Washoe County School District

Verdi Elementary School

2025-2026 School Improvement Plan

Classification: 5 Star School

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.

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
https://nevadareportcard.nv.gov/DI/nv/washoe/verdi_elementary_school/2025/nspf/

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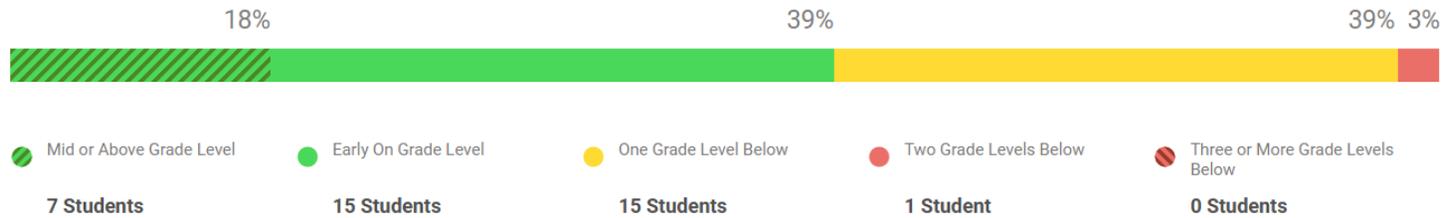
Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

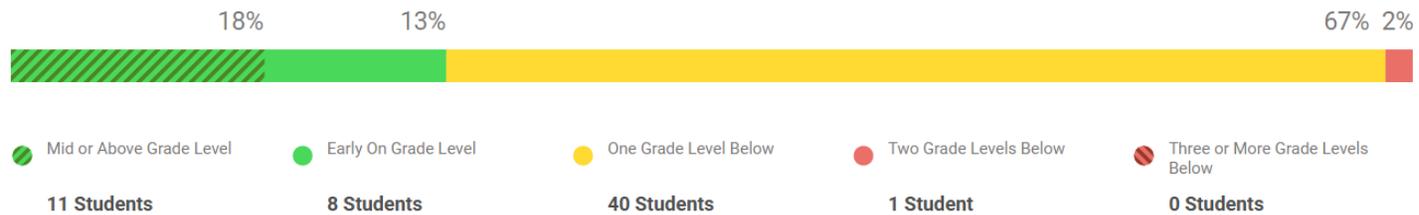2025 -2026 Kindergarten iReady Reading BOY Results

Overall Placement

Students Assessed/Total: **38/258**

18%	39%	39%	3%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
7 Students	15 Students	15 Students	1 Student	0 Students

2025 -2026 First Grade iReady Reading BOY Results

Overall Placement

Students Assessed/Total: **60/61**

18%	13%	67%	2%

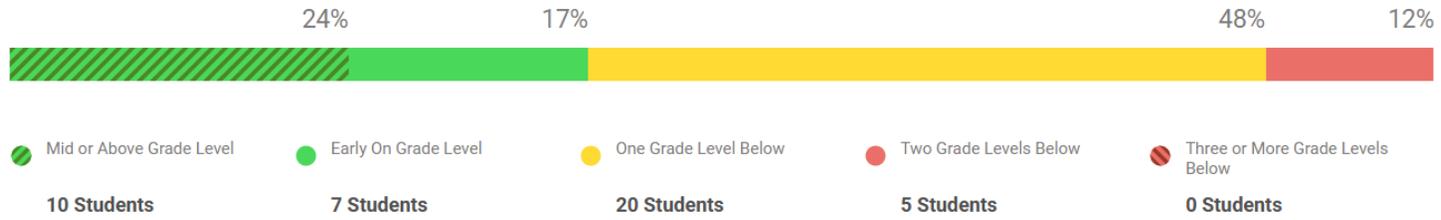| Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
11 Students	8 Students	40 Students	1 Student	0 Students

