

Washoe County School District

Rita Cannan Elementary School

School Performance Plan: A Roadmap to Success

Rita Cannan Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Richard Mares

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Phone: 775-353-5750

School Designations: ☒ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on October 18, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

| Name | Role |
|--|--|
| Richard Mares | Principal(s) <i>(required)</i> |
| Sara Casacca | Other School Administrator(s) <i>(required)</i> |
| Caitlin Pooparnthong & Joseph O'Gorman | Teacher(s) <i>(required)</i> |
| Lorena Dominguez | Paraprofessional(s) <i>(required)</i> |
| Emilia Gonzales | Parent(s) <i>(required)</i> |
| Click here to enter text. | Student(s) <i>(required for secondary schools)</i> |
| Click here to enter text. | Tribes/Tribal Orgs <i>(if present in community)</i> |
| Laura Arneson & Gretchen Conway | Specialized Instructional Support Personnel <i>(if appropriate)</i> |
| Cynthia Aquina & Jose Ybarra | Community Representatives |

School Demographics and Performance Information

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/2023



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

| Student Success | |
|--|--|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> • ELA growth from 2019 to 2023 on SBAC has gone up for all demographics • 13% of our EL students exited • An overall increase was achieved by our EL students in all domain areas. • Math median SGP increased from 34 to 55. | <ul style="list-style-type: none"> • ELA median SGP flatlined in ELA • In Science, students are below proficiency in all areas for the last three years. • According SBAC, 59% of our students are performing below standard in Concepts and Procedures in Math. • 75% of our students who have IEP's are at a level 1 |
| Problem Statement: Although progress is being made in ELA and Math, the students performing at level 1 is still higher than the overall district scale score. | |
| Critical Root Causes of the Problem: <ul style="list-style-type: none"> • Chronic Absenteeism • Transiency rate is above 30% • Severe poverty in the community | |

| Student Success | |
|--|--|
| <p>School Goal: In the area of ELA Foundational Skills, Cannan will increase the number of students meeting grade level expectations by 10% in both QSI and ORF in grades 1-5.</p> <p>In the area of Math, 65% of Cannan students will meet their typical growth as measured by iReady diagnostic assessments.</p> <p>In the area of language, overall proficiency for EL students with current scores between 1-2.9 will increase by 1 point as determined by Access Data. EL students with a current score of 3 and above will increase by .5 points as determined by Access Data</p> | <p>Aligned to Nevada's STIP Goal:</p> <p> <input checked="" type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5 </p> |

**Formative Measures:**

Grade Level Proficiency Growth SBAC Math (2019, 2021 & 2022, 3rd, 4th 5th Grade)

Grade Level Proficiency Growth SBAC ELA (2019, 2021, & 2022 3rd, 4th 5th Grade)

Growth SPG by Prior Testing Achievement Level- Math & ELA

Student Access Scores – Listening, Speaking, Reading, Writing, Oral Language, Literacy & Comprehension

iReady Diagnostics for ELA and Math in all grades (K to 5th grade)

Improvement Strategy: Targeted Interventions based on student needs. Teachers will also address 4 Critical questions during PLC for both Reading and Math.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- 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 PLC questions during PLC & planning time with administration support.
- 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.

Lead: *Who is responsible for implementing this strategy?*
**All classroom teachers,
Learning Facilitator, EL Site
Facilitator, and
Administration (Principal and
Dean of Students).**



- Admin & Support staff will attend each PLC's to support teacher's efforts.
- 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

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Training Materials & Support
- Support Staff to implement interventions
- WIDA Sample Writing Tasks
- Critical questions graphic organizer
- Specials teachers to ensure students are occupied while teachers are at PLC.
- District support documents & curriculum materials.
- iReady platform
- Student assessment data (pink folders)

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Time for teachers to plan, reflect & reteach. Only 30% of students have Aimsweb seat for progress monitoring, Chronic Absenteeism, Maintaining consistency and fidelity across the grade levels
- *Potential Solution:* Students will receive targeted instruction for at least 30 minutes daily. Student proficiency will improve in both formative & summative assessments due to data driven instruction.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I, Title 1003a, general funds, 21st Century – Team Up

