Washoe County School District

Verdi Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

District Approval Date:
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Mission Statement

Our Mission

Verdi Elementary School supports academic and social emotional learning to empower **our** students to reach their highest potential.

Vision

Our Vision

Verdi Elementary School has a shared passion that every child can learn. We work with **our** families and **our** community to build life-long learners who show respect, integrity, and empathy toward others.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Beginning-of-Year i-Ready data demonstrates a strong foundation of high-achieving students across grade levels. In reading, the number of students scoring at or above the 85th percentile includes 14 first-grade students, 12 second-grade students, 15 third-grade students, 9 fourth-grade students, and 14 fifth-grade students. In mathematics, 12 first-grade students, 17 second-grade students, 12 third-grade students, 6 fourth-grade students, and 11 fifth-grade students scored at or above the 85th percentile.

These results highlight a significant school strength: a substantial group of students is already performing at advanced levels in both reading and mathematics. The goal is designed to ensure these students continue to experience academic challenge through attainment of Stretch Growth, while students performing below the 85th percentile receive the support necessary to achieve Typical Growth. This approach promotes growth for all learners, maintains high expectations for advanced students, and supports continued academic achievement across the school.

Areas for Growth

Beginning-of-Year i-Ready data also identifies opportunities to strengthen instructional support for students performing below the 85th percentile in both reading and mathematics. While the school demonstrates a strong population of high-achieving students, the majority of students across grades have not yet reached advanced performance levels and will require targeted instruction and intervention to maximize academic growth.

The data indicate a need to ensure that all students, particularly those performing below the 85th percentile benchmark, receive consistent Tier 1 instruction, differentiated support, and timely feedback aligned to learning objectives and success criteria. By focusing on student discourse, data-driven instruction, and regular progress monitoring, the school can increase the number of students achieving Typical Growth and move more students into the advanced performance range.

Equity Resource Supports

Student Group	Challenge
English Learners	Providing enough adult support during Tier 1 instruction to support our English Learners in accessing the standards, Providing scaffolds, strategies, cues, models, and questions to guide our students in meeting the standards aligne Success Criteria.
Foster/ Homeless	Attendance and access to transportation can impact progress in the areas of ELA and Math
Free and Reduced	**Some of our students who qualify for Free and Reduced Lunch are performing below some of their peers. Incons students' ability to access Tier 1 instruction and targeted supports to improve learning**

Lunch	
Migrant/ Title1-C Eligible	N/A
Racial/ Ethnic Minorities	Providing scaffolds, strategies, cues, models, and questions to guide our students in meeting the standards aligne Success Criteria.
Students with IEPs	Students with special needs can have challenges accessing some of the higher-level tasks and activities, and the aca within the Learning Intentions and Success Criteria during Tier 1 instruction.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	Student academic achievement at Verdi Elementary School shows room for improvement and enrichment in Reading and Math. i-Ready diagnostic data reveals that a percentage of students are performing below grade level expectations and not making adequate growth toward proficiency, while other students who are already proficient in grade level expectations are not making a full year of typical growth. This indicates a need for more targeted instructional/intervention strategies, advanced learning opportunities, consistent data use, and aligned supports and enrichment to ensure all students are on a path to academic success.	Inconsistent T1 instruction. Attendance issues. Lack of student engagement. Inconsistent differentiation that addresses intervention and enrichment. Lack of research-based intervention.

★ = Priority

Adult Learning Culture

Areas of Strength

Verdi Elementary School has established a foundation for implementing Teacher Clarity practices through the consistent use of Learning Intentions and Success Criteria. Teachers are increasingly focused on helping students understand what they are learning and how they will demonstrate success, creating greater ownership of learning and increasing student engagement. The school's commitment to collaborative PLC structures provides opportunities for staff to analyze i-Ready data, share instructional strategies, and make informed decisions about student needs and enrichment. Additionally, teachers are demonstrating a willingness to use data-driven practices to adjust instruction, ensuring that learning experiences are responsive to student performance and growth. These strengths position the school well to achieve its goal of having Learning Intentions and Success Criteria consistently posted and referenced in all classrooms.

The 2025-2026 WCSD Staff Climate Survey results for Verdi ES indicate a positive school culture with strong ratings in student-centered practices, safety, home-school partnerships, and staff collaboration. Across nearly every category, Verdi ES exceeded both elementary school and district averages.