2025 -2026 Second Grade iReady Reading BOY Reading Results

Overall Placement

Students Assessed/Total: **42/42**

24%	17%		48%	12%

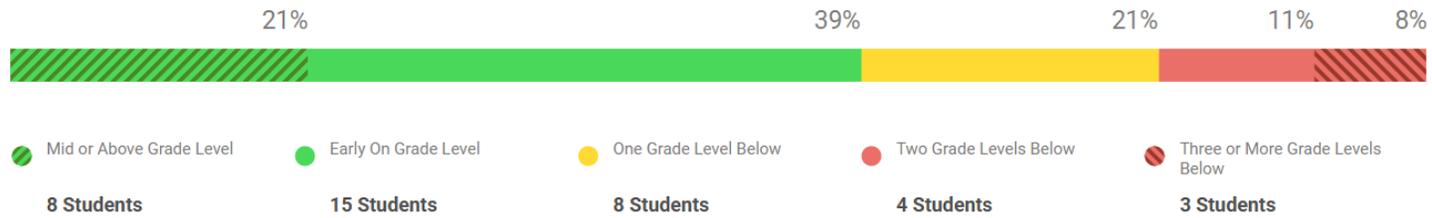| ⬤ Mid or Above Grade Level	⬤ Early On Grade Level	⬤ One Grade Level Below	⬤ Two Grade Levels Below	⬤ Three or More Grade Levels Below
10 Students	**7 Students**	**20 Students**	**5 Students**	**0 Students**

2025 - 2026 Third Grade iReady Reading BOY Results

Overall Placement

Students Assessed/Total: **38/41**

21%	39%	21%	11%	8%

⬤ Mid or Above Grade Level	⬤ Early On Grade Level	⬤ One Grade Level Below	⬤ Two Grade Levels Below	⬤ Three or More Grade Levels Below
8 Students	**15 Students**	**8 Students**	**4 Students**	**3 Students**

2025 -2026 Fourth Grade iReady Reading BOY Results

Overall Placement

Students Assessed/Total: **44/44**

| | 27% | 20% | | 45% | 5% | 2% |

- 🟢 Mid or Above Grade Level — **12 Students**
- 🟢 Early On Grade Level — **9 Students**
- 🟡 One Grade Level Below — **20 Students**
- 🔴 Two Grade Levels Below — **2 Students**
- 🔴 Three or More Grade Levels Below — **1 Student**
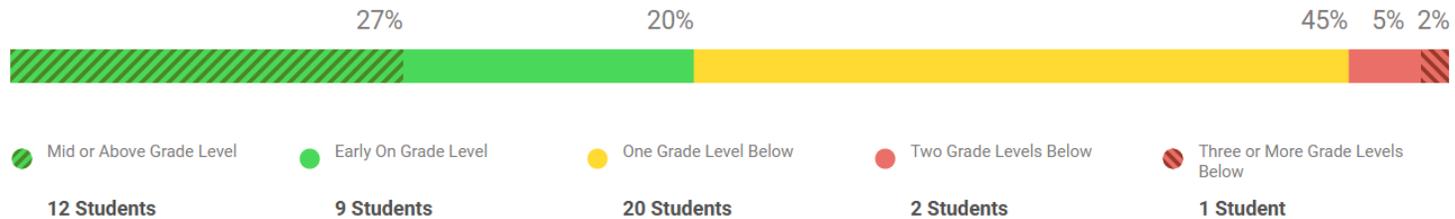
2025 -2026 Fifth Grade iReady Reading BOY Result