Equity Supports: *Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?*

English Learners



- *Challenge:* Many of our EL students are at different Language Acquisition levels and require more support than others. Grouping students according to their academic levels and providing them with a service with the lack of support staff to serve our students is one of our biggest challenges.
- *Support:* Our ELD Site Facilitator, Ms. Arneson, will coordinate schedules with teachers, co-teach lessons, and provide coaching cycles with teachers. Her EL teacher assistant, Mrs. Tucker, will provide classroom support as well.

Foster/Homeless:

- *Challenge:* Cannan's Transiency rate is above 30%. Many of our students move from one school to another, which causes inconsistencies in their education.
- *Support:* Ms. Frey & Mr. Chelossi (Counselor & Safe School Professional) will provide guidance lessons in the classroom and offer social skill groups to students referred by their teacher.

Free and Reduced Lunch:

- *Challenge:* Cannan ES is a 100 % Free and reduced lunch school. Many of our student come from trauma impacted households and tend to miss school quite a bit. Last year our chronic/severe attendance rate was above 22%. Attendance is an issue at all grade levels
- *Support:* Our MTSS team members are assigned to specific grade levels to offer attendance support. We leverage our Truancy officer when home visits are needed. Attendance calls are made regularly to students who are approaching chronic/severe status.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Cannan has a diverse population. Some teachers (not all) have received training in delivering culturally responsive instruction.
- *Support:* Cannan teachers are focused on providing solid Tier I instruction. Scaffolds and supports will be provided to all students who are demonstrating slow progress, including Tier II/III students. In addition, teachers have been trained in using ELlevation and GLAD strategies for all students.

Students with IEPs:

- *Challenge:* Cannan has two resource teachers, however there is still not enough time in the day to provide the appropriate supports to increase student achievement with our IEP students
- *Support:* General resources teachers will work with classroom teachers in creating a schedule that allows all students with an IEP to meet their weekly service minutes as well as integrate instruction that meets their needs. General resources will work closely together in staying in compliance with all IEP deadlines & goals.



Add other student groups as needed.

- *Challenge:* n/a
- *Support:* n/a

Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture | |
|--|--|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> • Learning environment and expectations for behavior are consistent • Overall, increase in most categories on Insight Survey. • Professional development opportunities at Cannan helped improved effectiveness as an educator; went from 90 to 100% • Overall teachers feel well supported by school leadership | <ul style="list-style-type: none"> • Academic opportunity: Perception on students that can achieve standards dropped from 57% to 33% • Use of Asset Based language is in need of improvement when talking about student academics • Allowing students to experience productive struggle |
| Problem Statement: Teachers need continued support in implementing & maintaining strategies learned in professional learning. Some teachers have low expectations of what students can achieve in a school year. | |
| Critical Root Causes of the Problem: <ul style="list-style-type: none"> • Teachers need time and support in teaching new curriculum. • Teachers need more support in differentiating instruction and providing scaffolds. • Keeping up with district pacing expectations. | |

| Adult Learning Culture | |
|---|---|
| School Goal: Teachers will become more learner responsive by engaging in productive PLC conversations, co-teaching opportunities, analyzing data, reflecting and goal setting meetings. Teacher capacity & confidence for addressing students' needs will increase by 30 percentage points as measured by the Academic Opportunity section of the TNPT Insight survey. | Aligned to Nevada's STIP Goal: <ul style="list-style-type: none"> <input type="checkbox"/> STIP Goal 1 <input checked="" type="checkbox"/> STIP Goal 2 <input type="checkbox"/> STIP Goal 3 <input type="checkbox"/> STIP Goal 4 <input type="checkbox"/> STIP Goal 5 |
| Formative Measures: | |



- 2019-2020, 2020 – 2021, 2021 – 2022, & 2022 – 2023 Staff Climate & Safety Survey
- TNPT Insight Survey 2019 – 2020, 2020 – 2021, 2021 – 2022, & 2022 - 2023

Improvement Strategy: Teachers will work collaboratively to solve the 4 Critical PLC Questions at their PLCs in order to plan instruction and support each other. Teachers will bring 1 piece of student data to analyze collaboratively. 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.