Key Strengths 1. High Expectations and Commitment to Student Success

Staff unanimously believe that Verdi ES maintains high expectations for all students and works diligently to motivate and support them.

- 100% favorable rating in Expectations of Success.
- 100% of respondents agreed that staff set high expectations, motivate struggling learners, and work to ensure students remain engaged and successful.

Implication: Staff share a strong collective efficacy and belief that all students can achieve at high levels.

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2. Strong School Safety and Positive Student Behavior

Staff perceptions of safety are exceptionally high.

- 100% favorable in Safety.
- 100% favorable in Student Behaviors.
- 100% of staff reported feeling safe inside and outside of school.
- Staff reported very low levels of bullying, fighting, truancy, and student disrespect.

Implication: Verdi provides a secure and orderly learning environment that supports staff and student well-being.

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3. Outstanding Staff-Student Relationships

This was one of the strongest areas in the survey.

- 100% favorable rating.
- Staff unanimously agreed that adults care about students, listen to their ideas, and provide support when students face challenges.

- Staff believe every student has at least one adult they can turn to for help.

Implication: Students benefit from strong connections with adults, which is a key protective factor for engagement and achievement.

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4. Home-School Communication and Parent Partnerships

Staff report highly positive relationships with families.

- 100% favorable in Home-School Communication.
- 90% favorable in Parent Involvement, a 7-point increase from the previous survey.
- 100% favorable responses regarding welcoming families and treating parents as partners.
- 92% reported that most or nearly all parents know how their child is performing academically.

Implication: Family engagement is a significant strength and appears to be improving.

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5. Positive Staff Culture and Leadership

Staff perceptions of collaboration and support improved substantially.

- 96% favorable Staff Collaboration rating.
- Increased 8 points from the prior survey.
- 100% agreed staff are proud to work at Verdi.
- 100% look forward to coming to school each day.
- 96% feel supported by administration.
- Major gains occurred in staff recognition, shared decision making, and leadership responsiveness to concerns.

Implication: Staff morale and trust in school leadership are high and continue to trend upward.

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6. Social Emotional Learning

Verdi ES continues to prioritize SEL practices.

- 96% favorable rating.
- Staff overwhelmingly agreed that promoting students' social and emotional development is an expectation for all adults.
- The school culture is perceived as supportive of SEL efforts.

Overall Takeaways

Verdi Elementary School demonstrates an exceptionally positive and healthy school climate.

Staff report:

- Strong relationships with students.
- High expectations for learning.
- Exceptional safety and student behavior.
- Positive collaboration and trust in leadership.
- Meaningful family partnerships.
- Strong commitment to social-emotional learning.

Areas for Growth

To further strengthen instructional effectiveness, Verdi Elementary School will focus on increasing the consistency and depth with which Learning Intentions and Success Criteria are embedded throughout lessons. While many classrooms display learning targets, opportunities exist to ensure that students can clearly articulate what they are learning, why it is important, and how they will know they have been successful. In addition, teachers will continue developing their capacity to use i-Ready data not only to identify student needs, but also to differentiate instruction and monitor progress throughout the learning cycle. Strengthening connections between data analysis, instructional planning, and classroom implementation will support greater student achievement. Ongoing walkthroughs, classroom observations, and PLC reflection will be used to monitor progress toward the goal that 100% of teachers consistently post and reference Learning Intentions and Success Criteria while using i-Ready data to inform instructional decisions by May 2027.

The overall 2025-2026 WCSD Staff Climate Survey results for Verdi ES are very positive, however, several areas present opportunities for continued growth.

1. Consistency in Behavioral Expectations and Enforcement

While still strong overall, one of the lowest individual ratings concerned consistency of behavior enforcement.

- 93% favorable for "rules and expectations are enforced equally by staff."
- 7% of respondents disagreed.

Growth Opportunity:

- Continue calibration of behavior expectations and responses.
- Strengthen consistency across classrooms and staff members through ongoing conversations and restorative practices.

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2. Staff Comfort Raising Concerns

Most staff feel comfortable voicing concerns, but this item was among the lower ratings within Staff Collaboration.

- 89% favorable.
- 11% of respondents disagreed that they feel comfortable raising important concerns.