Overall Placement

Students Assessed/Total: **33/33**

| | 27% | 39% | 24% | 3% | 6% |

- 🟢 Mid or Above Grade Level — **9 Students**
- 🟢 Early On Grade Level — **13 Students**
- 🟡 One Grade Level Below — **8 Students**
- 🔴 Two Grade Levels Below — **1 Student**
- 🔴 Three or More Grade Levels Below — **2 Students**
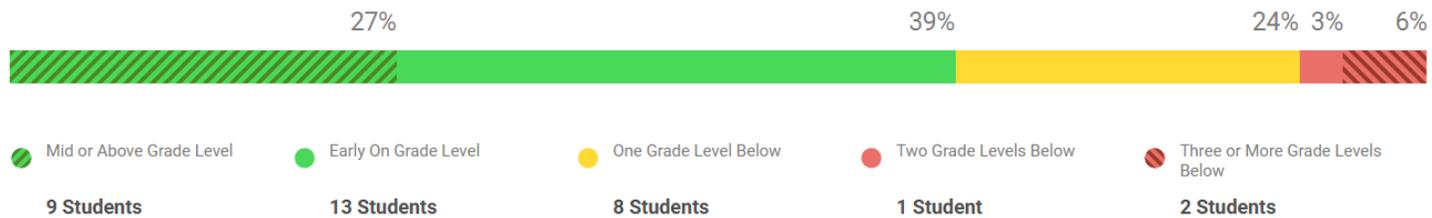
Student Success Areas for Growth

Strategy 1: The 2025 -2026 Fall iReady Reading Diagnostic Result indicated that 41% of Kindergarten students are below grade level in ELA.

Strategy 1: The 20245-2026 Fall iReady Reading Diagnostic Result indicated that 79% of First grade students are below grade level in ELA.

Strategy 2: The 2025 -2026 Fall iReady Reading Diagnostic Result indicated that 60% of Second grade students are below grade level in ELA.

Strategy 3: The 2025 -2026 Fall iReady Reading Diagnostic Result indicated that 40% of Third grade students are below grade level in ELA.

Strategy 4: The 2025 -2026 Fall iReady Reading Diagnostic Result indicated that 52% of Fourth grade students are below grade level in ELA.

Strategy 5: The 2024 -2025 Spring iReady Reading Diagnostic Result indicated that 33% of Fifth grade students are below grade level in ELA.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Time/Intervention Teacher/Tier 1 instruction	Hire Intervention Teacher/PLC Collaboration/Teacher Clarity
Foster/Homeless	Time and Intervention Teacher/Tier 1 instruction	Hire Intervention Teacher/PLC Collaboration/Teacher Clarity
Free and Reduced Lunch	Time and Intervention Teacher/Tier 1 instruction	Hire Intervention Teacher/PLC Collaboration/Teacher Clarity
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Time and Intervention Teacher/Tier 1 instruction	Hire Intervention Teacher/PLC Collaboration/Teacher Clarity
Students with IEPs	Time and Intervention Teacher/Tier 1 instruction	Hire Intervention Teacher/PLC Collaboration/Teacher Clarity

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Student academic achievement at Verdi Elementary shows room for significant improvement, in reading. i-Ready diagnostic data reveals that a substantial percentage of students are performing below grade level expectations, and many are not making adequate growth toward proficiency. This indicates a need for more targeted instructional strategies, consistent data use, and aligned supports to ensure all students are on a path to academic success.
Critical Root Cause: * Limited T1 instruction which impacted foundational skills. * Attendance * Student engagement * Differentiation *Lack of teacher intervention

Adult Learning Culture

Adult Learning Culture Areas of Strength

At Verdi Elementary, staff demonstrate a strong commitment to continuous professional growth and collaboration. Educators actively engage in professional learning communities (PLCs), where they reflect on instructional practices, analyze student data, and share strategies to improve outcomes. There is a schoolwide focus on implementing learning progressions, learning intentions, and success criteria to promote clarity and coherence in instruction. The adoption and integration of new program, such Reveal Math, show staff's willingness to embrace change and apply new learning to enhance student achievement. This culture of collaboration, reflection, and data-informed instruction contributes to a positive and forward-thinking learning environment for both students and adults.