Evidence Level: Tier 3 - Promising Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Continue with Learning Walk schedule for ELA, Math & Science in order to provide time for teacher reflection, opportunities for teacher support & growth.
- Continue co-teaching opportunities with Ms. Arneson.
- 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

Resources Needed: *What resources do you need to implement this improvement strategy?*

- PLC documents- Graphic organizer & agenda
- Time for teacher reflection
- Support staff for classroom coverage & classroom support
- Ellevation website/strategies
- Training Materials
- Insight Survey and Staff Climate Survey results

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Quality reflection time without distraction of other tasks. Time for

Lead: *Who is responsible for implementing this strategy?*
Classroom teachers, Learning Facilitator, El Site Facilitator, and Administration.



planning & implementation.

- *Potential Solution:* Teachers will use the student data to meet student need more efficiently in instruction. Build student proficiency in all four language domains.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Title I, Title 1003a, general funds, 21st Century – Team Up

Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Building the capacity of our novice teachers by using GLAD and ELlevation strategies to support our EL students during Tier I instruction.
- *Support:* Teachers will receive monthly training focused on specific language strategies. Ms. Arneson, our ELD Site Facilitator, will provide follow-up coaching.

Foster/Homeless:

- *Challenge:* Considering our 30% transiency and 23% chronic/severe attendance rate, teachers are finding it difficult to catch students up because students are missing too much school. In addition, we find that our CIT kids are moving from one school to another, therefore the lack of consistency is having an impact on their education.
- *Support:* Cannan will ensure intervention supports are taking place for our most vulnerable students. Grade level teams have established daily intervention blocks to deliver quality Tier II/III instruction.

Free and Reduced Lunch:



- *Challenge:* Cannan teachers understand the challenges many of our FRL students face, however, find it challenging to deliver differentiated instruction that meets all of their needs. Attendance concerns also make it hard for teachers to plan and deliver consistent Tier I instruction.
- *Support:* Cannan teachers are receiving monthly professional development aligned to school goals in ELA and Math with the expectations to apply what is learned and share at the next professional development session. In addition, attendance calls are made regularly.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Integrating culturally responsive practices within our existing ELA and Math curriculum requires a lot of time for teachers to plan.
- *Support:* The Diversity and Equity department is working with our school this year to establish actionable steps for integrating culturally responsive practices.

Students with IEPs:

- *Challenge:* Although teachers work in PLCs to collaborate and plan for instruction, the General resource teacher is unable to make these PLC meetings due to her schedule, which makes it difficult to communicate needs for our IEP students.
- *Support:* Cannan will ensure time is allotted on Wednesdays for our general resources teachers to meet with grade level teams. A schedule has been created by our general resource teacher.

Add other student groups as needed.

- *Challenge:* n/a
- *Support:* n/a

Inquiry Area 3 - Connectedness

| Connectedness | |
|---|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> • 90% of students feel safe (increase from last school year) • 91% of students feel respected by adults • 63% of students have an awareness of the emotions they are feeling (increase from last school year) • Bullying decreased by 3% | <ul style="list-style-type: none"> • Responsible decision making went down by 6%. • Self-management of emotions, schoolwork, and goals went down • Need to continue to focus on SEL skills |



Problem Statement: Students are struggling with responsible decision making and managing emotions as indicated by the Student Climate Survey.

Critical Root Causes of the Problem:

- Trauma impacted homes and lack of coping skills.

Connectedness

School Goal: Increase student capacity to manage emotions and make responsible decisions by implementing the Work Hard, Play Hard initiative. Students earning participation in the monthly Play Hard events will progressively increase throughout the school year. Growth will be measured by our Work Hard/Play Hard tracking system.

