

Washoe County School District
Rita Cannan Elementary School
2024-2025 Status Check with Notes



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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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

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: PLC's / iReady</p> <p>Action Steps:</p> <ul style="list-style-type: none"> * 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 <p>Intended Outcome: Students will receive targeted instruction for at least 30 minutes daily during Cannan's Intervention/Enrichment block</p> <p>Targeted Interventions based on student needs.</p> <p>Formative Measures: iReady platform ACCESS/WIDA Assessment Classroom 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>	<div> <div>Feb</div> <div>  30% </div> <div>February Lessons Learned</div> <p>Cannan students demonstrated good growth during the winter iReady diagnostic. 25% of Cannan students have met their typical growth in reading and 22% of Cannan students have met their typical growth in math. 5% of students have met their stretch growth in reading and 4% have met their stretch growth in math.</p> <div>February Next Steps/Need</div> <p>Cannan teachers will continue to provide targeted interventions to students who are performing below grade level in both reading and math. Teachers and staff will also continue to incorporate language into all content areas during instruction. Administration will continue with learning walks to provide feedback to teachers on best instructional practices.</p> </div> <div> <div>Apr</div> <div>  50% </div> <div>April Lessons Learned</div> <p>Cannan students are completing their iReady minutes weekly and are progressing smoothly on their iReady path. Some students are under their suggested iReady weekly minutes. On-going conversations with classroom teachers to discuss student iReady Progress is needed.</p> <div>April Next Steps/Need</div> <p>Administration will meet monthly with classroom teachers to share iReady data to ensure students are meeting their weekly iReady minutes.</p> </div> <div> <div>June</div> <div>June Lessons Learned</div> <div>June Next Steps/Need</div> </div>

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>	<div> <div>Feb</div> <div>  40% </div> <div>February Lessons Learned</div> <p>Cannan teachers have demonstrated success in addressing the 4 critical questions during PLCs when using the Cannan PLC template. Bringing curriculum and using the essential standards during weekly PLCs has helped teachers and administration to focus on using standards to determine what students should know and what steps are necessary for students to learn the content. Looking at student data during PLCs allows teachers and administration to determine if students are showing mastery of the standards.</p> <div>February Next Steps/Need</div> <p>Teachers and administration will continue to address the 4 critical questions during PLCs along with analyzing student data. Administration will continue to do learning walks and provide feedback for teachers growth and development. Teachers will continue to implement monthly language strategies to develop all students language.</p> </div> <div> <div>Apr</div> <div>  50% </div> <div>April Lessons Learned</div> <p>More PLC time is needed to ensure meaningful and purposeful conversations continue. EL learning walks have been helpful in providing feedback to teachers with an EL lens.</p> <div>April Next Steps/Need</div> <p>Administration will meet with Teachers during their early release Wednesday PLCs to extend planning and collaboration. Continue EL learning walks for the remainder of the school year.</p> </div> <div> <div>June</div> <div></div> <div>June Lessons Learned</div> <p></p> <div>June Next Steps/Need</div> <p></p> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	



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

Summative Evaluation: Continue

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:</p> <ul style="list-style-type: none"> * 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>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>	<div> <div>Feb</div> <div>  50% </div> <div>February Lessons Learned</div> <p>Cannan teachers have demonstrated success using the 4 critical PLC questions to plan instruction and analyze student data. Teachers are using school wide data to plan next steps for their students.</p> <div>February Next Steps/Need</div> <p>Administration will continue to provide monthly professional development for teachers using the Teacher Clarity Framework. Administration will also continue using learning walks to support teacher growth in using the components of Teacher Clarity and language strategies.</p> </div> <div> <div>Apr</div> <div>  55% </div> <div>April Lessons Learned</div> <p>Opportunities for teachers to share Teacher Clarity alignment and to discuss what's working in their classroom is needed. Most teachers are posting learning intentions/goals daily along with success criteria. Peer observations were helpful in allowing teachers to see what their colleagues are doing in the classroom.</p> <div>April Next Steps/Need</div> <p>Administration will integrate more time in monthly professional learning sessions for teachers to share highlights and challenges around Teacher clarity.</p> </div> <div> <div>June</div> <div>June Lessons Learned</div> <div>June Next Steps/Need</div> </div>

