

**Washoe County School District**

**Verdi Elementary School**

**2024-2025 School Performance Plan**

**Classification: 4 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.

## Value Statement

### **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 (Add a link to the school's School Rating Report.)

[VERDI ELEMENTARY - Nevada Accountability Portal \(nv.gov\)](#)

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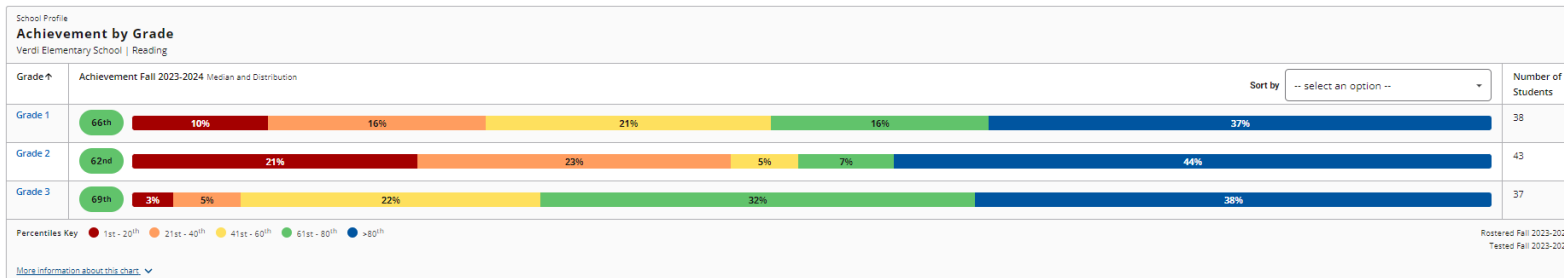
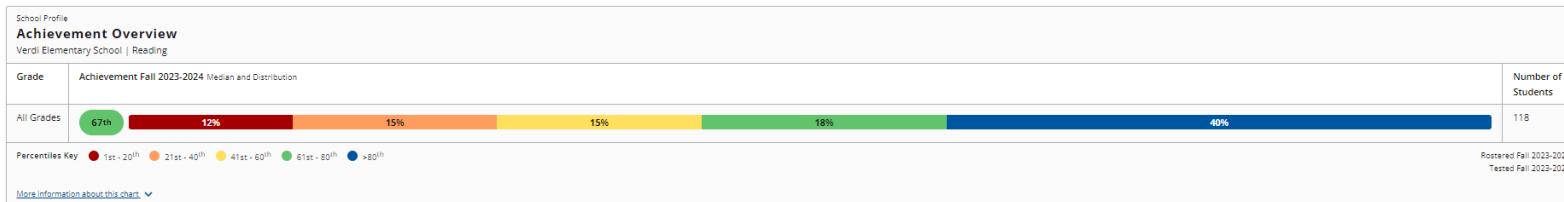
# Comprehensive Needs Assessment

Revised/Approved: August 6, 2024

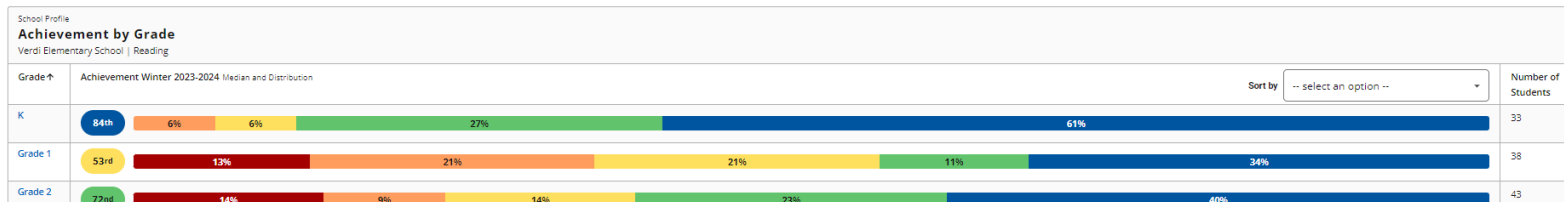
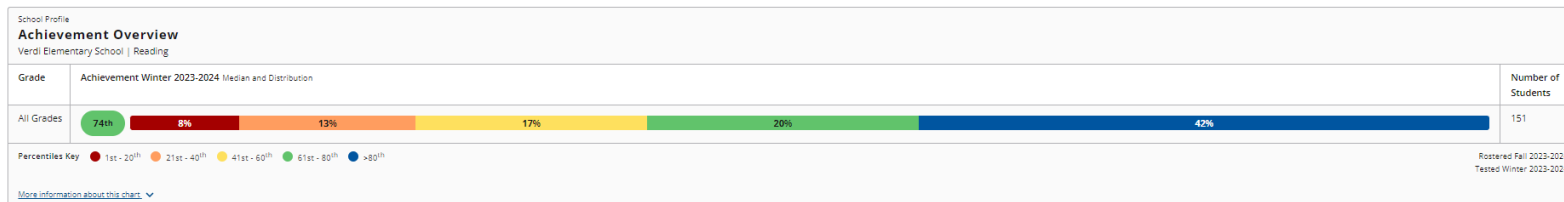
## Student Success

