

Washoe County School District
Verdi Elementary School
2025-2026 Status Checks with Notes

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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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.

Aligns with District Goal

Formative Measures: iReady

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: iReady</p> <p>Position Responsible: Administrator Dean Teacher Resource Teacher</p> <p>Evidence Level Level 3: Promising: i-Ready</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Nov: In progress</p> <p>November Lessons Learned Continue to provide interventions that are prescriptive to meet individual student's needs.</p> <p>November Next Steps/Need Students will be reassessed with the iReady Diagnostic Assessment starting 12/1 -12/19. *Classroom Teachers will continue to provide intervention to Tier 2 and 3 students. Tier 2 students will receive iReady support in small group *Resource teacher will continue to provide interventions for our Tier 3 students. Tier 3 students will receive 120 minutes per week of interventions. *General Ed Teacher will continue to provide Tier 1+ interventions using Benchmark Intervention Materials and iReady. *Collaborative teams will continue to meet weekly to analyze and discuss assessment and will use data to drive instructional practices.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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.

Aligns with District Goal

Formative Measures: Walkthroughs
 Posted Learning Intentions and Success Criteria
 PLC
 Student work

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: PLC's - Teacher Clarity</p> <p>Position Responsible: Administrator Dean Teacher</p> <p>Evidence Level Level 2: Moderate: PLC's</p> <p>Problem Statements/Critical Root Cause: Adult Learning Culture 1</p>	<p>Nov: In progress</p> <p>November Lessons Learned Needed targeted intervention with phonemic awareness and phonics for grades K-5.</p> <p>November Next Steps/Need Continue with professional learning with iReady, Teacher Clarity and Science of Reading.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>

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.

Aligns with District Goal

Formative Measures: Daily/Quarterly IC Attendance Report

Improvement Strategy 1 Details	Status Checks
<p>Improvement Strategy 1: MTSS</p> <p>Position Responsible: Administrator, Dean, Counselor, Secretary, Clinical Aide, Teacher Parents</p> <p>Evidence Level Level 3: Promising: MTSS</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Nov: In progress</p> <p>November Lessons Learned In order for students manage their emotions, staff must validate their feelings by listening and labeling them, then teach and model calm-down strategies like deep breathing, counting, or taking breaks.</p> <p>November Next Steps/Need Continue to implement Tier 2 &3 reward system in the classroom and throughout campus to support student excitement and engagement.</p> <p>Feb: No review</p> <p>February Lessons Learned</p> <p>February Next Steps/Need</p> <p>May: No review</p> <p>May Lessons Learned</p> <p>May Next Steps/Need</p>