Growth Opportunity:

- Continue fostering psychological safety.
- Expand structures for staff feedback and collaborative problem solving.

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3. Work Stress and Burnout

Although Verdi ES outperformed district averages, staff stress remains the lowest-rated domain.

- Work Stress rated 77% favorable.
- 27% of respondents reported feeling burned out.
- 19% reported feeling tense, restless, or anxious at work.
- 22% expressed concern about maintaining the current pace until retirement.

Growth Opportunity:

- Protect planning time and work-life balance.
- Continue evaluating workload, initiatives, and competing demands.
- Sustain wellness efforts that contributed to the impressive 12-point increase from the prior year.

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4. i-Ready Buy-In and Satisfaction

While Verdi ES outperformed the district in this area, i-Ready remains one of the lowest overall categories.

- 86% favorable overall.
- Only 70% favorable for excitement about using i-Ready.
- 20% disagreed that i-Ready reports were useful for planning instruction.
- 20% disagreed that i-Ready effectively diagnoses student needs.
- 20% were dissatisfied with lesson materials.

Growth Opportunity:

- Provide opportunities for staff to share successful instructional practices using i-Ready data.
- Continue professional learning focused on practical instructional applications.
- Gather staff feedback regarding program effectiveness and resources.

The most strategic opportunities for improvement include:

1. Reducing staff stress and burnout.
2. Increasing consistency in behavior expectation enforcement.
3. Strengthening staff voice and comfort in raising concerns.
4. Building greater staff confidence and enthusiasm around i-Ready implementation.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Providing enough adult support during Tier 1 instruction to support our English Learners in accessing the standards, curriculum, and instruction. Providing scaffolds, strategies, cues, models, and questions to guide our students in meeting the standards aligned Learning Intentions and Success Criteria.	Building capacity around implementing high-yield instructional strategies that increase opportunities for students to engage in structured conversations and use academic vocabulary to explain thinking and demonstrate deeper understanding of content. Questioning will be aligned to deeper content understanding and include a range of DOK levels to support meaningful discussion and student engagement that teachers facilitate. Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Foster/Homeless	Absences can impact progress in the areas of ELA and Math.	Provide resources to families. Ongoing communication with families regarding attendance and academic progress. Intentional planning and staff collaboration.
Free and Reduced Lunch	Inconsistent attendance impacts students' ability to access Tier 1 instruction and targeted supports to improve learning.	Provide targeted supports during Tier 1 instruction with scaffolds to address areas for growth and increase opportunities for academic success through goal setting, clear Learning Intentions and Success Criteria. Continue to build relationships with families and provide community support and resources. Intentional planning and staff collaboration.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Providing scaffolds, strategies, cues, models, and questions to guide our students in meeting the standards aligned Learning Intentions and Success Criteria.	Building capacity around implementing high-yield instructional strategies that increase opportunities for students to engage in structured conversations and use academic vocabulary to explain thinking and demonstrate deeper understanding of content. Questioning will be aligned to deeper content understanding and include a range of DOK levels to support meaningful discussion and student engagement that teachers facilitate. Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Students with IEPs	Students with special needs can have challenges accessing some of the higher-level tasks and activities, and the academic vocabulary embedded within the Learning Intentions and Success Criteria during Tier 1 instruction.	Students will have access to visual supports and scaffolds to successfully access the academic vocabulary embedded in the Learning Intentions, Success Criteria, and the tasks that are evaluated through formative assessment.

