



Verona Area
School District



FIVE YEARS OF PROGRESS

AND 2025-26 ANNUAL ACADEMIC REPORT

Preparing learners to thrive in a diverse global society

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PART I: OUR FOUNDATION

VASD BOARD OF EDUCATION



Jennifer Murphy
President



John Porco
Vice President



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Christopher Peguero

MISSION & EQUITY STATEMENT

In the Verona Area School District, our mission is that each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life. To meet this mission, the Verona Area School District will ensure that every individual has access to the educational, social, and emotional support they need to feel valued and affirmed in their unique identities and experiences. We acknowledge that inequities and power dynamics exist in our system such that some individuals, on the basis of their identities, face barriers to accessing the opportunities they need to experience success. In acknowledgement of such, the Verona Area School District is committed to disrupting these systems of inequity.

LETTER FROM THE SUPERINTENDENT AND BOARD OF EDUCATION PRESIDENT

Dear Verona Area School District Community,

Five years ago, the Verona Area School District began a period of intentional change grounded in a fundamental question: How can we invest in staff and create the conditions through which every student has the opportunity to learn, grow, belong, and thrive?

Over the past five years, we have had the privilege of serving the Verona Area School District in our respective leadership roles. We are pleased to share Five Years of Progress, a look at the work our students, staff, families, Board of Education, and community have undertaken together. This report reflects on the systems we have built, the progress we have made, and the opportunities that remain as we continue pursuing educational excellence grounded in equity.

Much has changed during these five years. The Board adopted a coherent governance model that more clearly defines roles and accountability. With that foundation in place, VASD engaged students, staff, families, and community members in developing the 2023–2028 Strategic Framework. Their voices helped establish the five Priority Areas that continue to guide our work: Community Collaboration, Inclusive Teaching and Learning, Student Agency, Value and Belonging, and Wellness and Mental Health.

The progress described in this report is the result of thousands of people working toward a shared purpose. Our educators bring their knowledge, skill, care, and commitment to students every day. We are especially grateful for our strong partnerships with the Verona Area Education Association (VAEA) and Verona Education Support Professionals Association (VESPA). Collaboration with our employee associations has helped strengthen our schools, support our staff, and navigate change while keeping students at the center of our work.

We are equally grateful to our students, whose experiences and perspectives shape our schools; our families, who partner with us in their children's education; and the community members and organizations who contribute their time, expertise, and resources. Their involvement reflects a belief at the heart of our Strategic Framework: the people most affected by our schools should have meaningful opportunities to help shape them.

Throughout these pages, you will find evidence of meaningful progress alongside areas where our work continues. You will see changes in teaching and learning, expanded opportunities for students, stronger systems of support, greater attention to student voice and belonging, and investments in the people and operations that make learning possible. Just as importantly, you will see how this work increasingly connects as part of one districtwide system.

Our mission remains our constant: Each student will acquire the knowledge and skills necessary to achieve their personal goals, thrive in a diverse global society, and lead a healthy, self-fulfilling life. The work of the past five years has strengthened our ability to fulfill that promise while reminding us that continuous improvement is, indeed, continuous.

We invite you to explore this report as both a reflection of our progress and of what a community can build together on behalf of its students. We are grateful to everyone who has contributed and who is energized by the work still ahead.

Thank you for your continued partnership and commitment to the students of the Verona Area School District.

In Service,



Dr. Tremayne Clardy
SUPERINTENDENT



Jen Murphy
BOARD OF EDUCATION
PRESIDENT

LEADERSHIP IN SERVICE OF VASD STUDENTS, STAFF, FAMILIES, AND THE COMMUNITY

CREATING THE CONDITIONS FOR CONTINUOUS IMPROVEMENT

Over the past five years, VASD has intentionally strengthened the systems that support students, staff, and schools. Under Superintendent Dr. Tremayne Clardy's leadership, this work has been guided by the belief that organizational excellence grounded in equity and human relationships are inseparable. Lasting improvement requires both strong systems and a culture where people feel valued, supported, and empowered to do their best work.

Four leadership principles have guided this work: leading with humanity, instructional leadership, equity-driven decision making, and organizational leadership. Together, these principles have influenced the priorities, systems, and culture reflected throughout this report.

Strong service-based leadership creates the conditions for others to succeed.

Effective leadership is not measured by individual accomplishments but by the systems, relationships, and culture that enable students, educators, and the organization to thrive. By investing in people, maintaining a constant focus on teaching and learning, making decisions through an equity lens, and strengthening organizational systems, leadership creates the conditions for continuous improvement across the district.

FOUR PRINCIPLES THAT GUIDE THE WORK

LEAD WITH HUMANITY

Recognize the dignity, strengths, and potential of every person. Build trust through authentic relationships, listening, collaboration, and care for students, families, and staff.

INSTRUCTIONAL LEADERSHIP

Keep teaching and learning at the center of decision-making by strengthening the curriculum, professional learning, instructional practices, and the systems that support student success.

EQUITY-DRIVEN DECISION MAKING

Use evidence, multiple perspectives, and students' needs and voice to inform decisions so that every learner has meaningful opportunities, appropriate support, and access to high-quality learning.

ORGANIZATIONAL LEADERSHIP

Build coherent, sustainable systems that strengthen accountability, responsible stewardship, continuous improvement, and the district's long-term capacity to serve students and the community.

These leadership principles are reflected throughout the work described in this report. They can be seen in the development of the Strategic Framework, investments in teaching and learning, stronger systems of student support, responsible stewardship of public funds, expanded opportunities for student voice, and a continued focus on organizational improvement.





Wisconsin Superintendent of the Year

Dr. Tremayne Clardy

2026



WASDA
THE SCHOOL SUPERINTENDENTS ASSOCIATION



In 2026, Dr. Tremayne Clardy was named Wisconsin Superintendent of the Year by the Wisconsin Association of School District Administrators (WASDA).

The recognition reflects not the work of one individual, but the collective efforts of students, staff, families, the Board of Education, and community partners who have worked together to strengthen VASD over the past five years.

VASD HAS BEEN NAMED #14 BEST SCHOOL DISTRICT OUT OF 421 DISTRICTS IN WISCONSIN

#14

2026
2025

Continuing our journey to
become a National Model of
Excellence Grounded in Equity

#21
2024

#24
2023

#47
2022



Source: Annual Niche school ratings.

VASD BY THE NUMBERS

5,643 STUDENTS

Grades 4K-12



State Average vs. VASD

Graduation Rate	92%	96%
Students Completing AP Coursework	20%	42%
Students Participating in Art & Design	27%	38%
Students Participating in Music	18%	23%
Average ACT Composite Score	19	20

The numbers above are from the 2024-25 school year.

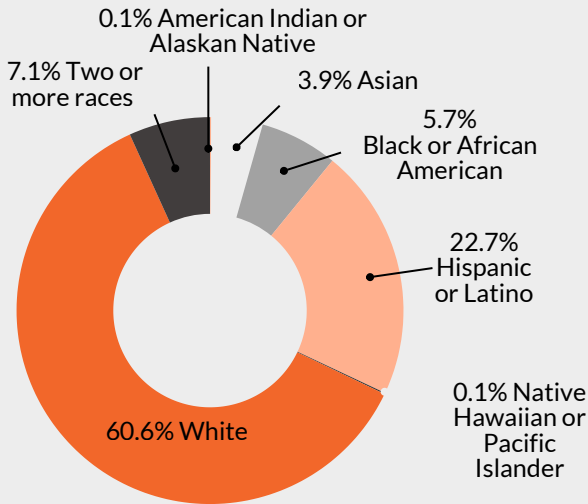


Neighborhood
Schools



Tuition-Free
Public Charter Schools

STUDENT DEMOGRAPHICS BY RACE



ON THE STATE SCHOOL REPORT CARD

3 Schools Exceed Expectations
3 Schools Significantly Exceed Expectations
25% of students are supported with Free and Reduced-Price Meals
9% of students are supported with Special Education Services



2025-26 VAHS ACADEMIC DISTINCTIONS



20 Summa Cum Laude Scholars



84 Magna Cum Laude Scholars



63 Cum Laude Scholars



124 AP Scholars
72 AP Scholars with Distinction
130 AP Scholars with Honors



121 Earned Dual Credit in CTE areas



208 Earned Industry Certifications



2
National Merit
Scholar Semifinalists



60
Earned the
Seal of Biliteracy

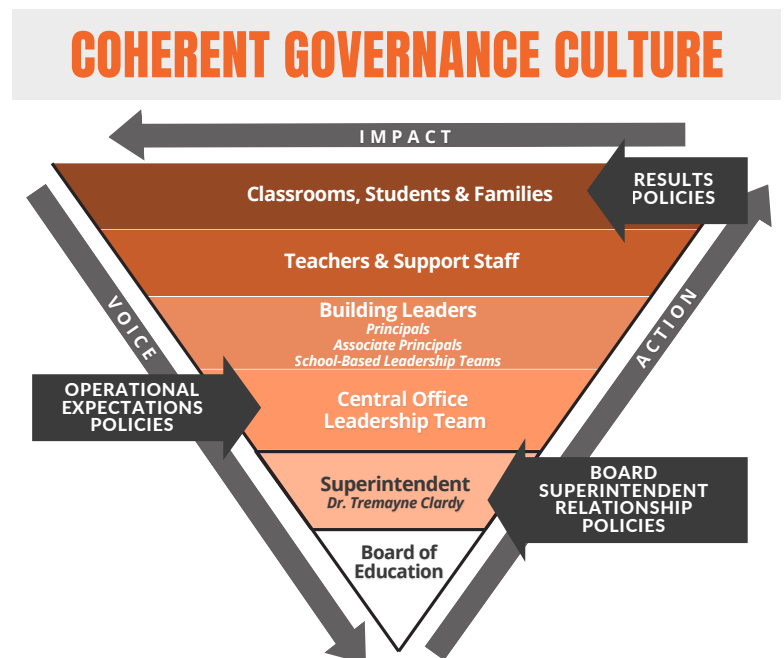
PART II: BUILDING THE SYSTEM

THE EVOLUTION OF THE BOARD OF EDUCATION *BUILDING A COHERENT GOVERNANCE SYSTEM*

Over the past five years, the Verona Area School District (VASD) Board of Education has intentionally evolved its governance practices to create greater clarity, accountability, and alignment across the district. That evolution established the foundation for many of the improvements described throughout this report.

