

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



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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

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>	Status Check		
	Jan	Apr	June
			

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: PLC's</p> <p>Teachers will also address 4 critical questions during PLC for both Reading and Math.</p> <p>Formative Measures: Action Steps:</p> <ul style="list-style-type: none"> * School wide- student math & writing assessments using rubrics every 6-8 weeks- Support teachers in responding to data. * Teachers will address 4 critical questions during PLC and planning time with administration support to compile students' needs. * Administration will help teachers administer sample WIDA writing tasks to classrooms and provide individual student feedback to teachers, three times over the course of the year to monitor EL progress. * Administration will support teacher growth and development through Learning Walks for designated areas of instruction. Teachers will be asked to reflect upon lesson in Learning Walk. * To scaffold and support language in the classroom, teachers will implement a monthly language strategy.* Maintain teacher PLC schedules - Including a three-week PLC cycle process * Teachers will send an agenda and plan to bring a formative assessment to each PLC. * Admin & Support staff will attend each PLC's to support teacher's efforts. <p>Intended Outcome: Incorporating data driven instruction will increase student achievement school wide as measured by formative and summative assessments.</p> <p>Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Student Success 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: Classroom walk-throughs at Cannan ES will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning) that have already been shared during monthly Professional Learning sessions.

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

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: PLC's Teachers will work collaboratively to solve the 4 Critical PLC Questions at their PLCS in order to plan instruction and support each other. In addition, teachers will bring 1 piece of student data to analyze collaboratively.</p> <p>Action Steps:</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>	Status Check		
	Jan	Apr	June
			

Improvement Strategy 2 Details	Status Checks		
<p>Improvement Strategy 2: PLC's To scaffold and support language in the classroom, teachers will implement a school-wide monthly language strategy that was modeled and practiced during professional learning Action Steps: * Continue with Learning Walk schedule for ELA, Math & Science in order to provide time for teacher reflection, opportunities for teacher support and growth. * Continue co-teaching opportunities with EL Teacher. * Continue PLC meeting schedule, admin supported * Teachers attend monthly professional learning sessions. * At the following meeting, teachers share implementation & artifacts from monthly strategies. * Administration supports teacher growth through learning walk observation & feedback. * iReady training * Support teachers with language strategies * Build school-wide data board</p> <p>Intended Outcome: Students will be able to participate in lessons using language strategies to build their proficiency in all four language domains (Speaking, Listening, Reading, and Writing).</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Professional Learning Evaluation Surveys/Exit Tickets</p> <p>Position Responsible: All classroom teachers, Instructional Coach, EL teacher, and Administration</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Promising</p> <p>Problem Statements/Critical Root Causes: Adult Learning Culture 1</p>	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Connectedness

Aligns with District Priority

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

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

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: SEL</p> <p>Build and reinforce classroom criteria to earn participation in the monthly Play Hard events.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks <p>Intended Outcome: Teachers and students will agree upon classroom criteria which must be met by students to participate in our monthly Work Hard Play Hard events.</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps)</p> <p>Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk</p> <p>- Evidence Level: Strong</p> <p>Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
			

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: Sanford Harmony and Pure Edge curriculum. Build teacher and student capacity in supporting students with responsible decision making and managing emotions through Sanford Harmony and Pure Edge curriculum. Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks Intended Outcome: Students will engage in weekly SEL lessons to build their capacity in responsible decision making and managing emotions. Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Has Rationale Problem Statements/Critical Root Causes: Connectedness 1	Status Check		
	Jan	Apr	June
			

Improvement Strategy 3 Details	Status Checks		
<p>Improvement Strategy 3: SEL Administration will support SEL teacher learning through feedback given during Learning Walks. Counselor will continue to support classroom emotions through guidance lessons</p> <p>Action Steps: * Teachers receive strategies to use with students to promote responsible decision making and managing emotions. * Mindfulness & SEL practices are observed in classroom Learning Walks * Teachers schedule Learning Walks with administration team. * SEL component is included in Learning Walk process. Administration looks for specific SEL strategies in the classroom while attending the learning walk. * Teachers are provided reflection time about Learning Walks</p> <p>Intended Outcome: Students will engage in bi-weekly guidance lessons led by the counselor and administration will provide feedback on SEL strategies used during learning walks.</p> <p>Formative Measures: Cannan Learning Walk Protocol (Feedback, Reflection, & Action Steps) Position Responsible: Students, Teachers, School Counselor, Administration, and Support Staff</p> <p>Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - Evidence Level: Strong Problem Statements/Critical Root Causes: Connectedness 1</p>	Status Check		
	Jan	Apr	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			