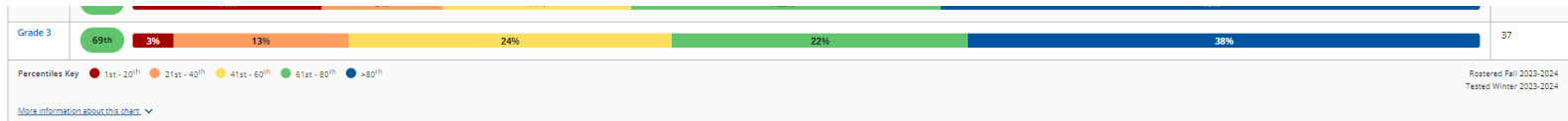
### Student Success Summary

Fall 2023-2024

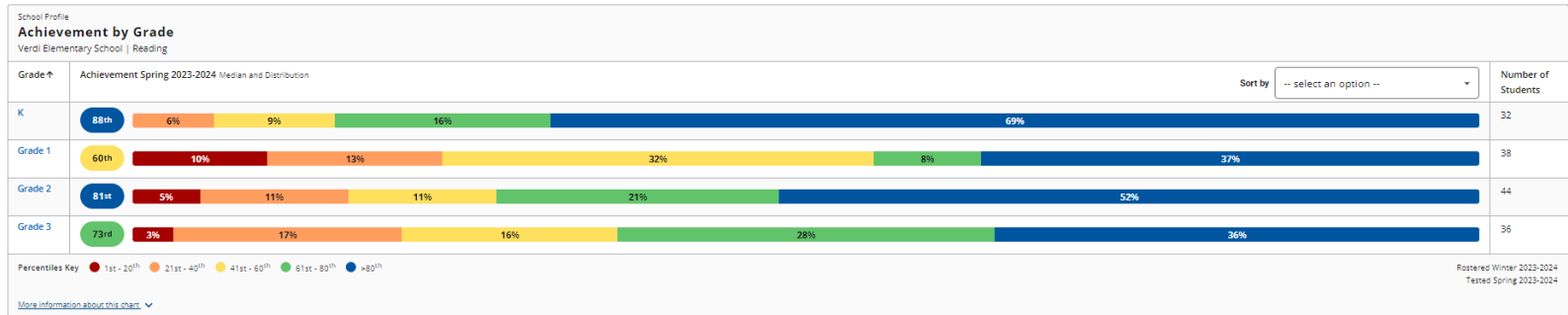
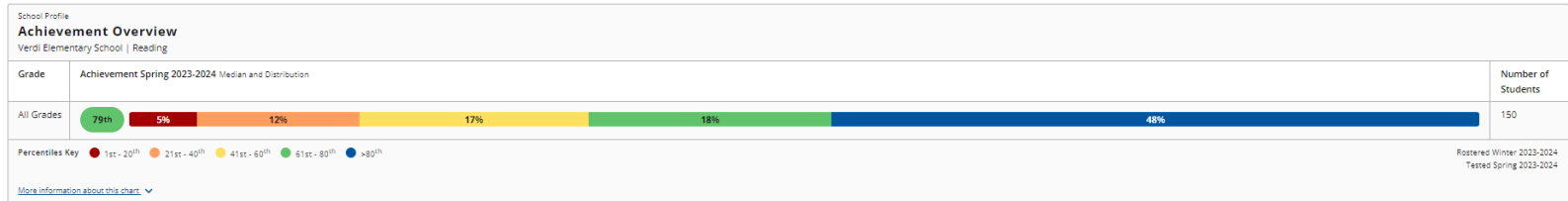


Fall 2023-2024 Winter 2023 - 2024





Winter 2023-2024 Spring 2023-2024



Student Success Strengths

**Strategy 1:** The Fall MAP assessments indicated that 47% of First grade students are non-proficient in ELA. The Winter MAP assessment indicated that 55% of First grade students are non-proficient ELA. The Spring MAP assessment indicated that 55% of First grade students are non-proficient ELA. Assessment data indicated we did not meet our goal.