Adult Learning Culture Areas for Growth

While progress has been made in fostering a strong adult learning culture at our site, there are key areas for growth that will strengthen collaboration, instructional consistency, and student outcomes. One important area for development is increasing collective teacher efficacy through deeper engagement with learning progressions, learning intentions, and success criteria. Ensuring these strategies are consistently embedded in planning and instruction will enhance clarity and student understanding.

The adoption of the new math curriculum, *Reveal Math*, presents both an opportunity and a challenge. Staff will need ongoing support and professional learning to effectively implement the curriculum, align it with grade-level standards, and integrate it into existing instructional routines. Providing structured training and time for collaborative planning will be essential to ensure a smooth transition and effective implementation.

Another area for growth is the consistent use of student data—such as iReady diagnostic results—to drive instructional decisions. Building staff capacity in data analysis and providing time in PLCs to examine student performance will support more targeted and responsive teaching.

Additionally, while professional learning communities (PLCs) are established, refining their effectiveness through focused protocols, reflective practice, and shared accountability will further enhance the adult learning culture. Continued coaching, peer observations, and differentiated professional development will support teachers as they adapt to new tools and approaches, and will build a culture of continuous improvement and shared leadership.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Time/Intervention Teacher/Tier 1 instruction	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Foster/Homeless	Time/Intervention Teacher/Tier 1 instruction	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Student Group	Challenge	Solution
Free and Reduced Lunch	Time/Intervention Teacher/Tier 1 instruction	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	Time/Intervention Teacher/Tier 1 instruction	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Students with IEPs	Time/Intervention Teacher/Tier 1 instruction	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While Verdi Elementary demonstrates a commitment to professional learning, there is inconsistent implementation of key instructional practices--such as learning intentions, success criteria, and the integration of newly adopted curriculum (e.g., Reveal Math)--across all grade levels and classrooms. This inconsistency hinders the development of a fully cohesive and aligned instructional culture, which is essential for maximizing student achievement.
Critical Root Cause: The critical root cause of this inconsistency is a lack of structured follow-up and support after professional learning sessions. Teachers may not always have the time, coaching, or collaborative opportunities needed to internalize and implement new instructional strategies effectively. Additionally, varying levels of comfort with data analysis and curriculum changes can lead to uneven adoption and application of best practices in the classroom.

Connectedness

Connectedness Areas of Strength

Verdi Elementary School Student Climate Survey 2024-2025.
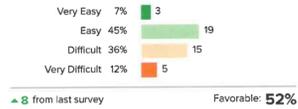
Connectedness Areas for Growth

To improve students' ability to manage emotions such as frustration and excitement by implementing targeted SEL strategies focused on self-regulation.

Based on the 2024 - 2025 Student Climate survey, 67% of students find it difficult to get through tasks when frustrated and 48% find it difficult to be patient when excited. Strengthening self-management skills is essential for creating a supportive learning environment.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Time/Guidance Counseling Schedule	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Student Group	Challenge	Solution
Foster/Homeless	Time/Guidance Counseling Schedule	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Free and Reduced Lunch	Time/Guidance Counseling Schedule	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Time/Guidance Counseling Schedule	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.
Students with IEPs	Time/Guidance Counseling Schedule	Intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): 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.
Critical Root Cause: Lack of explicit instruction in emotional regulation skills: SEL instruction may not be occurring with enough consistency or depth across all 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. Increased post-pandemic social-emotional needs: Many students are still developing foundational SEL skills that were impacted by limited in-person peer interaction during the pandemic years. 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. Addressing these root causes will require intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Priority Problem Statements

Problem Statement 1: Student academic achievement at Verdi Elementary shows room for significant improvement, in reading. i-Ready diagnostic data reveals that a substantial percentage of students are performing below grade level expectations, and many are not making adequate growth toward proficiency. This indicates a need for more targeted instructional strategies, consistent data use, and aligned supports to ensure all students are on a path to academic success.