In 2021, the Board adopted a coherent governance model that clearly defines the distinct roles of the Board and Superintendent. The Board establishes the district's vision, policies, and expectations for organizational performance, while the Superintendent is responsible for district operations within those parameters. This allows the Board to focus on long-term student outcomes, strategic priorities, and organizational accountability. Clearly defined roles and expectations also provide the Board with a transparent basis for evaluating the Superintendent's performance and holding the Superintendent accountable for the district's progress toward established expectations and Results.

Strong governance creates clarity. When the Board clearly defines the outcomes they expect, the Superintendent and staff have the flexibility to determine the best way to achieve them. **This division of responsibilities does not lessen the Board's role; it strengthens the Board's ability to govern by establishing clear expectations, monitoring results, and holding the Superintendent accountable for organizational performance.** This allows the Board to maintain its focus on long-term student success through transparent monitoring and evidence-based decision making.



THE BOARD'S PRIORITIES ARE TO:

- Govern lawfully and equitably with primary emphasis on results for all students
- Steward public funds responsibly to maximize value for students and the community
- Intentionally solicit full exploration of diverse viewpoints
- Focus on governance matters rather than administrative issues
- Observe clear separation of Board and superintendent roles
- Make all official decisions of the Board by formal vote
- Govern with a long-term vision

Each year, VASD prepares Monitoring Reports for the Board's 12 Operational Expectations policies and six Results policies. Using quantitative and qualitative evidence, the reports demonstrate progress, identify opportunities for improvement, and provide transparency and accountability to the community. The Board uses this evidence to determine whether Operational Expectations are being met and whether the district is making reasonable progress toward its Results.

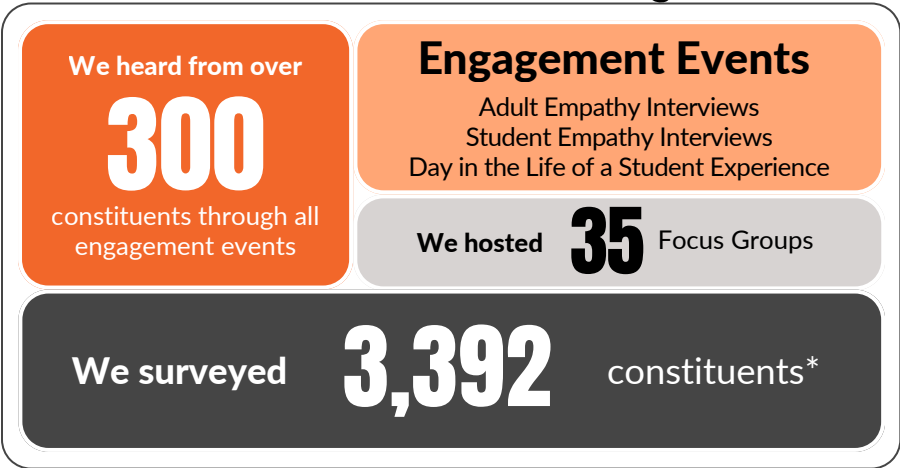
As the monitoring process has matured, the Board has refined policies, definitions, and indicators to focus on the evidence most meaningful to student outcomes and organizational performance. Results policies now align with the Strategic Framework and address core academics, exploration academics, special academics, and the Journey of a Lifelong Learner. Monitoring Reports also bring the work closer to the classroom through presentations by teachers, instructional coaches, department leaders, and students.

The Board's work extends beyond district governance. Members advocate for strong public education by engaging with legislators, participating in the Greater Dane County School District Governance Consortium, collaborating with other boards, writing for the community, and sharing VASD's governance practices at the Wisconsin State Education Convention.

DEVELOPING THE STRATEGIC FRAMEWORK

With a coherent governance system in place, VASD was ready to define its long-term direction. Rather than developing the Strategic Framework internally, VASD turned to students, staff, families, and community members, assembling a strategic planning team with representatives from each group. Together, they developed the 2023–2028 Strategic Framework.

LISTENING TO OUR COMMUNITY

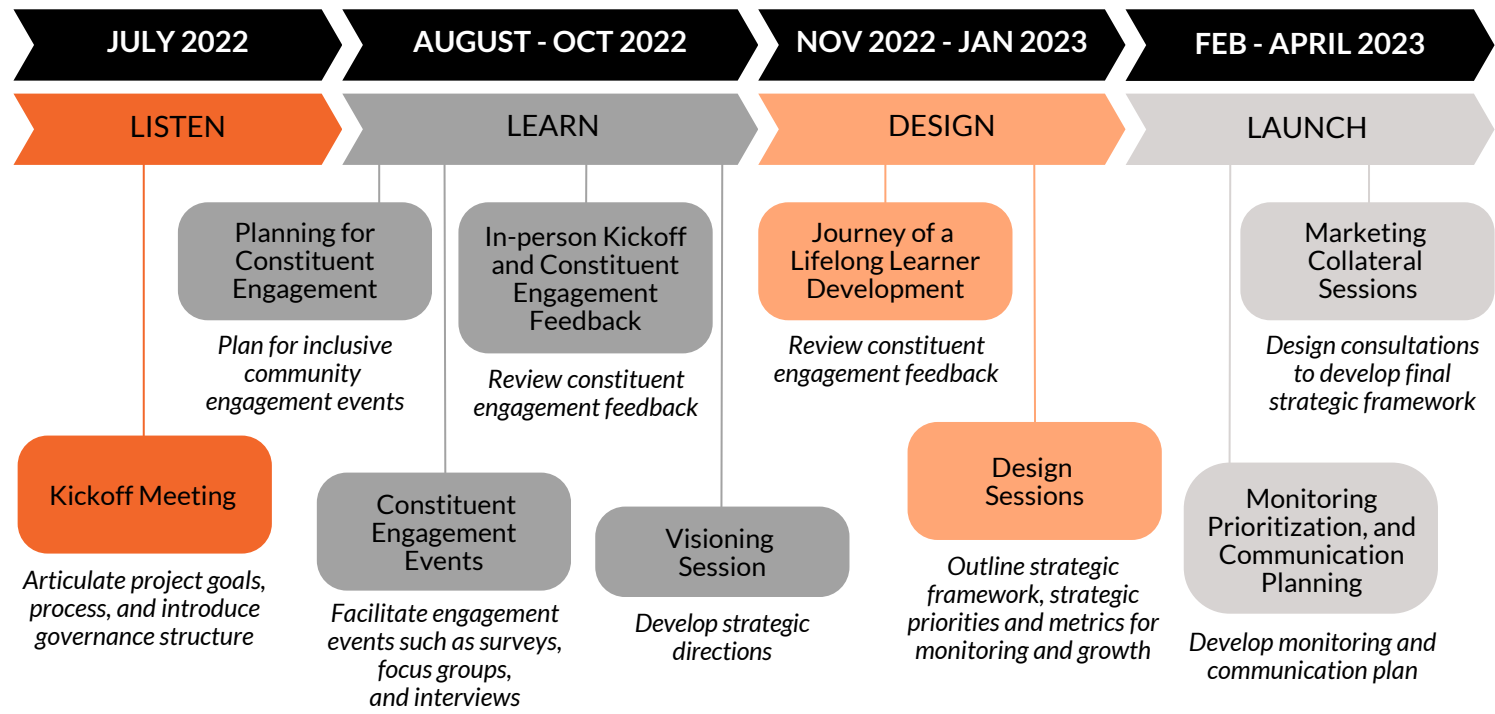


*on the VASD Climate Survey

The first phase of the strategic planning process was dynamic and responsive. The strategic planning team heard from over 300 constituents at engagement events, conducted 35 focus groups, 10 empathy interviews, shadowed 15 students, and created feedback spaces within the community. The planning team also incorporated data from over 3,000 respondents on the VASD Climate Survey. Throughout the process, the planning team asked what priorities and changes would be successful, sustainable, and scalable.



VASD STRATEGIC FRAMEWORK TIMELINE



LISTENING TO EVERY VOICE

The strategic planning team intentionally sought input from groups that have often been underrepresented or formerly marginalized. Each focus group of up to twenty people responded to a similar set of questions about the priorities, experiences, opportunities, and challenges they saw for the school district. Focus groups included school leaders, non-instructional staff, students across grades K–12, families, and community members, with intentional outreach to participants of color, multilingual families, LGBTQIA+ students, and others whose perspectives have historically been marginalized.

The conversations were candid, thoughtful, and honest. Students, staff, families, and community members shared both the district's strengths and the opportunities they believed would make VASD even stronger.

Students quickly recognized that the Strategic Framework would influence the remainder of their educational experience in VASD. At one of the sessions, a student commented, “This Strategic Framework will cover the rest of my time in the Verona Area until I graduate.” That realization prompted students to share their experiences and their vision for what they needed to make learning relevant. They sat up tall and proud as they shared their truth about school, knowing they were valued and heard. Staff members shadowed students throughout an entire school day. Whether students went to band, physics, art, the health office, or another part of their daily routine, staff went with them. These experiences provided valuable insight into students' academic and social worlds through their eyes rather than relying solely on adult perspectives.



FROM LISTENING TO ACTION

Once the engagement process concluded, the strategic planning team analyzed the feedback together. Their task was not simply to summarize what they heard, but to identify the themes that consistently emerged across conversations, surveys, interviews, and student experiences. Although participants represented many different perspectives, the evidence pointed toward five interconnected priorities that would shape the district's work for years to come.

The Strategic Framework became more than a planning document. It established a shared direction and common language that connects Board policies, school improvement efforts, curriculum development, professional learning, budgeting, and organizational accountability. The five Priority Areas that emerged from this process now guide VASD's work.



OPERATIONAL SNAPSHOT: BUILDING THE FOUNDATION FOR LEARNING



Strong schools depend on strong systems. Over five years, VASD has invested in employees, managed resources responsibly, anticipated future needs, and strengthened systems ranging from transportation and safety to facilities and technology. Together, this work has built the organizational capacity needed to fulfill the Strategic Framework and support students while navigating a challenging financial environment.

THE FINANCIAL CONTEXT FOR PUBLIC EDUCATION

Wisconsin's school funding system limits the amount of revenue school districts may receive each year from the combination of state general aid and local property taxes. The state establishes allowable changes in this revenue authority through state law and the biennial budget process. Over time, allowable increases have not consistently kept pace with inflation and the rising cost of operating schools.