Formative Measures:

- Student Climate Survey
- Work Hard, Play Hard data
- Attendance and Behavior data

Aligned to Nevada's STIP Goal:

- ☐ STIP Goal 1 ☒ STIP Goal 2
☐ STIP Goal 3 ☐ STIP Goal 4
☐ STIP Goal 5



Improvement Strategy: Build and reinforce classroom criteria to earn participation in the monthly Play Hard events. Build teacher and student capacity in supporting students with responsible decision making and managing emotions through Sanford Harmony and Pure Edge curriculum. Administration will support teacher learning through feedback given during Learning Walks. Counselor will continue to support classroom emotions through guidance lessons.

Evidence Level: Tier 4 - Demonstrates a Rational

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- 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

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Sanford Harmony
- Pure Edge
- Headspace App
- SEL Playbook- 3 Signature Practices

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Aftermath of Pandemic, Time Constraints, Teacher Pushback, and Chronic Absenteeism
- *Potential Solution:* Students will learn strategies for managing their emotions and develop strong relationships with their peers. Teachers will implement mindfulness/ SEL strategies within their classroom. Teachers will be provided with feedback & support about their implementation.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I, Title 1003a, general funds, 21st Century – Team Up

Lead: *Who is responsible for implementing this strategy?*
Students, Teachers, School counselor, Safe School Professional, Administration and support staff



Equity Supports: Based on your Data Dive and Root Cause Analysis, what (if any) challenges did you identify for the following student groups specific to this goal? (Consider any resource inequities these student groups face.) What, specifically, will you do to support them to overcome those challenges?

English Learners

- *Challenge:* Newcomers and students at an emerging level have difficulty understanding the curriculum taught by teachers and our school counselor that is focused on managing emotions and responsible decision making.
- *Support:* Teachers will provide more scaffold and supports, including photos and TPR, to help students understand what they are being taught.

Foster/Homeless:

- *Challenge:* Many of our CIT students come from trauma impacted homes with little to no support at home when dealing with managing emotions.
- *Support:* Ms. Frey and Mr. Chelossi, our school counselor and safe school professional, will provide guidance lessons in the classroom and teach social skills that focus on social and emotional learning.

Free and Reduced Lunch:

- *Challenge:* Cannan is a 100 % FRL school. We provide the same social and emotional learning using Sanford Harmony curriculum to all; however we find that some students need more extensive and focused support.
- *Support:* Our school counselor will collaborate with classroom teachers to establish small groups for students who need a more extensive approach for learning how to manage emotions and make responsible decisions.

Migrant:

- *Challenge:* n/a
- *Support:* n/a

Racial/Ethnic Groups:

- *Challenge:* Honoring the cultural differences with our diverse population when teaching social and emotional learning can be challenging because parental support and teachings may conflict in what we teach.
- *Support:* Cannan will seek input and feedback from families to support our social and emotional initiatives.

Students with IEPs:

- *Challenge:* Similar to our EL students, students with severe learning disabilities struggle to understand and apply social and emotional learning with peers and staff.
- *Support:* Classroom teachers and support staff will embed social and emotional learning throughout the school day in order to help those students who need more time in working with SEL concepts.

Add other student groups as needed.



- Challenge: n/a
- Support: n/a

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
|-----------------------------------|------------|--|
| Cannan Community BBQ & Carnival | 9/29/2023 | <ul style="list-style-type: none">• All participants (parents/guardians and community sponsors) will be encouraged to participate in school events and volunteer in the classroom. In addition, parents will be encouraged to be part of Cannan's CIP/SPP committee with the intentions to get their feedback on school goals. |
| Back to School Night | 8/22/2023 | <ul style="list-style-type: none">• Was unable to communicate our school goals and intentions for parent/guardian feedback because of low attendance.• Waiting on outreach survey results• Busy home lives are a challenge in getting parents to participate in school events /activities. |
| Update after each outreach event. | Enter Date | Add lessons learned after each outreach event. |