Critical Root Cause 1: * Limited T1 instruction which impacted foundational skills. * Attendance * Student engagement * Differentiation *Lack of teacher intervention

Problem Statement 1 Areas: Student Success

Problem Statement 2: While Verdi Elementary demonstrates a commitment to professional learning, there is inconsistent implementation of key instructional practices--such as learning intentions, success criteria, and the integration of newly adopted curriculum (e.g., Reveal Math)--across all grade levels and classrooms. This inconsistency hinders the development of a fully cohesive and aligned instructional culture, which is essential for maximizing student achievement.

Critical Root Cause 2: The critical root cause of this inconsistency is a lack of structured follow-up and support after professional learning sessions. Teachers may not always have the time, coaching, or collaborative opportunities needed to internalize and implement new instructional strategies effectively. Additionally, varying levels of comfort with data analysis and curriculum changes can lead to uneven adoption and application of best practices in the classroom.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 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.

Critical Root Cause 3: Lack of explicit instruction in emotional regulation skills: SEL instruction may not be occurring with enough consistency or depth across all 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. Increased post-pandemic social-emotional needs: Many students are still developing foundational SEL skills that were impacted by limited in-person peer interaction during the pandemic years. 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. Addressing these root causes will require intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

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

Student Success

- Curriculum Based Measures
- MAP Growth Assessment
- Other
  - iReady Growth Diagonostic
  - Student Climate Survey

Adult Learning Culture

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

Connectedness

- Attendance
- Behavior
- Other
  - Parent Climate Survey
  - Teacher Climate Survey

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Schoolwide SMART Goal - ELA (2025-2026)

By Spring 2026, the overall percentage of students performing below grade level in ELA on the iReady Reading Diagnostic (K-5) will decrease by at least 15 percentage points from Fall 2025 baseline data, through the implementation of systematic, standards-based literacy instruction, targeted small group interventions, and ongoing progress monitoring aligned with MTSS.
Kindergarten - Strategy 1

SMART Goal:
By Spring 2026, the percentage of Kindergarten students performing below grade level in ELA on the iReady Reading Diagnostic will decrease from 41% to 25%, through targeted small group instruction, phonemic awareness interventions, and consistent progress monitoring.

First Grade - Strategy 1

SMART Goal:
By Spring 2026, the percentage of First grade students performing below grade level in ELA on the iReady Reading Diagnostic will decrease from 79% to 55%, through systematic phonics instruction, differentiated guided reading, and intervention supports aligned to MTSS.

Second Grade - Strategy 2

SMART Goal:
By Spring 2026, the percentage of Second grade students performing below grade level in ELA on the iReady Reading Diagnostic will decrease from 60% to 40%, by implementing vocabulary-building strategies, fluency practice, and targeted comprehension instruction.

Third Grade - Strategy 3

SMART Goal:
By Spring 2026, the percentage of Third grade students performing below grade level in ELA on the iReady Reading Diagnostic will decrease from 40% to 25%, through the use of close reading strategies, writing integration, and small-group comprehension support.

Fourth Grade - Strategy 4

SMART Goal:

By Spring 2026, the percentage of Fourth grade students performing below grade level in ELA on the iReady Reading Diagnostic will decrease from 52% to 35%, through explicit vocabulary instruction, comprehension scaffolds, and data-driven small group instruction.

Fifth Grade - Strategy 5

SMART Goal:
By Spring 2026, the percentage of Fifth grade students performing below grade level in ELA on the iReady Reading Diagnostic will decrease from 33% to 20%, by integrating nonfiction text analysis, comprehension strategies, and cross-curricular reading supports.