Problem Statements Identifying Adult Learning Culture Needs

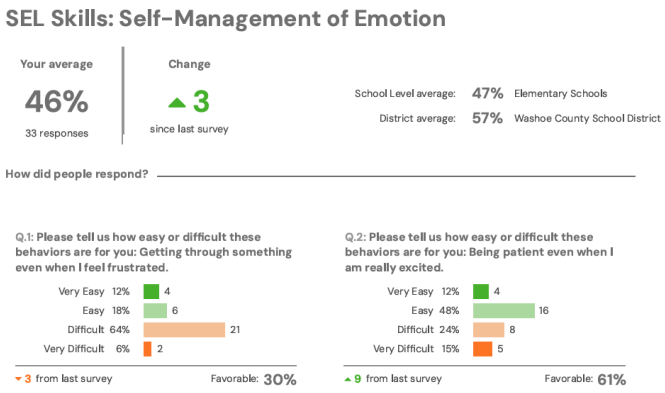
	Problem Statement	Critical Root Cause
1 ★	Walkthroughs, classroom observations, and PLC discussions indicate inconsistency in the implementation of Teacher Clarity practices across classrooms. While Learning Intentions and Success Criteria may be posted, they are not consistently referenced throughout instruction or used by students to monitor their learning. Additionally, opportunities exist to strengthen the use of i-Ready data to drive instructional decisions, differentiate learning experiences, and ensure that instruction is responsive to student needs. As a result, students may not consistently be able to articulate what they are learning, why it is important, or how they will demonstrate success.	The need for a more systematic approach to embedding Learning Intentions, Success Criteria, and data-driven instructional practices into daily instruction. Teachers have varying levels of experience and confidence in using i-Ready data to adjust instruction and in facilitating ongoing student engagement with learning targets throughout a lesson. Without consistent structures, coaching, and collaborative opportunities to analyze student data and align instructional decisions, implementation varies across classrooms, limiting students' understanding of learning expectations and their ability to take ownership of their learning. Teachers need additional support and consistent expectations for using Learning Intentions, Success Criteria, and i-Ready data to guide instruction and engage students in understanding their learning goals and progress toward mastery.

★ = Priority

Connectedness

Areas of Strength

Verdi Elementary School Student Climate Survey 2025-2026 Data.



The SEL survey results indicate that students demonstrate emerging strengths in the area of Self-Management of Emotions. The overall rating increased by 3 percentage points from the previous survey, suggesting that students are making progress in developing emotional regulation skills. A particular strength is students' ability to remain patient when excited, with 61% of students responding favorably and 60% reporting that this behavior is either "easy" or "very easy." This positive trend reflects the impact of classroom practices that support self-regulation, perseverance, and responsible decision-making. The school's overall rating of 46% is comparable to the elementary school average of 47%, indicating that students are demonstrating self-management skills at a level consistent with their peers across the district.