When revenue authority does not keep pace with costs, districts must make reductions, use available reserves, or ask local voters for additional authority through an operating referendum. In 2022, VASD voters approved an operating referendum that has helped the district maintain educational programming, staffing, and competitive compensation. While referendum funding provides important local support, it does not change the underlying state funding structure or eliminate ongoing financial pressures.

HOW DO PRIVATE SCHOOL VOUCHERS AFFECT PUBLIC SCHOOL FUNDING???

Wisconsin's private school choice programs also affect public school district finances. The state provides per-pupil payments to participating private schools for eligible students. Under the funding mechanism applicable to these programs, state aid that otherwise would be distributed to a student's resident public school district may be reduced to fund voucher payments. Districts receive corresponding authority to raise additional property tax revenue, shifting that portion of the cost to local taxpayers if the district chooses to replace the reduced state aid.

The financial impact is not necessarily offset by equivalent reductions in district expenses. When a relatively small number of students attend private schools through voucher programs, public school districts continue to operate schools, employ staff, provide transportation and student services, and maintain facilities for the students they serve.

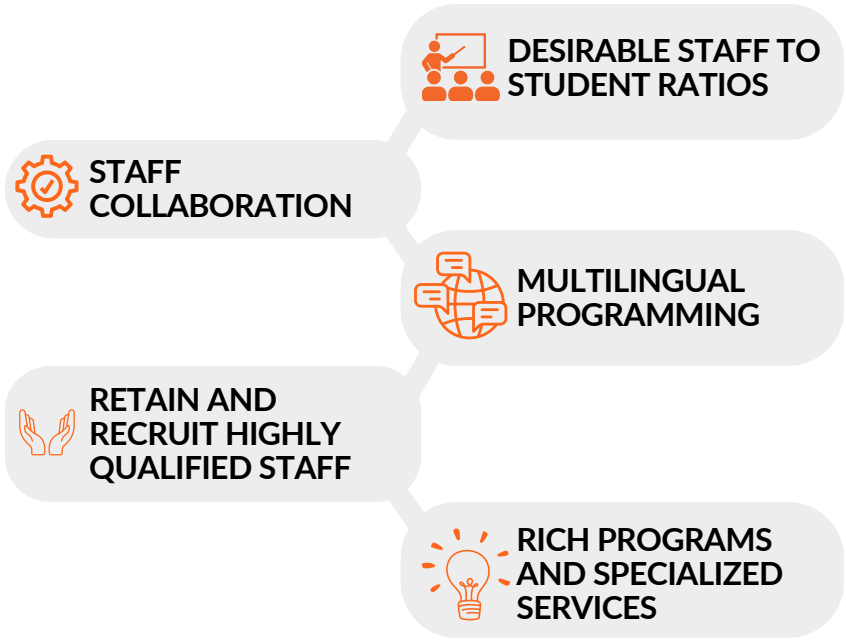
The impact has grown in VASD. In 2022-23, approximately **36** resident students participated in private school voucher programs, representing about **\$323,000** in state aid reductions. By 2025-26, participation had grown to nearly **75** students and approximately **\$879,000**. The portion of VASD's local mill rate associated with voucher funding increased from approximately **\$0.05** to **\$0.11** during the same period.

VASD continues to prioritize high-quality educational opportunities, responsible financial management, competitive employee compensation, and thoughtful management of the local tax burden. As the cost of private school choice programs grows, however, it creates additional pressure within an already constrained public school funding system.

INVESTING IN PEOPLE

In 2022, VASD voters approved an operating referendum that provided resources to maintain educational programming, support staffing, and invest in competitive employee compensation. Since then, VASD has prioritized compensation increases that keep pace with or exceed inflation while addressing areas of salary compression, supporting the district's ability to retain and recruit educators.

VASD has also improved financial and human resources systems. Balanced budgets, clean annual audits, budget dashboards, updated purchasing guidelines, and a redesigned budget book have increased accountability and transparency. Human Resources has strengthened hiring, onboarding, staffing reports, employee guidance, and other systems that support employees throughout their time with VASD.

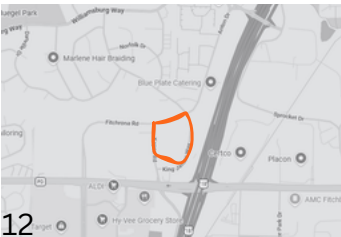


PLANNING FOR FUTURE FACILITIES AND GROWTH

Long-range planning helps VASD anticipate future needs before they become immediate challenges.



IN 2023 The Board of Education approved the purchase of 60 acres on Lacy Road in Fitchburg as a potential site for a future high school, preserving an opportunity to prepare for long-term growth in the eastern portion of the district.



IN 2024 The Board approved the purchase of an additional 8.47 acres in Fitchburg as a potential site for a future elementary or middle school. Years of careful financial planning and community support positioned VASD to purchase the property without borrowing funds or seeking additional referendum authority. Located near a growing concentration of students who currently travel outside their neighborhoods for school, the site could eventually bring more students closer to school while reducing transportation needs.

Long-range planning also extends to the facilities VASD already owns. Buildings and Grounds and Custodial teams maintain district facilities and coordinate repairs and improvements, including roofing and HVAC replacement, energy-efficiency improvements, pavement and sidewalk repairs, parking improvements, and renovations to meet changing needs. Each year, the Board considers allocating \$1 million to the Fund 41 Capital Expansion Fund for long-term facility maintenance and improvements.

Because these dollars fall within the state-imposed revenue limit and could otherwise support operating expenses, the allocation requires balancing current needs with long-term stewardship. By planning for anticipated capital needs, VASD can address major maintenance through planned investments rather than relying on frequent referenda for routine facility needs.



STRENGTHENING DISTRICTWIDE SYSTEMS

In response to post-pandemic bus driver shortages, VASD implemented a three-tier transportation system while transitioning to a new transportation provider. As driver availability improved, VASD returned to a two-tier system and adjusted bell schedules, creating more student-friendly start and end times while accommodating Late Start Mondays for staff professional learning. Bus drivers also receive training focused on creating positive, supportive environments for students.

VASD also strengthened emergency preparedness by adopting the Standard Response Protocol and Standard Reunification Method developed by the I Love U Guys Foundation. Students and staff regularly practice response procedures, while resources help students and families understand what to expect during an emergency. School teams and community first responders participate in tabletop exercises and reunification practice, creating common language and procedures for coordinated emergency response.

PREPARING FOR WHAT'S NEXT

As technology rapidly changes, VASD has developed guidance for digital citizenship and the responsible use of Artificial Intelligence (AI) in educational and professional settings. VASD believes technology should serve learning, not drive it, so the approach to AI is grounded in clarity, strong values, and a consistent focus on what improves outcomes for students. VASD will use AI as a tool to strengthen teaching and learning, expand opportunity, and deepen every student's Journey of a Lifelong Learner. This includes building skills that matter in every classroom and in life, including critical thinking, creativity, communication, and problem solving. At the same time, we will protect trust through transparency, strong privacy safeguards, and clear expectations for ethical and responsible use. The district continues to strengthen technology systems and practices to provide access to tools that support learning while responsibly managing privacy, security, and appropriate use.



PART III: FIVE YEARS OF PROGRESS

STRATEGIC FRAMEWORK PRIORITY AREA: COMMUNITY COLLABORATION

Community Collaboration recognizes that student success is strengthened when schools, families, students, and community partners work together. Over the past five years, VASD has expanded opportunities for listening, partnership, and shared leadership so that community perspectives help shape the district's work.

VASD created more opportunities for families, students, and staff to help shape district decisions. The three Superintendent's Advisories - student, staff, and family - are intentionally composed to reflect the diversity of our district community. Advisories meet monthly and cover topics ranging from the development of the Strategic Framework, school calendar creation, and areas for growth.

A Family Advisory member shared, "My participation fosters meaningful, two-way communication between VASD and the community peers I represent, broadening the scope of input beyond me."



Advisory members view their participation as an ongoing partnership built on listening, learning, and responding together rather than providing one-time feedback.

VASD also expanded opportunities for ongoing dialogue through the Advanced Learning Family Advisory, continued the work of the Special Education Parent Advisory, established a Gender Inclusion Committee, launched Community Information Sessions, and created Family Gatherings/Corre la Voz. While each serves a different purpose, together they provide meaningful opportunities for families and community members to learn, ask questions, share perspectives, and help shape the district's direction.

Listening builds understanding, and understanding helps inform meaningful action. Across VASD, community partnerships have expanded opportunities for students to learn, contribute, and see themselves as active members of their school community.

PARTNERSHIPS ENRICH LEARNING

Student Lorena Cehualatl Tecalero shared how collaboration benefits students, staff, and the community when she said, "Students and staff in Latinos Unidos really team up, especially on volunteer work and projects like our Hispanic Heritage Month celebration at VAHS. It's more than just volunteering, because it deeply connects us to our heritage. By hosting these events, we share our culture, traditions, and history with the whole school community, helping everyone learn and grow."



Lorena Cehualatl Tecalero
Verona Area High School
Student

“

"I love the staff, including the security [assistants], because they also try to make us feel welcome in any way they can. In what ways, you may ask? Well, for example, they try to build amazing relationships with the students and also always try to make them laugh or even smile, and I know to some students that means a lot."



Justin Alvidrez Rivera
Verona Area High School Student

Together with local childcare providers, the VASD offers Kindergarten for four-year-olds (4K) to our community's youngest learners. Children participate in play-based activities that provide rich learning experiences and develop social-emotional, cognitive, early literacy, early math, and self-help skills. These community partners are located throughout the school district.

- Hometown Preschool
- Verona Montessori House
- Grateful Hearts Childcare
- La Petite Academy Verona
- Caring Center
- St. James Preschool
- Little Blessings Preschool
- Pooh Bear Childcare
- The Goddard School
- YMCA Dane County
- Once Upon a Time Childcare
- Here We Grow Learning Center
- Big Apple Early Learning Academy



YOUTH APPRENTICESHIP

experiences provide 11th and 12th grade students the opportunity to connect classroom content with workplace learning. Benefits of participating in Youth Apprenticeship (YA) include: industry experience and career connections, paid employment that can occur during the school day, 2 VAHS Elective Credits for 450 hours of employment, and feedback from the workplace mentor and VAHS School to Career Coordinator. YA experiences are only possible through the participation of many community partners. Over the past five years, the number of YA participants has increased from 10 to 30.