Formative Measures: iReady

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
1	*Classroom Teacher will provide intervention to Tier 2 and 3 students. Tier 2 students will receive iReady support in small group *Resource teacher will provide interventions for our Tier 3 students. Tier 3 students will receive 120 minutes per week of interventions. *General Ed Teacher will provide Tier 1+ interventions using Benchmark Intervention Materials and iReady. *Collaborative teams will meet weekly to analyze and discuss assessment and will use data to drive instructional practices. *Teachers will work with students in grades first, second and third who are below the 40% tile in MAP (Fall, Winter, & Spring) reading. Intervention Teachers will use Benchmark Intervention materials and iReady	Administrator Dean Teacher Resource Teacher	End of 25-26SY			

Position Responsible: Administrator Dean Teacher Resource Teacher

Evidence Level
Level 3: Promising: i-Ready

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Student academic achievement at Verdi Elementary shows room for significant improvement, in reading. i-Ready diagnostic data reveals that a substantial percentage of students are performing below grade level expectations, and many are not making adequate growth toward proficiency. This indicates a need for more targeted instructional strategies, consistent data use, and aligned supports to ensure all students are on a path to academic success. **Critical Root Cause**: * Limited T1 instruction which impacted foundational skills. * Attendance * Student engagement * Differentiation *Lack of teacher intervention

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Adult Learning Culture

By May 30, 2026, 100% of teachers at Verdi Elementary will implement learning progressions, clearly post and reference learning intentions and success criteria, and effectively integrate the iReady program into their instruction. Teachers will use iReady 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

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's - Teacher Clarity				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
1	Professional Learning with iReady and Teacher Clarity.	Administrator Dean Teacher	End of 25-26SY			

Position Responsible: Administrator Dean Teacher

Evidence Level
Level 2: Moderate: PLC's

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
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Inquiry Area 3: Connectedness

SMART Goal 1: Specific:

To improve students' ability to manage emotions such as frustration and excitement by implementing targeted SEL strategies focused on self-regulation.

Measurable:

Increase the average student self-reported score related to emotional self-management on the student climate survey from 49% to 65%.

Achievable:

This will be achieved by implementing weekly SEL lessons, integrating emotional check-ins into daily routines, and providing professional learning to staff on strategies for teaching self-regulation.

Relevant:

Based on the survey, 67% of students find it difficult to get through tasks when frustrated and 48% find it difficult to be patient when excited. Strengthening self-management skills is essential for creating a supportive learning environment.

Time-Bound:

Progress will be measured by comparing student climate survey results from Fall 2025 to Spring 2026.

Formative Measures: Daily/Quarterly IC Attendance Report

Aligns with District Goal

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: MTSS				**Status Check**		
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Feb**	**May**
				No review	No review	No review
1	All staff will implement Tier 2 & 3 reward system in the classrooms and throughout campus to support student excitement and engagement.	Administrator Dean Counselor Secretary Clinical Aide Teacher Parents	End of 25-26SY			

Position Responsible: Administrator, Dean, Counselor, Secretary, Clinical Aide, Teacher Parents

Evidence Level
Level 3: Promising: MTSS

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 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. **Critical Root Cause**: Lack of explicit instruction in emotional regulation skills: SEL instruction may not be occurring with enough consistency or depth across all 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. Increased post-pandemic social-emotional needs: Many students are still developing foundational SEL skills that were impacted by limited in-person peer interaction during the pandemic years. 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. Addressing these root causes will require intentional planning, staff collaboration, and consistent implementation of SEL practices throughout the school.

Community Outreach Activities

Activity	Date	Lesson Learned
Kindergarten Meet and Greet	8/7	Great opportunity for parents to meet the teachers and other parents.
Back to School Night	8/20	Shorten the transition
Parent Faculty Association (PFA)	Monthly	
Kindergarten Boo Hoo Breakfast	8/25	Great opportunity for parents to meet the teachers and other parents.
Parent Conference	10/24 -10/30	
Pumpkin Patch Meeting	9/11; 9/23; 10/23; 10/14	
Annual Pumpkin Patch	10/19	
Bring Someone Special to School	11/25	
Bingo Night	1/22	
Movie Night	6/20; 7/18; 9/12	
PFA Skate Night	2/23	
Reading Week	3/30 - 4/3	
Fun Run	5/15	