**Strategy 2:** The Fall MAP assessments indicated that 49% of Second grade students are non-proficient in ELA. The Winter MAP assessments indicated that 37% of Second grade students are non-proficient in ELA. The Winter MAP assessment indicated that we reduced the non-proficient students by 27%, therefore meeting our goal.

**Strategy 3:** The Fall MAP assessments indicated that 31% of Third grade students are non-proficient in ELA. The Winter MAP assessment indicated that 30% of Third grade student are not proficient. The Spring MAP assessment indicated that 26% of First grade students are non-proficient ELA, therefore meet our goal.

**Strategy 4:** The Winter MAP assessments indicated that 12% of kindergarten students are non-proficient in ELA. The Spring MAP assessment indicated th

at 15% of First grade students are non-proficient ELA, therefore goal was not met.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1 (Prioritized):** Limited T1 instruction which impacted foundational skills  
**Critical Root Cause:** \* Limited T1 instruction which impacted foundational skills.  
\* Attendance \* Student engagement \* Differentiation

# Adult Learning Culture

## Adult Learning Culture Summary

Teachers at Verdi have a wealth of different types of knowledge and experience. Teachers believe the learning begins with them and are often seen sharing new knowledge with one another. Teachers are always willing to dive into new initiatives brought to them by the district and administration.

## Adult Learning Culture Strengths

Teachers actively seek professional learning opportunities and are open and willing to take time to engage in district directed programs and learning.

## Problem Statements Identifying Adult Learning Culture Needs

**Problem Statement 1 (Prioritized):** With iReady being a new program to learn last school year, teachers are hesitant to dive into another new district expectation for this year.  
**Critical Root Cause:** Teachers feel they are being given too many new initiatives and programs to learn. They are trying to meet all of the expectations but are struggling with limited time.

# Connectedness

## Connectedness Summary

Verdi E.S. saw a 5% increase in chronic absenteeism over the course of 2 school years. Focusing on attendance as a priority goal for the school, Verdi was able to reduce chronic absenteeism by 5% during the 23-24 school year.

## Connectedness Strengths

Working collectively, Verdi staff worked diligently to create and implement a Tiered system to support student attendance. Focusing on PBIS and reward systems, Verdi staff greatly reduced student absences over the course of one school year.

## Problem Statements Identifying Connectedness Needs

**Problem Statement 1 (Prioritized):** According to the Business Intelligence Gateway Report, Verdi had a 5% increase in chronic absenteeism from 2019-2020 to 2022-2023 school year. **Critical Root Cause:** Due to parent's lack of knowledge surrounding excused vs. unexcused absences, doctor's appointment notes, and family extracurriculars, students are missing more school than previous years. Lack of intervention system in place to monitor and track student absences.



# Priority Problem Statements

**Problem Statement 1:** With iReady being a new program to learn last school year, teachers are hesitant to dive into another new district expectation for this year.

**Critical Root Cause 1:** Teachers feel they are being given too many new initiatives and programs to learn. They are trying to meet all of the expectations but are struggling with limited time.

**Problem Statement 1 Areas:** Adult Learning Culture

**Problem Statement 2:** Limited T1 instruction which impacted foundational skills

**Critical Root Cause 2:** \* Limited T1 instruction which impacted foundational skills. \* Attendance \* Student engagement \* Differentiation

**Problem Statement 2 Areas:** Student Success

**Problem Statement 3:** According to the Business Intelligence Gateway Report, Verdi had a 5% increase in chronic absenteeism from 2019-2020 to 2022-2023 school year.

**Critical Root Cause 3:** Due to parent's lack of knowledge surrounding excused vs. unexcused absences, doctor's appointment notes, and family extracurriculars, students are missing more school than previous years. Lack of intervention system in place to monitor and track student absences.