YOUTH APPRENTICESHIP PARTNERS



AMCS Inc
Bethke Heating & AC
Bright Child Learning Center
Caring Center of Verona
Cherokee Kennels
Dream House Dream Kitchens
Edgerton Construction
Empower Recovery

Felly's Greenhouse
Findorff
Kelsch Machine Corp
Mt Horeb Veterinary
Once Upon a Time Childcare Center
Pharma Fix LLC
RC Detailing
Sloan Implement

SSM Health
Taco Bell of Verona
Tailwaggers
The Goddard School of Verona
UW Health
UW Housing
UW Veterinary Care
Verona Electric



TRUST GROWS THROUGH RELATIONSHIPS

Every year since 2021-22, VASD has invited all students in grades 3–12, staff, and families to participate in an annual Experience Survey. The purpose of the survey is to gather actionable feedback to help VASD measure progress, identify strengths, and pinpoint areas for improvement in school quality. In response to family feedback, VASD refined the survey between 2023-24 and 2024-25 to better reflect personal experiences and be more open-ended, giving people more space to share what matters most to them. Over 860 families responded to the survey in 2025-26. Over time, families' trust in VASD's transparency has increased by 12 percentage points, while responsiveness increased by 19 percentage points.

EVIDENCE OF PROGRESS

Family survey results demonstrate growing confidence in VASD's communication, transparency, and responsiveness.

School Year	Student Survey Question	% who agree or strongly agree
2021-22	The district is transparent with parents about district decision-making	56%
2025-26	I believe school administration make decisions that are in the best interest of children and families	68%
2021-22	The district responds to parent questions or concerns	62%
2025-26	I feel I receive responses from school staff in a timely manner	81%

Note: Survey questions were refined between 2023–24 and 2024–25 to better reflect participants' experiences while continuing to measure similar themes.

Community collaboration has also strengthened partnerships that support student safety and well-being. One example has been the intentional rebuilding of the relationship between the VASD and the Verona Police Department. Through open communication, shared expectations, and a common commitment to student well-being, the district and police department reestablished the School Resource Officer program as one component of a broader effort to support safe, welcoming schools.



As VASD adopted new crisis response and reunification protocols, deep collaboration occurred between the school district and first responders. Schools now conduct biannual tabletop exercises with first responders to review, test, and strengthen emergency response and reunification procedures. These partnerships have strengthened communication, increased opportunities for proactive relationship-building with students and staff, and contributed to school environments where students report feeling increasingly safe and supported.

The year after the SRO partnership was reestablished, the percentage of VAHS students who agreed or strongly agreed that they feel safe at school jumped by 15 percentage points from 59% to 74%. These partnerships illustrate how collaboration strengthens learning, safety, and trust across the VASD community.



LOOKING AHEAD

Community collaboration is grounded in the belief that students are most successful when schools, families, and community partners share responsibility for learning and growth. Looking ahead, VASD will continue strengthening authentic partnerships and creating opportunities for listening, shared leadership, and engagement so that decisions reflect the needs, experiences, and aspirations of the community. These relationships will remain a cornerstone of continuous improvement and support every student.

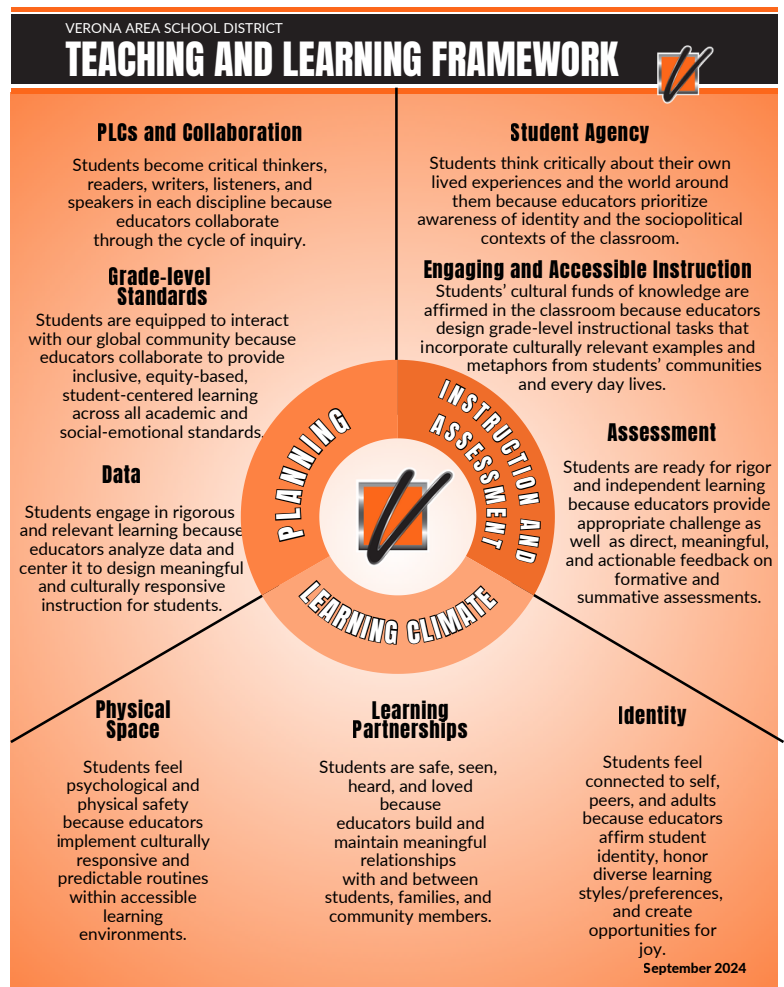
STRATEGIC FRAMEWORK PRIORITY AREA: INCLUSIVE TEACHING AND LEARNING

Inclusive Teaching and Learning is grounded in the belief that every student deserves access to engaging, affirming, grade-level instruction that prepares them for future success. Over the past five years, VASD has built a more coherent instructional system through shared expectations, high-quality curriculum, educator collaboration, and ongoing professional learning.

BUILDING A COHERENT INSTRUCTIONAL SYSTEM

VASD's districtwide goal is to prepare all learners to thrive in a diverse global society. Over the past five years, educators have developed a shared instructional focus on disciplinary literacy across learning environments. Disciplinary literacy integrates content knowledge, experiences, and skills with the reading, writing, speaking, listening, critical thinking, and performance practices most meaningful to each discipline, helping ensure equitable access and authentic engagement in learning.

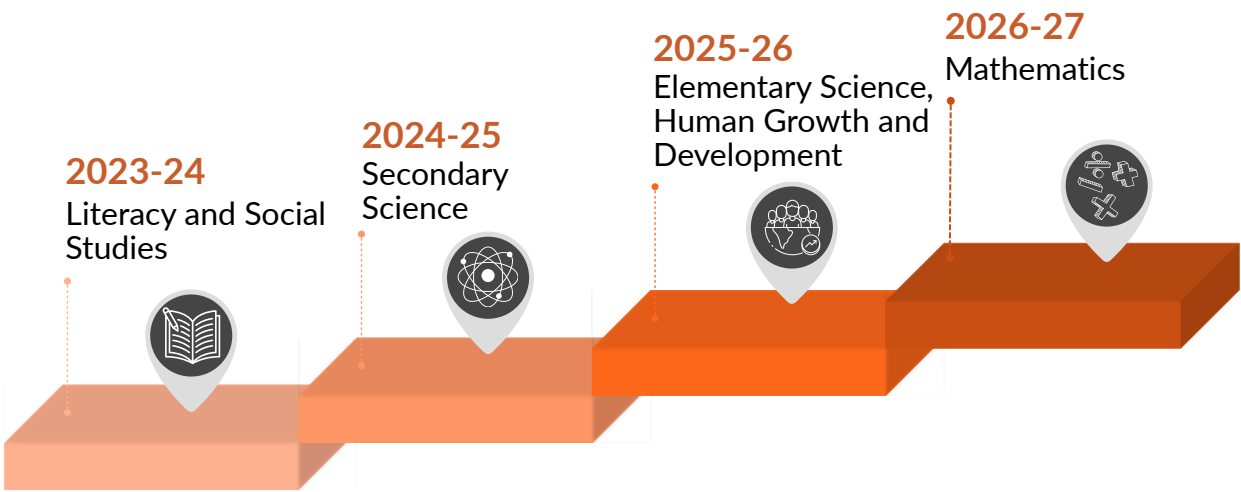
Professional Learning Communities (PLCs) provide dedicated time for educators to examine student learning, reflect on instructional practices, and identify ways to improve outcomes for students. PLCs meet weekly during Late Start Mondays, with educators collaborating with peers from their school. To maximize impact and coherence across schools, educators also meet regularly to collaborate by grade level, content area, department, and role. Through ongoing inquiry and reflection, PLCs support a culture of continuous improvement and shared responsibility for student learning. This collaborative work is guided by the district's Teaching and Learning Framework, which provides a common vision for high-quality instruction across every classroom.



The Teaching and Learning Framework brings VASD's instructional systems and values together within a shared set of expectations for curriculum, instruction, assessment, and learning. Developed during the 2023–24 school year by educators representing all VASD schools, the Framework was also informed by input from more than 1,000 staff members, family members, and students. It establishes shared expectations for high-quality teaching and learning and provides educators with a common vision for supporting student success.

VASD follows a collaborative, research-based process to renew curricula across content areas, ensuring alignment with academic standards, district equity goals, and VASD’s instructional focus on disciplinary literacy. Teams of educators review current practices and academic research, identify areas for growth, and select high-quality, inclusive instructional materials that support multilingual learners and students with diverse learning needs. The goal is effective, equitable instruction that prepares all students to meet grade-level expectations and achieve their personal goals.

VASD’S CURRICULUM REVIEW CYCLE



Every content area will be renewed on a regular cycle.

SUPPORTING EVERY LEARNER

The Teaching and Learning Framework emphasizes rigorous, relevant learning that responds to students’ individual strengths and needs. Educators use multiple sources of data to understand student learning, design culturally and linguistically responsive instruction, and identify when students may benefit from additional support or challenge. This student-centered approach helps VASD tailor instruction and support for every learner.