Areas for Growth

While students are showing growth in Self-Management, survey results reveal an opportunity to strengthen perseverance and resilience when faced with frustration. Only 30% of students responded favorably to the statement, "Getting through something even when I feel frustrated," with 70% indicating that this skill is difficult or very difficult. This suggests that many students may need additional support in developing coping strategies, managing challenging emotions, and persisting through academic and social obstacles. To address this need, the school will focus on explicit SEL instruction, opportunities for productive struggle, and the implementation of self-regulation strategies. By the 26-27 WCSD Climate Survey administration, the goal is to increase the overall favorable rating in Self-Management of Emotion from 46% to 60% and improve favorable responses related to perseverance through frustration from 30% to at least 45%, demonstrating measurable growth in students' emotional resilience and self-management skills.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Students need additional support in developing coping strategies, managing challenging emotions, and persisting through academic and social obstacles.	Intentional SEL and Guidance lesson planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Foster/Homeless	Students need additional support in developing coping strategies, managing challenging emotions, and persisting through academic and social obstacles.	Intentional SEL and Guidance lesson planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Free and Reduced Lunch	Students need additional support in developing coping strategies, managing challenging emotions, and persisting through academic and social obstacles.	Intentional SEL and Guidance lesson planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Students need additional support in developing coping strategies, managing challenging emotions, and persisting through academic and social obstacles.	Intentional SEL and Guidance lesson planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Students with IEPs	Students need additional support in developing coping strategies, managing challenging emotions, and persisting through academic and social obstacles.	Intentional SEL and Guidance lesson planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Student responses on the Verdi Elementary Climate Survey indicate a significant need for growth in the area of self-management of emotion. With an overall average score of 49% in this domain, students report difficulty in managing frustration and excitement. Specifically, 67% of students indicated that it is difficult to get through something when they feel frustrated, and 48% shared that it is challenging to be patient when they are excited. These responses suggest that many students lack the emotional regulation strategies necessary to navigate social and academic settings effectively.	Lack of explicit instruction in emotional regulation skills. Inconsistent SEL instruction across classrooms. Limited opportunities for practice and application. Students may not be receiving frequent, structured opportunities to apply self-regulation strategies during the school day. Inconsistent modeling and reinforcement of emotional management by adults. Students benefit from clear, calm adult responses and consistent expectations, which may vary depending on classroom or situation. Lack of connection to trusted adults. Students may feel disconnected from adults on campus, making it more difficult for them to seek support when emotions become overwhelming.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Student academic achievement at Verdi Elementary School shows room for improvement and enrichment in Reading and Math. i-Ready diagnostic data reveals that a percentage of students are performing below grade level expectations and not making adequate growth toward proficiency, while other students who are already proficient in grade level expectations are not making a full year of typical growth. This indicates a need for more targeted instructional/intervention strategies, advanced learning opportunities, consistent data use, and aligned supports and enrichment to ensure all students are on a path to academic success.	Inconsistent T1 instruction. Attendance issues. Lack of student engagement. Inconsistent differentiation that addresses intervention and enrichment. Lack of research-based intervention.
2 ★	Walkthroughs, classroom observations, and PLC discussions indicate inconsistency in the implementation of Teacher Clarity practices across classrooms. While Learning Intentions and Success Criteria may be posted, they are not consistently referenced throughout instruction or used by students to monitor their learning. Additionally, opportunities exist to strengthen the use of i-Ready data to drive instructional decisions, differentiate learning experiences, and ensure that instruction is responsive to student needs. As a result, students may not consistently be able to articulate what they are learning, why it is important, or how they will demonstrate success.	The need for a more systematic approach to embedding Learning Intentions, Success Criteria, and data-driven instructional practices into daily instruction. Teachers have varying levels of experience and confidence in using i-Ready data to adjust instruction and in facilitating ongoing student engagement with learning targets throughout a lesson. Without consistent structures, coaching, and collaborative opportunities to analyze student data and align instructional decisions, implementation varies across classrooms, limiting students' understanding of learning expectations and their ability to take ownership of their learning. Teachers need additional support and consistent expectations for using Learning Intentions, Success Criteria, and i-Ready data to guide instruction and engage students in understanding their learning goals and progress toward mastery.
3 ★	Student responses on the Verdi Elementary Climate Survey indicate a significant need for growth in the area of self-management of emotion. With an overall average score of 49% in this domain, students report difficulty in managing frustration and excitement. Specifically, 67% of students indicated that it is difficult to get through something when they feel frustrated, and 48% shared that it is challenging to be patient when they are excited. These responses suggest that many students lack the emotional regulation strategies necessary to navigate social and academic settings effectively.	Lack of explicit instruction in emotional regulation skills. Inconsistent SEL instruction across classrooms. Limited opportunities for practice and application. Students may not be receiving frequent, structured opportunities to apply self-regulation strategies during the school day. Inconsistent modeling and reinforcement of emotional management by adults. Students benefit from clear, calm adult responses and consistent expectations, which may vary depending on classroom or situation. Lack of connection to trusted adults. Students may feel disconnected from adults on campus, making it more difficult for them to seek support when emotions become overwhelming.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **Curriculum Based Measures**
- [x] **MAP Growth Assessment**
- [x] **Other**

Adult Learning Culture

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Lesson Plans**
- [x] **Master schedule**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Professional Development Agendas**
- [x] **Professional development needs assessment data**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Student Climate Survey**
- [x] **Teacher evaluation**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Other**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By Spring 2027, in Reading and Math, as measured by EOY (End-of-Year) i-Ready growth data, 85% of students who scored below the 85th percentile on the BOY (Beginning-of Year) i-Ready assessment will meet or exceed their Typical Growth target, and 85% of students who scored at or above the 85th percentile on the BOY i-Ready assessment will meet or exceed their Stretch Growth target.

Formative Measures: i-Ready

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Classroom Teachers will provide intervention to Tier 2 and 3 students. Students will receive instructional supports in small group. Classroom Teachers will provide Tier 1 instruction using Benchmark Reading, Reveal Math, and FOSS curriculums. PLC teams will meet weekly to analyze and discuss assessment data and instructional practices.	Principal Dean of Students Teachers Resource Teacher	End of 26-27 SY	