**Problem Statement 3 Areas:** Connectedness

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- School goals
- Prior year improvement plans - Needs Assessment

## **Accountability Data**

- State assessment performance report

## **Student Data: Assessments**

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity
- Special programs
- EL

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data

## **Parent/Family/Community Data**

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

# Goals

**Goal 1: Student Success**  
**Aligns with District Priority**

**Annual Performance Objective 1:** By the next Winter ELA MAP assessment reduce the non-proficient first grade students by 3%. By the next Winter ELA MAP assessment reduce the non-proficient second grade students by 3%. By the next Winter ELA MAP assessment reduce the non-proficient third grade students by 3%.

By the next Spring ELA MAP assessment reduce the non-proficient first grade students by 5%. By the next Spring ELA MAP assessment reduce the non-proficient second grade students by 3%. By the next Spring ELA MAP assessment reduce the non-proficient third grade students by 5%.

**Evaluation Data Sources:** MAP

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Classroom Teacher will provide Intervention /iReady <b>Formative Measures:</b> *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 <b>Position Responsible:</b> Administrator Dean Teacher Resource Teacher  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Student Success 1	Status Check		
	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success	
<b>Problem Statement 1:</b> Limited T1 instruction which impacted foundational skills Attendance * Student engagement * Differentiation	<b>Critical Root Cause:</b> * Limited T1 instruction which impacted foundational skills. *

Goal 2: Adult Learning Culture  
Aligns with District Priority

Annual Performance Objective 1: Adult Learning Culture

All grade level teachers will implement learning progressions, learning intentions, and success criteria with consistency. 100% of Verdi teaching staff will meet the goal of posted progressions and intentions.

All grade level teachers will continue to implement the iReady program in their classrooms and use the data to drive instruction. Teachers will also implement learning progressions, learning intentions, and success criteria with consistency as measured by walk throughs.

Evaluation Data Sources: Walk Through Data

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1:</b> Professional learning with iReady and Teacher Clarity.  <b>Formative Measures:</b> Walkthroughs Posted Learning Intentions and Success Criteria PLC Student work  <b>Position Responsible:</b> Administrator Dean Teacher  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent - <b>Evidence Level:</b> Moderate  <b>Problem Statements/Critical Root Causes:</b> Adult Learning Culture 1	Status Check		
	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>			

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
<b>Problem Statement 1:</b> With iReady being a new program to learn last school year, teachers are hesitant to dive into another new district expectation for this year. <b>Critical Root Cause:</b> Teachers feel they are being given too many new initiatives and programs to learn. They are trying to meet all of the expectations but are struggling with limited time.

Goal 3: Connectedness  
Aligns with District Priority

Annual Performance Objective 1: By the end of the 2024-2025 school year, reduce chronic absenteeism by 5% as measured by the end of the year Infinite Campus Report.

Evaluation Data Sources: Chronic Absenteeism dashboard in BIG  
Consecutive Absence Report in IC  
Period Count Report in IC  
Caller Report in IC

Improvement Strategy 1 Details	Status Checks		
<b>Improvement Strategy 1: MTSS</b> All staff will implement Tier 2 & 3 reward system in the classrooms and throughout campus to support student excitement and engagement. <b>Formative Measures:</b> Daily/Quarterly IC Attendance Report <b>Position Responsible:</b> Administrator Dean Counselor Secretary Clinical Aide Teacher Parents  <b>Student Groups This Strategy Targets:</b> FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent <b>- Evidence Level:</b> Moderate <b>Problem Statements/Critical Root Causes:</b> Connectedness 1	Status Check		
	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Annual Performance Objective 1 Problem Statements:

Connectedness
<b>Problem Statement 1:</b> According to the Business Intelligence Gateway Report, Verdi had a 5% increase in chronic absenteeism from 2019-2020 to 2022-2023 school year. <b>Critical Root Cause:</b> Due to parent's lack of knowledge surrounding excused vs. unexcused absences, doctor's appointment notes, and family extracurriculars, students are missing more school than previous years. Lack of intervention system in place to monitor and track student absences.

# Site Based Decision Making Committee

Team Role	Name	Position
Librarian	Heather Cook	Libarian
Counselor	Lori Draper	Counselor
Teacher	Kathy Nall	Fifth
Teacher	Angela Boge	Third
Teacher	Cami Hawkins	Second
Teacher	Nicole Atkinson	First
Teacher	Heidi Peterson	Kindergarten
Dean of Students	Beth Grant	Dean of Students
Principal	Yuen Fong	Principal