VASD’s Multilingual Programs encompass a range of programs and supports designed to develop and celebrate students’ multilingualism. Over the past five years, VASD has served an average of **832** multilingual students identified as English learners each year. Students represent **48** language backgrounds.

2025-26

PROGRAM PARTICIPATION

World Languages	1,175 students
English as a Second Language	778 students
Two-Way Immersion Spanish	904 students
Verona Area International School Mandarin Immersion	108 students

VASD’s World Languages program provides opportunities to learn four languages. Approximately 70% of students participate in at least one world language course before graduation.

VASD recently introduced Heritage/Bilingual Spanish instructional services in kindergarten and first grade, with plans to expand one grade level each year through fifth grade. Heritage/Bilingual services provide Spanish-speaking students who are current or former English learners with academic content instruction in both English and Spanish, supporting academic achievement while developing bilingualism, biliteracy, and sociocultural and global competence. Together, these opportunities support students as they develop and strengthen their multilingual pathways.



VASD approaches students with Individualized Education Programs (IEPs) as general education students first. Over the past five years, the district has worked to align special education services more closely with general education so students experience greater continuity in curriculum, instruction, and support. As a result, students with IEPs are increasingly receiving instruction alongside their peers in general education classrooms, with specially designed instruction aligned to core classroom curriculum.

Organizational changes have also brought leaders with Special Education expertise closer to students and classrooms to support more timely assistance, stronger communication, and greater consistency across schools. VASD continues to refine service delivery through practices such as co-teaching, in which general and special educators work together, and targeted supports based on individual student needs. Together, these changes support more consistent, high-quality instruction, stronger collaboration among educators and school leaders, as well as clearer communication and partnership with families.



VASD has deepened its commitment to educational excellence grounded in equity through a renewed approach to Advanced Learning that recognizes every student has unique strengths, interests, and talents. While all students benefit from enrichment opportunities, student performance data helps identify students who are ready for additional challenge.

Advanced Learning takes place within the general education classroom through an inclusive "push-in" model, where VASD educators work together to provide real-time differentiation and greater challenge while keeping students engaged in grade-level instruction with their peers. This approach expands access to advanced learning while ensuring every student continues to learn within an inclusive classroom community.

While all students benefit from high-quality classroom instruction and schoolwide supports, some students need additional assistance. VASD provides increasingly individualized supports and interventions to help students overcome barriers, build skills, and continue making progress. For example, when a student's score on a literacy assessment indicates that they are not on track to develop foundational literacy skills as expected, VASD develops and implements a personalized reading plan and monitors the student's progress.

STUDENT EXPERIENCE

VASD students are learning and growing in this instructional environment. Student Shahd Salha described it this way:

“

“When I first arrived in 2024 speaking only Arabic, I faced a difficult wall of silence. However, the school staff and my teachers recognized my desire to learn and opened their arms to help me rise. They supported me not only as a learner by helping me turn the language barrier into a bridge, but also as an individual by encouraging my passions, like art and daily drawing, and helping me find my uniqueness. I see the school encouraging students by providing an environment where no one is left to remain stagnant. Teachers and staff build continuous support systems that allow every student to elevate their capabilities, regardless of where they started. By celebrating diverse backgrounds, the school empowers students to overcome formidable barriers and achieve milestones they can cherish forever, like transforming from silent observers into confident achievers.”



Shahd Salha

Student Justin Alvidrez Rivera shared, “I feel supported by teachers because they show how much they truly care about me and work hard to make every student feel welcome and safe. For example, Mr. Nass, my AVID teacher, makes sure I’m doing well in school because he sees so much potential in me as a student and athlete. I also see teachers taking the time to help students improve, not just as students, but as people.”

Student Serenity Huelsemann shared, “I feel highly supported by my teachers and school staff because they not only explain difficult concepts clearly, but they also take the time to check in with me when I’m struggling with the workload.”

EVIDENCE OF PROGRESS

Percentage of Students Proficient on the Wisconsin Forward English Language Arts Exam by Verona Area School District and State of Wisconsin by Year

	School Year				
	2020-21	2021-22	2022-23	2023-24	2024-25
VASD Students Grades 3-8	33%	44%	50%	61%	62%
WI Students Grades 3-8	34%	37%	39%	51%	52%

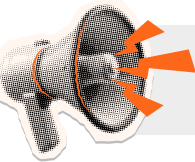


Percentage of Students Proficient on the Wisconsin Forward Mathematics Exam by Verona Area School District and State of Wisconsin by Year

	School Year				
	2020-21	2021-22	2022-23	2023-24	2024-25
VASD Students Grades 3-8	31%	43%	47%	60%	61%
WI Students Grades 3-8	34%	39%	41%	53%	53%

The Wisconsin Department of Public Instruction renormed the Forward Exam beginning in 2023–24. Because of this change, results from 2023–24 onward should not be directly compared with earlier years. Within the comparable years shown, VASD's proficiency rates exceed statewide proficiency rates in both English language arts and mathematics.

Verona Area High School continues to show strong performance on the ACT, a key measure of college and career readiness. During the 2025–26 school year, 395 VAHS students took the ACT, earning an average composite score of 20.9. The statewide average for 2025–26 is not yet available. In 2024–25, the most recent year for which both district and statewide results are available, VAHS students earned an average composite score of 19.8 compared with the statewide average of 19.2.

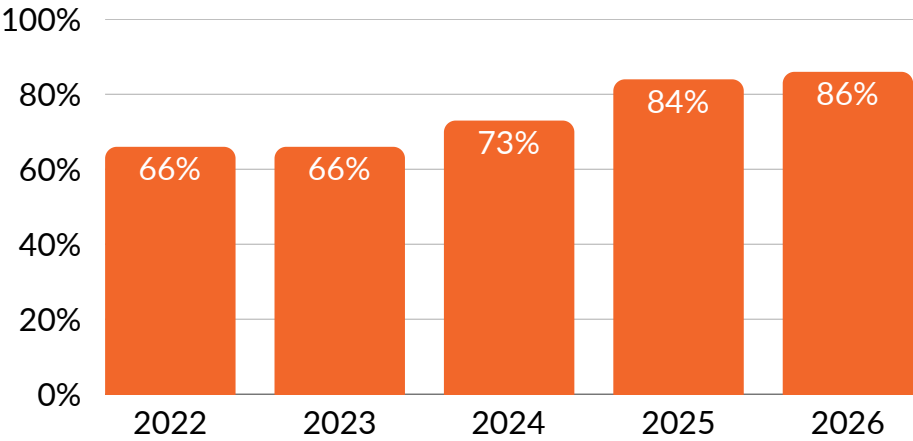


In 2025–26, **36** students earned ACT scores of **30** or higher, while **62** earned ACT scores between **25** and **29**.

ADVANCED LEARNING

VAHS continues to see impressive growth and achievement in Advanced Placement courses and exams. VAHS students took 1,461 AP Exams across 32 courses in 2025–26, with 86% earning a score of 3 or higher on the five-point AP scale, up from 66% in 2022.

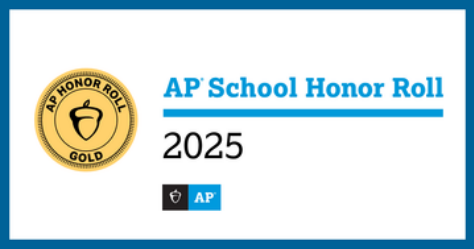
% of Total VAHS AP Students with Scores 3+



Over the past two years, VAHS' average scores exceeded Wisconsin averages in 64% of AP subjects offered and global averages in 84%. Also in the past two years, VASD has seen the number of students earning various AP distinctions more than double, as shown in the table below.

Number of VAHS Students Earning Various AP Distinctions by Year

	School Year	
	2024-25	2025-26
AP Scholar: Score of 3 or higher on 3 or more AP Exams	50	124
AP Scholar with Honor: Average score of at least 3.25 on all AP exams taken, and scores of 3 or higher on 4 or more of these exams	22	72
AP Scholar with Distinction: Average score of at least 3.5 on all AP exams taken, and scores of 3 or higher on 5 or more of these exams	24	130



VAHS was also named to the 2025 AP School Honor Roll at the Gold level, recognizing the school's commitment to expanding access to AP coursework while supporting strong student outcomes.

STUDENTS WITH IEPs

The percentage of students with IEPs learning inside the regular education classroom with peers without IEPs at least 80% of the time rose from 86% in 2023-24 to 88% in 2024-25 (the most recently available data). At VAHS, the percentage of students with IEPs spending less than 40% of their day in the general education classroom decreased from 6% to 5%, meeting the district's goal.



LOOKING AHEAD

VASD will continue strengthening consistent, high-quality teaching and learning across schools and classrooms. Through collaboration, ongoing analysis of student learning, and professional learning, educators will refine instruction and provide appropriate support and challenge. The district will remain focused on improving achievement and growth, reducing disparities, and ensuring every student has access to rigorous, engaging learning.

STRATEGIC FRAMEWORK PRIORITY AREA: STUDENT AGENCY

Student agency means that all students are empowered to make purposeful choices that strengthen ownership of and connection to their learning throughout their educational experience at VASD. In practice, student agency grows when students know their voices matter, have meaningful choices, and develop the confidence and skills to pursue their interests, take ownership of their learning, and shape their futures.

STUDENTS HAVE A VOICE

The Experience Survey is one of several feedback loops VASD uses to understand what is working well for students and where their experiences can be improved. With approximately 75% of students in grades 3-12 participating each year, the survey provides broad insight into how students experience their schools.

Student feedback helps shape school-level Continuous Improvement Plans, with schools setting goals informed by specific Student Experience Survey results. In response to student input, schools have added student representation to Positive Behavioral Interventions and Supports teams, created ongoing student check-ins, and developed cross-age opportunities that strengthen relationships among students. Survey feedback has also informed professional learning for staff, including Restorative Practices.

Each school provides opportunities for students to serve in leadership roles and participate in groups that help shape their school experience. At the district level, the Superintendent Student Advisory is intentionally composed to reflect the diversity of our district community. The Student Advisory meets monthly and discusses topics including the Strategic Framework, cell phone use, and school safety.