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</p> <p>Action Steps:</p> <ul style="list-style-type: none"> * 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>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</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	<div> <div>Feb</div> <div>  25% </div> <div>February Lessons Learned</div> <p>Cannan EL teachers have been collaborating and co-teaching with our teachers to ensure all students have strong exposure to language. Scaffolds and strong planning ensure our EL students have access to the content being taught. Administration looks for and provides feedback to students and teachers within the four language domains during learning walks.</p> <div>February Next Steps/Need</div> <p>Teachers will encourage the use of partner talk and scaffolds so all students have access to the content. EL teachers will continue to plan and co-teach with teachers to provide high quality instruction to Cannan students. EL teachers will continue to participate in teacher PLCs and will help plan language strategies to be used during instruction.</p> </div> <div> <div>Apr</div> <div>  55% </div> <div>April Lessons Learned</div> <p>EL learning walks have allowed teachers to reflect on the practices and modify their instruction to improve overall language skills.</p> <div>April Next Steps/Need</div> <p>Continue EL learning walks with meaningful feedback.</p> </div> <div> <div>June</div> <div></div> <div>June Lessons Learned</div> <div>June Next Steps/Need</div> </div>
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>	

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

Summative Evaluation: Continue

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>	<div> <div>Feb</div> <div>  <div>40%</div> </div> <div> February Lessons Learned <p>The number of students who have participated in Cannan's monthly Work Hard, Play Hard events has consistently risen each month. 86% of students were able to participate in the Work Hard, Play Hard event for the month of December. Continuing the use of our Work Hard, Play Hard behavior and attendance tracker, the use of our school wide attendance challenge, and teacher SEL strategies are all contributing factors to our school success.</p> <p>February Next Steps/Need</p> <p>Teachers will continue to consistently utilize SEL strategies in class and will reinforce positive behavior and daily attendance by using the Work Hard, Play Hard tracker. Cannan's counselor will provide teacher and student support with attendance and SEL strategies. Administration will support students and staff through the use of learning walks.</p> </div> </div> <div> <div>Apr</div> <div>  <div>50%</div> </div> <div> April Lessons Learned <p>Cannan has included an additional classroom attendance incentive to reduce absences. Classrooms with daily perfect attendance receive a token/tally towards a monthly reward</p> <p>April Next Steps/Need</p> <p>Continue to monitor and recognize individuals and classrooms for their attendance efforts.</p> </div> </div> <div> <div>June</div> <div> June Lessons Learned <p></p> <p>June Next Steps/Need</p> <p></p> </div> </div>

Improvement Strategy 2 Details	Status Checks
<p>Improvement Strategy 2: Sanford Harmony and Pure Edge curriculum.</p> <p>Build teacher and student capacity in supporting students with responsible decision making and managing emotions through Sanford Harmony and Pure Edge curriculum.</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: Students will engage in weekly SEL lessons to build their capacity in responsible decision making and managing emotions.</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: Has Rationale</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	<div> <div>Feb</div> <div>  25% </div> <div>February Lessons Learned</div> <p>Some teachers are using the Sanford Harmony and Pure Edge curriculum consistently with students as evident during learning walks.</p> <div>February Next Steps/Need</div> <p>Encourage the use of SEL curriculum by all staff. Encourage teachers and staff to incorporate SEL in all lessons daily. Administration will continue to look for evidence of SEL during learning walks.</p> </div> <div> <div>Apr</div> <div>  40% </div> <div>April Lessons Learned</div> <p>Intergration of SEL components is spotty. Most teachers are including SEL into their daily interactions with students.</p> <div>April Next Steps/Need</div> <p>Continue to look for evidence of SEL during EL learning walks.</p> </div> <div> <div>June</div> <div></div> <div>June Lessons Learned</div> <div>June Next Steps/Need</div> </div>

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>	<div> <div>Feb</div> <div>  25% </div> <div> February Lessons Learned Administration provides feedback to teachers and staff on SEL and the use of SEL strategies through learning walks. Cannan had a substitute counselor for the first half of the school year, therefore classroom guidance lessons were inconsistent. </div> <div> February Next Steps/Need Cannan's counselor will consistently provide guidance lessons bi-weekly for our students. Teachers will support students by using SEL strategies daily. Administration will continue to look for and provide feedback on the use of SEL during classroom instruction. </div> </div> <div> <div>Apr</div> <div>  40% </div> <div> April Lessons Learned Cannan's counselor has resumed her guidance lessons since returning from maternity leave. Students are consistently receiving guidance lessons that are aligned to SEL components. </div> <div> April Next Steps/Need Cannan counselor will continue to provide guidance lesson to all students school wide. </div> </div> <div> <div>June</div> <div> June Lessons Learned </div> <div> June Next Steps/Need </div> </div>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>	