strategy 2: Enhance teacher training and instructional consistency through professional development and monitoring. • Conduct monthly *Teacher Clarity* professional learning sessions to improve teacher understanding and application of ELA strategies for EL students. • Integrate GLAD and ELLevation strategies in classrooms and support teachers in their use through bi-monthly Learning Walks and Look Fors. • Provide feedback to teachers after Learning Walks to ensure fidelity in strategy implementation and identify areas for further support. Strategy 3: Increase bilingual support and culturally responsive resources to foster an inclusive learning environment.

	• Assign bilingual staff and EL teachers to provide additional classroom support, focusing on EL students' specific language needs. • Ensure that culturally responsive instructional resources are readily available and utilized across grade levels. • Offer bilingual tutoring sessions and additional academic support during after-school programs to assist EL students needing extra help. Strategy 4: Strengthen family engagement in literacy initiatives to support EL student growth. • Increase bilingual outreach via social media platforms, such as Class Dojo, to inform families of literacy events and resources. • Host Quarterly Snack Time with Books events in partnership with *Spread the Word Nevada* to encourage family involvement in literacy activities. • Monitor family participation rates and gather feedback to adjust engagement strategies and encourage higher attendance in future literacy events.
Position Responsible	Cannan Administration Team (Principal, Dean of Students, and Instructional Coach), EL Teachers, and Classroom Teachers
SMARTIE Goal #2	By the end of the academic year, Cannan will improve math proficiency among EL students in grades 3–5 by 5% as measured by SBAC and iReady diagnostics.
Performance Objective	To support this, the PDSA cycle will be leveraged in all grade-level teams with EL teachers guiding instructional routines from *Routines for Reasoning*, ensuring consistent focus on language-rich mathematical discourse. Teachers will receive EL-focused math training and engage in bi-monthly Learning Walks to monitor the application of these strategies. To increase inclusivity, bilingual staff will offer additional math support through after-school sessions, and family engagement workshops and bilingual resources, enhancing home support for EL students' math development.
Strategies for APO	1. Utilize the PDSA cycle with EL-focused guidance to enhance instructional routines in math. 2. Provide EL-focused math training and instructional support for teachers. 3. Increase bilingual support in math to promote inclusivity and additional learning opportunities for EL students. 4. Strengthen family engagement and provide bilingual resources to support EL students' math development at home.
Action Steps for Strategies	Strategy 1: Utilize the PDSA cycle with EL-focused guidance to enhance instructional routines in math. • Implement the PDSA cycle in all grade-level teams, with EL teachers leading and guiding the focus on *Routines for Reasoning* to encourage language-rich mathematical discussions.

	• Facilitate regular team meetings for teachers to analyze student data, review the effectiveness of instructional routines, and make necessary adjustments based on outcomes. • Collect feedback from teachers and EL specialists to ensure that the PDSA cycle process is addressing specific EL language needs in math instruction. Strategy 2: Provide EL-focused math training and instructional support for teachers. • Conduct targeted EL-focused math training sessions for teachers, emphasizing strategies for incorporating language-rich activities in math. • Schedule bi-monthly Learning Walks to observe and provide feedback on teachers' application of *Routines for Reasoning* and EL strategies in math classes. • Use data from Learning Walks to identify areas where teachers may need further support or additional resources to reinforce EL-centered math instruction. Strategy 3: Increase bilingual support in math to promote inclusivity and additional learning opportunities for EL students. • Organize after-school math support sessions led by bilingual staff, focusing on reinforcing language skills within math concepts and problem-solving. • Monitor student progress in these sessions to assess improvement in math proficiency and adjust instructional approaches as needed. • Encourage bilingual staff to collaborate with teachers on identifying key math language challenges EL students face and to tailor after-school sessions accordingly. Strategy 4: Strengthen family engagement and provide bilingual resources to support EL students' math development at home. • Host family engagement workshops that provide parents with bilingual resources and strategies for supporting math learning at home. • Develop and distribute bilingual materials that guide families on supporting math vocabulary and problem-solving skills. • Regularly assess family participation and feedback from workshops to continuously improve outreach efforts and resource accessibility for supporting EL students' math success.
Position Responsible	Cannan Administration Team (Principal, Dean of Students, and Instructional Coach), EL Teachers, and Classroom Teachers