“
**My voice
has not only
been *heard*
but actually
VALUED**

-Aaron Yarbro

Superintendent Student Advisory Member from middle school through 12th grade

“Being on the Superintendent Student Advisory Council, I have not only had the opportunity to share my opinions on certain policies, but I have been able to bring up issues that I felt students would want to discuss. I have seen that other students and I have actually been able to lead to positive change in the school district with the feedback that we give. Examples of this include our school’s equity statement, cell phone policy, and the ways in which certain things are communicated to students. Being able to actually see these changes has encouraged me to continue sharing my opinion because it has shown me that it actually influences change, rather than just being considered and then thrown out. Knowing that both my and other students’ voices have contributed to where we are as a school district gives me a sense of responsibility regarding what works and what doesn’t, but also a sense of confidence for the future.”

“I feel empowered and encouraged to speak up when I see student-suggested changes become a helpful reality for staff and students alike. Hearing feedback from peers allows me to critically think about the experiences of our learning environment from a variety of perspectives and, when it's needed, speak up for those who cannot to continue to improve everyday experiences for all students and staff in the Verona Area School District.”



Claudia Apodaca
Superintendent Student
Advisory Member

STUDENTS HAVE CHOICES

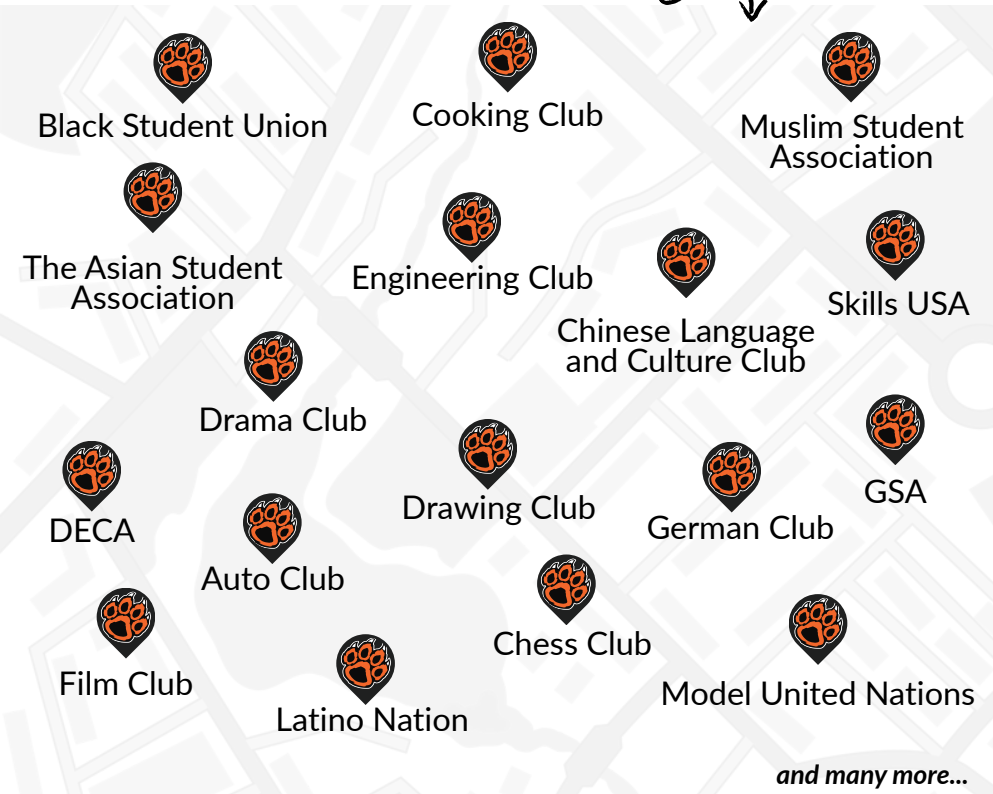
Agency grows when students have opportunities to discover what matters to them. As students move through VASD, they encounter increasingly varied opportunities to explore their interests, develop their strengths, and begin shaping pathways toward their futures. These choices take many forms, from academic programs and specialized coursework to career exploration, extracurricular activities, and opportunities to build community around shared interests and identities.

Students can pursue academic interests through a wide range of learning experiences, including Advanced Placement and Advanced Learning opportunities, World Languages, Two-Way Immersion, AVID, specialized coursework, and VASD's charter schools. For example, language immersion pathways allow students to develop Spanish or Mandarin skills across multiple grade levels, while advanced World Language coursework can lead to college credit. VASD's three tuition-free public charter schools provide additional choices through distinct curricular programs and instructional models. AVID has also expanded over the past five years from grades 8–12 to grades 7–12, giving more students access to academic and organizational support and college and career exploration and preparation. Through experiences such as college visits, conversations with professionals, and presenting and defending their postsecondary plans to a panel, students actively explore possibilities and begin making informed decisions about their futures.

As students begin thinking about life beyond high school, Career and Technical Education, Youth Apprenticeship, Academic and Career Planning, and other career-connected learning opportunities help them explore potential pathways and connect classroom learning with future possibilities. These experiences help students learn more about their strengths and interests while developing skills that prepare them for college, careers, and life after graduation.

Choice also extends beyond academic and career pathways. Arts, athletics, activities, and nearly 100 clubs and affinity groups provide additional opportunities for students to pursue interests, develop leadership skills, build relationships, and find communities where they feel connected.

STUDENTS FIND THEIR PLACE



DECA



Skills USA



STUDENTS TAKE OWNERSHIP OF THEIR LEARNING

Ownership is where agency becomes something students carry with them after graduation. Students develop ownership when they understand what they are learning, can reflect on their progress, and have opportunities to make decisions about how they demonstrate and extend their learning. Across VASD, classroom practices and instructional systems increasingly support students in becoming more reflective and independent learners.

LEARNING THROUGH INQUIRY AND REFLECTION

Inquiry and project-based learning provide students with opportunities to ask questions, investigate ideas, collaborate with peers, and make choices about how they demonstrate their learning. Through literacy inquiry projects, elementary students have reflected on their own growth and described the value of sharing ideas, working with classmates, and creating projects connected to real-world topics.



STUDENTS OWNING THEIR PROGRESS: STANDARDS-BASED TEACHING AND LEARNING

VASD is in a multiyear transition toward Standards-Based Teaching and Learning, designed to give students clear learning targets, meaningful feedback, and multiple opportunities to demonstrate understanding. By aligning instruction, assessment, and feedback directly to grade-level standards, this approach helps students better understand what they are expected to learn and where they are in their learning. Students are supported to set goals, reflect on their learning, and take greater ownership of their growth, while families gain clearer information about what their child knows and can do.



Standards-Based Teaching and Learning builds student confidence by making the learning goals clear and helping them track their own progress towards proficiency.

DEVELOPING LIFELONG LEARNERS

VASD's Journey of a Lifelong Learner recognizes that preparing students for their futures requires more than academic knowledge. Throughout their educational experience, students develop interpersonal, intrapersonal, and professional skills that help them reflect on their learning, set goals, think critically, recognize their strengths, and increasingly take ownership of their growth. These skills develop over time. For example, resourcefulness begins in 4K–2nd grade with students learning, “I am willing to try new things to solve problems and learn new skills. When I get stuck or don't understand something, I know it's okay to ask for help.” By high school, students are expected to independently identify and use school and community resources to achieve personal and academic goals, explore their interests, generate new ideas, and demonstrate their learning in ways that build on their strengths. Through intentionally designed learning experiences and supports across grade levels, students increasingly develop the skills and confidence to understand themselves as learners and navigate their own paths forward.

JOURNEY OF A LIFELONG LEARNER

Skills & Definitions

Personal Growth: Learners set meaningful goals, take risks, reflect, and embrace the value of the journey, while gaining confidence in their identity and who they may become.

Communicator: Learners listen to understand and express and receive ideas, needs, wants, questions, and feelings to different audiences in different ways.

Collaboration: Learners intentionally hear, value, and see one another while problem solving, assessing, and reflecting in order to achieve collective goals.

Self-awareness: Learners see mistakes as opportunities for growth and reflect on their strengths, challenges and interests to understand themselves and the impact they have on others.

Empathy: Learners seek to understand by actively listening, asking questions, acknowledging feelings, and sharing experiences to create a supportive and kind community where everyone is accepted and feels they belong.

Resourcefulness: Learners take creative risks, cultivate and express curiosity, explore ideas, analyze information, and find new ways to solve problems independently or collaboratively with peers.

“I feel encouraged to think for myself instead of just agreeing with everyone else. Teachers usually ask us to explain our reasoning and look at different perspectives, which helps me think more critically. When there are issues I care about, I feel comfortable speaking up and sharing my thoughts because I know they'll be heard and respected.”



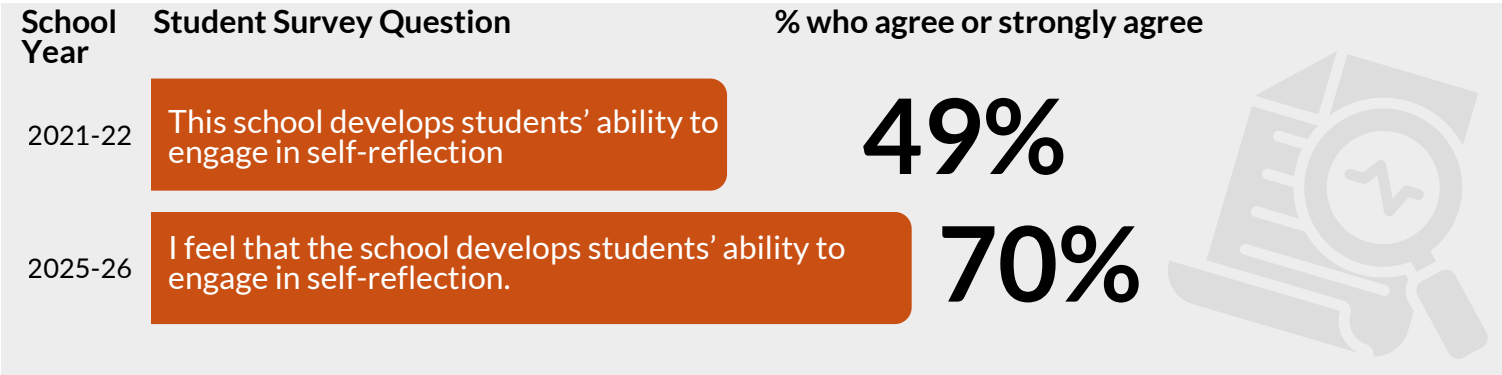
Zander Hamoonga
VAHS Student



EVIDENCE OF PROGRESS

Self-Reflection Over Time

More students report that their schools help them develop the ability to reflect on their own learning and experiences. The percentage of students reporting that their school develops their ability to engage in self-reflection increased 21 percentage points, from 49% in 2021–22 to 70% in 2025–26.