Position Responsible: Teachers

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	Student academic achievement at Verdi Elementary School shows room for improvement and enrichment in Reading and Math. i-Ready diagnostic data reveals that a percentage of students are performing below grade level expectations and not making adequate growth toward proficiency, while other students who are already proficient in grade level expectations are not making a full year of typical growth. This indicates a need for more targeted instructional/ intervention strategies, advanced learning opportunities, consistent data use, and aligned supports and enrichment to ensure all students are on a path to academic success.	Inconsistent T1 instruction. Attendance issues. Lack of student engagement. Inconsistent differentiation that addresses intervention and enrichment. Lack of research-based intervention.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Adult Learning Culture
By May 2027, 100% of teachers at Verdi Elementary School will clearly post and reference Learning Intentions and Success Criteria. Teachers will use i-Ready data to inform and adjust instruction, as measured by administrative walkthroughs, classroom observations, and PLC collaboration notes.

Formative Measures: Walkthroughs
Posted Learning Intentions and Success Criteria
PLC
Student Work/Data
Student Responses

Improvement Strategy 1

PLC's - Teacher Clarity

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Professional Learning in Teacher Clarity and Walk-through Data.	Principal Dean of Students Teachers	End of 26-27 SY	

Position Responsible: Administrators and Teachers

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Walkthroughs, classroom observations, and PLC discussions indicate inconsistency in the implementation of Teacher Clarity practices across classrooms. While Learning Intentions and Success Criteria may be posted, they are not consistently referenced throughout instruction or used by students to monitor their learning. Additionally, opportunities exist to strengthen the use of i-Ready data to drive instructional decisions, differentiate learning experiences, and ensure that instruction is responsive to student needs. As a result, students may not consistently be able to articulate what they are learning, why it is important, or how they will demonstrate success.	The need for a more systematic approach to embedding Learning Intentions, Success Criteria, and data-driven instructional practices into daily instruction. Teachers have varying levels of experience and confidence in using i-Ready data to adjust instruction and in facilitating ongoing student engagement with learning targets throughout a lesson. Without consistent structures, coaching, and collaborative opportunities to analyze student data and align instructional decisions, implementation varies across classrooms, limiting students' understanding of learning expectations and their ability to take ownership of their learning. Teachers need additional support and consistent expectations for using Learning Intentions, Success Criteria, and i-Ready data to guide instruction and engage students in understanding their learning goals and progress toward mastery.

Inquiry Area 3

Connectedness

SMART Goal 1

The percentage of students at Verdi Elementary School reporting favorable responses in the Self-Management of Emotion domain will increase from 46% to 60%, as measured by the WCSD Climate Survey. Particular emphasis will be placed on improving students' ability to persevere through frustration.

Formative Measures: PLCs (discussing strategies for balancing student frustration during increased academic expectations)
WCSD Student Climate Survey
Guidance Lessons

Improvement Strategy 1

MTSS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	School-Wide PBIS Reward System, Counselor Guidance Lessons, SEL Lessons, SEL Strategies	Principal Dean of Students Counselor Secretary Clinical Aide Teachers Parents/ Guardians	End of 26-27 SY	

Position Responsible: Principal, Dean of Students, Counselor, Secretary, Clinical Aide, Teachers, Parents/Guardians

Evidence Level

Level 3: Promising:
MTSS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Student responses on the Verdi Elementary Climate Survey indicate a significant need for growth in the area of self-management of emotion. With an overall average score of 49% in this domain, students report difficulty in managing frustration and excitement. Specifically, 67% of students indicated that it is difficult to get through something when they feel frustrated, and 48% shared that it is challenging to be patient when they are excited. These responses suggest that many students lack the emotional regulation strategies necessary to navigate social and academic settings effectively.	Lack of explicit instruction in emotional regulation skills. Inconsistent SEL instruction across classrooms. Limited opportunities for practice and application. Students may not be receiving frequent, structured opportunities to apply self-regulation strategies during the school day. Inconsistent modeling and reinforcement of emotional management by adults. Students benefit from clear, calm adult responses and consistent expectations, which may vary depending on classroom or situation. Lack of connection to trusted adults. Students may feel disconnected from adults on campus, making it more difficult for them to seek support when emotions become overwhelming.

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to-School Night	8/18/26	Time intervals can be decreased.
PFA Meetings	9/1/26, 9/22/26	
PFA Event Meetings	9/9/26, 9/23/26	
School Movie Night	9/18/26	Many families attended!
Monthly Newsletters	August, September, October	