Note: Survey questions were refined between 2023–24 and 2024–25 to better reflect participants' experiences while continuing to measure similar themes.

Recent Student Experience Trends

Recent survey results also show positive movement in student goal-setting, critical thinking, feedback, and preparation for the future.

Student Survey Question	% who agree or strongly agree	
	2024-25	2025-26
I set learning goals and track my progress	59%	62%
My teachers challenge me to think	79%	81%
I regularly receive feedback from my teachers about my academic progress	69%	75%
I feel that my school prepares students to engage with the global community	66%	70%

LOOKING AHEAD

Looking ahead, VASD will continue strengthening opportunities for students to connect what they are learning about themselves, including their interests, strengths, skills, and goals, with decisions about their futures. VASD will also continue its multiyear implementation of Standards-Based Teaching and Learning, strengthening students' ability to understand their progress, reflect on their learning, and take ownership of their growth. In 2026–27, VASD will provide secondary students with additional opportunities to explore postsecondary pathways and connect their developing Journey of a Lifelong Learner skills with future goals.



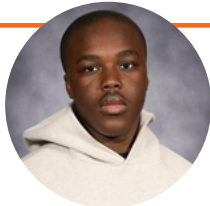
STRATEGIC FRAMEWORK PRIORITY AREA: VALUE AND BELONGING

Belonging is fundamentally relational. Students are more likely to thrive when they know the people around them care about who they are, recognize what they bring to the community, and want them to be part of it. VASD's work over the past five years has focused on strengthening school environments where students develop trusting relationships, feel included and valued, and learn to extend that same sense of respect and belonging to others.

STUDENT EXPERIENCE

Students experience belonging when their identities, histories, experiences, and aspirations have a place in school.

“My classes and school activities do a good job of respecting my identity and culture. In [Advanced Placement] AP African American Studies, I get the chance to dive deeper into Africa's history. In my AVID class, my teachers create a welcoming community that allows me to share my goals and background without feeling judged.”



Kodjo Eyram Gra Abotsi
Verona Area High School Student

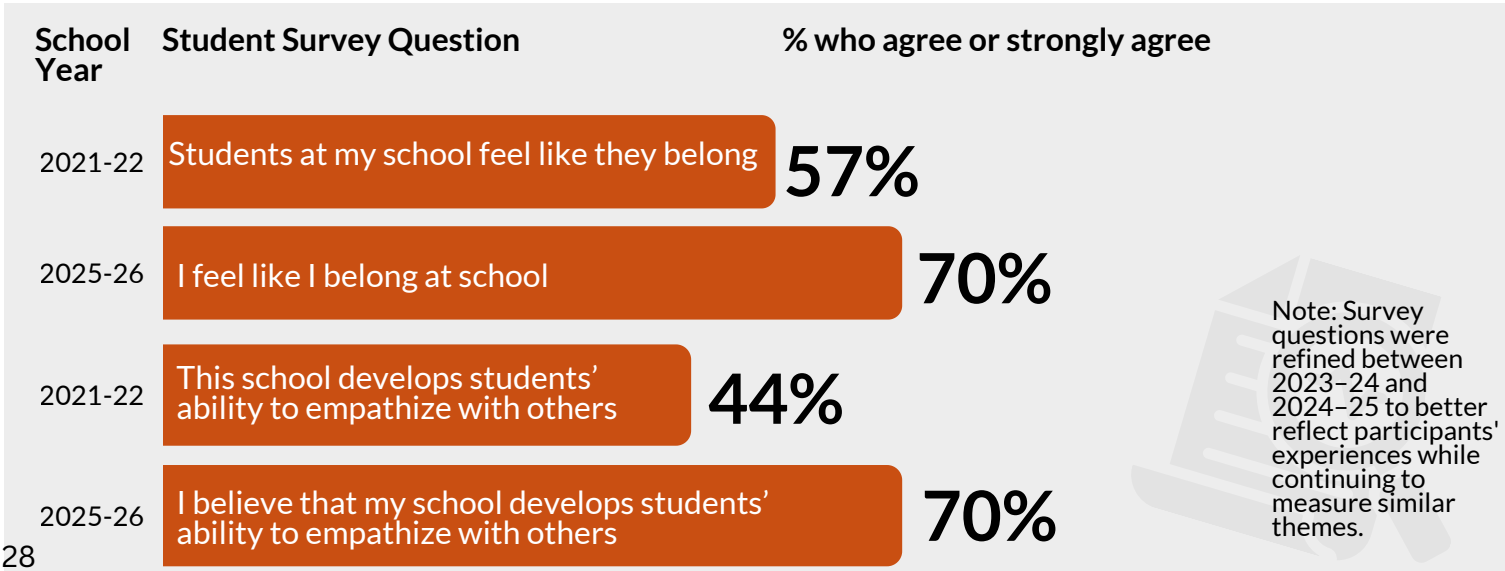
Kodjo also shared, “Programs like the Multicultural Showcase allow students to share a piece of their culture. This not only helps people learn about and respect different backgrounds, it shows that the staff are interested in who we are outside the classroom. This ensures that every student's identity is valued.”

Belonging also grows when students learn to create it for one another. Kodjo reflected on his own role: “I actively listen to what people have to say without judging. Whether it's a friend or a stranger, I try to give them my undivided attention.”

EVIDENCE OF PROGRESS

Belonging and Empathy Over Time

Over five years, student survey results show positive movement in two areas central to Value and Belonging: students' sense of belonging and their development of empathy for others. The percentage of students responding positively to questions about belonging rose from 57% in 2021–22 to 70% in 2025–26, a difference of 13 percentage points. Positive responses to questions about schools developing students' ability to empathize with others rose from 44% to 70%, a difference of 26 percentage points.



RECENT STUDENT EXPERIENCE TRENDS

Recent survey results also show positive movement in students' experiences of recognition and respect, how students and families are treated within their school communities, and opportunities to understand different perspectives and learn about diversity. While results improved across each of these measures, student-to-student respect remains an important opportunity for continued growth.

Student Survey Question	% of students who agree or strongly agree	
	2024-25	2025-26
I believe teachers recognize me for good work	71%	75%
I feel my family is treated nicely or with respect at my school	87%	89%
I feel students are nice or show respect to each other at my school	43%	50%
My teacher helps me see other people's points of view	67%	70%
I feel that my teacher talks to students about diversity	68%	70%

LOOKING AHEAD

Belonging is built through thousands of everyday experiences: being known by an adult, seeing one's identity reflected and respected, finding connection with peers, and extending that same respect to others. Student feedback shows encouraging progress while also identifying opportunities for continued growth, particularly in student-to-student relationships. VASD will continue strengthening the relationships and experiences that help students feel known, included, and valued, using student feedback to identify where additional attention is needed.

STRATEGIC FRAMEWORK PRIORITY AREA: WELLNESS AND MENTAL HEALTH

Over five years, VASD has moved toward a more coordinated approach to wellness that helps identify needs earlier, provides support before challenges become crises, creates more consistent and supportive responses when students struggle, and recognizes that the well-being of the adults who serve students matters, too.

Wellness isn't only something that happens when a student receives mental health services. It is also shaped by what students experience every day in classrooms, hallways, relationships, expectations, and responses to behavior. Wellness creates the conditions for learning.



WELLNESS CREATES THE CONDITIONS FOR LEARNING

Students learn best when their academic, social, and emotional development are supported together. Social Emotional Learning (SEL) helps students develop skills to understand and manage emotions, set goals, build relationships, demonstrate empathy, and make responsible decisions. VASD provides SEL instruction to all students, guided by the Wisconsin SEL Competencies, and has worked to create greater consistency in SEL practices across schools.

Over the past several years, VASD has strengthened that alignment by identifying districtwide practices and investing in professional learning. School teams have collaborated through Principal meetings, the Spring Leadership Institute, and VASD's SEL Symposium to strengthen how SEL is embedded in students' everyday school experiences.

IDENTIFYING NEEDS AND CONNECTING STUDENTS WITH SUPPORT

Beginning in 2024–25, VASD implemented universal social-emotional screening for all students. Just as academic assessments help educators understand where students may need additional instructional support, the SEL screener helps schools identify social-emotional strengths and needs that may not otherwise be immediately visible. When concerns are identified, families are engaged as partners in determining appropriate supports.

When students need additional support beyond what is provided to all students, school teams use information from screeners and other data to identify specific needs and connect students with targeted supports. Depending on the need, support might include a focused small-group intervention that helps students build specific social-emotional skills or more individualized services such as school-based counseling or therapy. Staff monitor students' progress and adjust supports based on how students respond.

One example of a student-centered wellness support is Sources of Strength, a peer-led program that builds hope, connection, help-seeking, healthy coping strategies, and relationships with trusted adults. Since 2023, VAHS has trained approximately 70–90 student peer leaders and five to seven adult advisors each year. Peer leaders meet weekly to plan schoolwide campaigns, while all students participate in monthly lessons focused on the program's sources of strength. One campaign invited students to identify trusted adults, eventually filling an entire wall with students' responses.



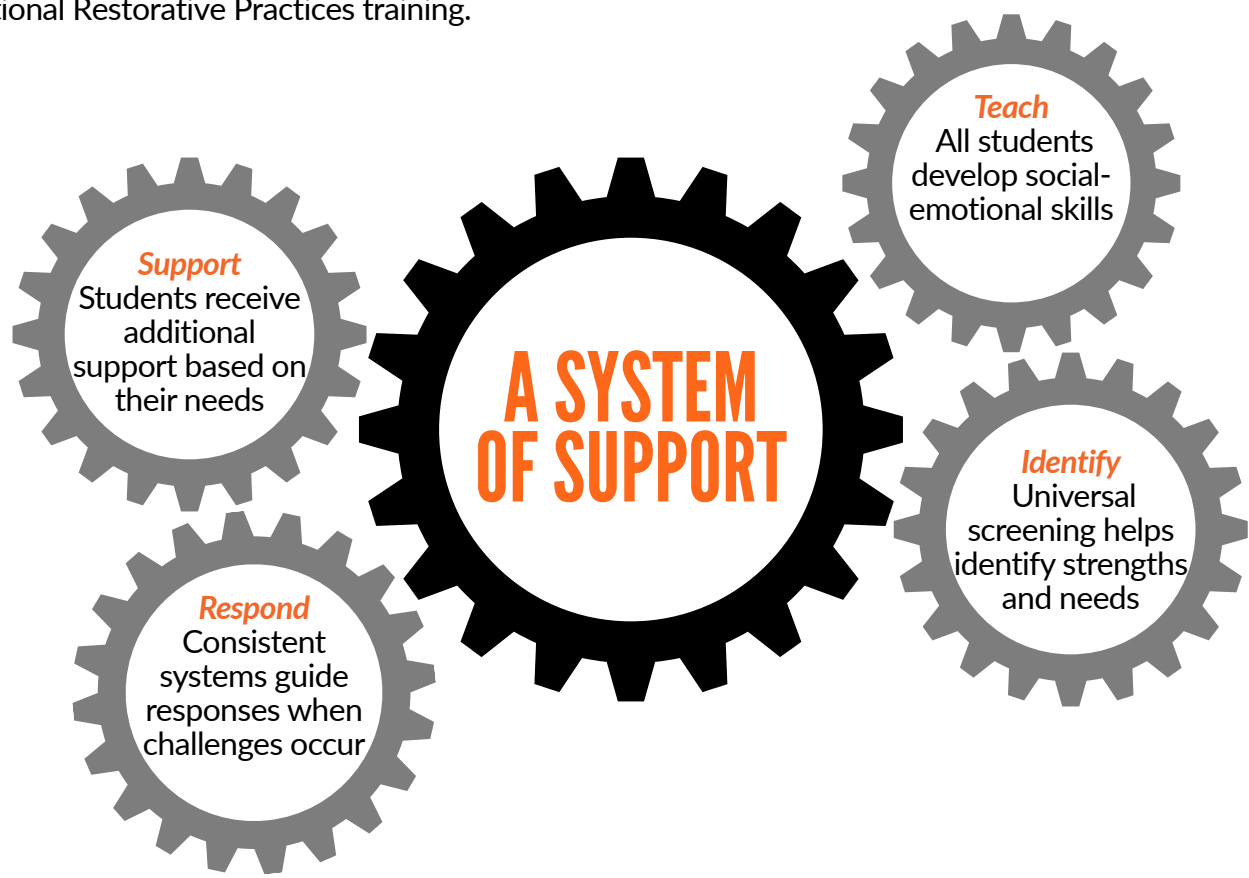
Sources of Strength student member William Snow said, "I feel I am supported emotionally by my staff and school. Sources of Strength is dedicated to the foundation of hope, health, and strength. Activities like outreach to our local elementary schools and creating cards that honor our mentors and trusted adults allow students to reflect on their sources of strength and where they find support for their mental health. My involvement in Sources of Strength will continue to shape how I understand the mental health of our students and how I make the world a better place."



CONSISTENT AND SUPPORTIVE RESPONSES TO BEHAVIOR

VASD has also worked to create greater consistency in how schools prevent, identify, document, and respond to behavioral challenges. The Progressive Response Model provides a common districtwide framework for responding to student behavior, while Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices help schools establish expectations, strengthen relationships, and build supportive classroom and school communities. The model and related practices have continued to evolve as VASD learns from implementation, reviews behavioral data, and gathers feedback from students, families, and staff.

Greater consistency in documentation has also strengthened VASD's ability to understand student needs and identify patterns requiring attention. Updated behavior codes, regular data reviews, and clearer expectations for documentation provide more reliable information to guide decisions. VASD has also expanded staff capacity to prevent and respond to challenging situations through additional training in de-escalation, Nonviolent Crisis Intervention (NVC), and foundational and advanced Restorative Practices. In the last year alone, the number of staff trained in NVC Advanced Physical Skills increased from 57 to 86, and 39 staff members completed foundational Restorative Practices training.



EVIDENCE OF PROGRESS

School Year	Student Survey Question	% who agree or strongly agree
2021-22	The school develops students' ability to manage emotions	35%
2025-26	I believe the school develops students' ability to manage emotions	67%

RECENT STUDENT EXPERIENCE TRENDS

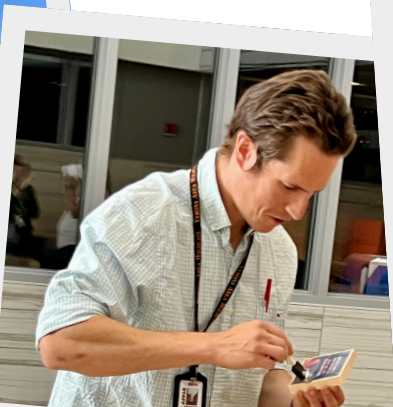
Recent Student Experience Survey results show positive movement in students' perceptions of mental health support, emotional skill development, self-reflection, and safety.

Student Survey Question	% of students who agree or strongly agree	
	2024-25	2025-26
I think my school develops students' mental health and well-being	60%	64%
I feel safe at school	66%	75%

SUPPORTING THE PEOPLE WHO SUPPORT STUDENTS

VASD's commitment to wellness extends to employees. Becoming a more humanistic organization means recognizing that staff members bring their full humanity to their work and that their health, well-being, relationships, and sense of support matter. Supporting the adults who serve students ultimately strengthens their ability to support students.

VASD's staff wellness program, V-Well, supports healthy choices and work-life balance through four dimensions of wellness: emotional, financial, physical, and social. Throughout the year, staff receive resources and opportunities connected to each area.



INVESTING IN STAFF WELLNESS



In October 2025, VASD opened an onsite Employee Health Clinic in partnership with SSM Health at Work, expanding convenient and affordable access to healthcare for employees and covered family members. The clinic provides services ranging from wellness exams and care for minor illnesses and injuries to behavioral health counseling. The investment supports employee well-being while creating an opportunity to manage long-term healthcare costs responsibly. Having care available onsite also reduces time employees may otherwise need to spend traveling to appointments, helping preserve continuity for students and schools.



LOOKING AHEAD

With many of these systems now established, VASD's next phase of work will focus on strengthening consistency, effectiveness, and equity. Behavioral data shows progress in reducing some disparities while also identifying significant opportunities for continued improvement. For example, students with disabilities represent 10% of district enrollment but 48% of behavior referrals. Understanding and addressing disparities such as this will remain an important part of the district's continuous improvement work.

VASD will continue expanding foundational and advanced Restorative Practices and strengthening the districtwide Multi-Level Systems of Support. VASD has also renewed its districtwide set of evidence-based social-emotional interventions to help school teams match students with targeted and individualized supports based on identified needs. Professional learning and progress monitoring in 2026–27 will focus on helping staff implement these interventions effectively, evaluate their impact, and address student needs earlier before challenges escalate.



PART IV: FULFILLING THE PROMISE OF PUBLIC EDUCATION

Public education is a promise: that every child, regardless of background or circumstance, will have access to opportunities to learn, grow, discover their strengths, and prepare for a future of their choosing.

Over the past five years, VASD has worked to strengthen its ability to fulfill that promise. The progress reflected throughout this report did not result from a single practice or program. It grew from building a more coherent system, one in which governance, strategy, teaching and learning, student support, operations, and community partnership increasingly work together toward shared outcomes for students.

There is much to celebrate, and there is more work to do. The evidence throughout this report identifies both meaningful progress and areas where disparities remain, experiences can be strengthened, and systems can become more effective. That is the work of continuous improvement: using what we learn to determine what comes next.

The 2023-2028 Strategic Framework will continue to guide VASD through Community Collaboration, Inclusive Teaching and Learning, Student Agency, Value and Belonging, and Wellness and Mental Health. As the district moves forward, the focus will increasingly be on strengthening the systems now in place, measuring their impact, listening to the experiences of students, staff, families, and community members, and adapting when the evidence tells us we can do better.

The promise of public education is both an opportunity and a responsibility: to ensure every student is known, challenged, supported, and prepared to pursue their own path. Together, we will continue the work of making that promise real for every VASD student as we realize educational excellence grounded in equity.



OUR AWARD WINNING EDUCATORS

2025-26



DR. TREMAYNE CLARDY
2026 WASDA
Superintendent of the
Year



COMMUNICATIONS TEAM
2026 National School Public
Relations Association
Award of Excellence



HANNAH ANDRYK
WEA Member Benefits
2025-26 Outstanding
Educator



ROSAMARIA LAURSEN
2026 Fulbright Leaders for
Global Schools Program
Participant



TERESA VOSS
2026 Wisconsin Educational
Media & Technology
Association Forward Award



DEB BOSSINGHAM
2026 Outstanding Aquatic
Professional of the Year
Award



ASHLEY OTTEN
DECA 2026
Red Apple Advisor Award



SARAH BOWMAN
2026 Herb Kohl
Educational Foundation
Teacher Fellowship



MADISON DAY
2026 Herb Kohl
Educational Foundation
Teacher Fellowship



SARAH HALL
2026 Herb Kohl
Educational Foundation
Teacher Fellowship



ERIKA GALLAGHER
2025 Madison 365 Wisconsin's
20 Most Influential Asian
American Leaders



ERIC ANDERSON
2025 Wisconsin Music
Educators Association
Community Service Award



COMMUNICATIONS TEAM
2025 Wisconsin School
Public Relations Association
Awards of Excellence



DR. BRIAN COX
2025 Herb Kohl Educational
Foundation Principal Leader &
2025 Wisconsin High School
Principal of the Year

DEB BOSSINGHAM
SIDNEY PEACH
JEANENE ENNIS

2025 Silver Star Award in the
Special Events Category for
the Verona Area Kids
Triathlon



SUSANA ALVAREZ
Forward Madison FC
Community Achievement
Recognition



 VERONA AREA SCHOOL DISTRICT

 @VASD.OFFICIAL

700 N. MAIN ST VERONA, WI 53593

A large collage of numerous small photographs showing students, staff, and community members engaged in various school activities, sports, and social events. The images are arranged in a grid-like pattern, with some larger images and some smaller ones, creating a vibrant and diverse visual representation of the school community.

Thank you for being a valued partner in public education. We invite you to explore this report to learn how students, staff, families, the Board of Education, and our community have worked together over the past five years to strengthen learning, expand opportunities, and pursue educational excellence grounded in equity.