Washoe County School District

Rollan Melton Elementary School

2024-2025 School Performance Plan

Classification: 5 Star School

Mission Statement

Rollan Melton Elementary is responsible for building a foundation of essential academic and social skills for all students to help ensure their future success in school and beyond.

Vision

Melton will serve 21st century learners inclusively through an equitable and diverse community.

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 http://nevadareportcard.nv.gov/DI/nv/washoe/rollan_melton_elementary/2024

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Comprehensive Needs Assessment

Revised/Approved: September 15, 2024

Student Success

Student Success Summary

Rollan Melton is pleased to announce we have moved from a NSPF rating for 81.64 points (4 Star) to 90.56 points (5 star) from 2023 to 2024. We made great gains in indvidual growth in both ELA and Math.

Student Success Strengths

At Melton, we made gains in Math MGP, ELA AGP, ELA Opportunity Growth, and improved our Chronic Apsenteeism. We also increased the amout of minutes students received indiviualized instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Our problem is that we would like to increase the amount of students to meeting growth targets in ELA and Math. **Critical Root Cause:** Analyzing and interpreting the specific needs for student to make growth.

Adult Learning Culture

Adult Learning Culture Summary

Having a structured PLC process that gives the teachers time to analyze the learning content and standards will create clarity for adult learning.

Adult Learning Culture Strengths

We have developed a strong PLC at Melton where the staff know what data to decipher and interpret.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Due to a lack of knowledge with interventions, we are not familiar with providing a multitude of different interventions. **Critical Root Cause:** Lack of awareness.

Connectedness

Connectedness Summary

We want to make sure our Melton families feel connected to the school and have an understanding of their importance of their part of the school community.

Connectedness Strengths

According to the parent climate survey, parents feel well informed with events happening at Melton

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): At Melton, there needs to be an increase of family events that are relevant to the learning at the school for families.   **Critical Root Cause:** Since the pandemic, we have lost parent involvement in after school events due to time and importance.

Priority Problem Statements

Problem Statement 1: Our problem is that we would like to increase the amount of students to meeting growth targets in ELA and Math.
Critical Root Cause 1: Analyzing and interpreting the specific needs for student to make growth.
Problem Statement 1 Areas: Student Success

Problem Statement 2: Due to a lack of knowledge with interventions, we are not familiar with providing a multitude of different interventions.
Critical Root Cause 2: Lack of awareness.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: At Melton, there needs to be an increase of family events that are relevant to the learning at the school for families.
Critical Root Cause 3: Since the pandemic, we have lost parent involvement in after school events due to time and importance.
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
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant
- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Communications data
- Study of best practices

Goals

Goal 1: Student Sucess

> **Aligns with District Priority**

Annual Performance Objective 1: From August 2024 to June 2025, Melton's student median growth percentile will increase from 58% to 61% in math and 53% to 56% in reading with particular emphasis on closing achievement gaps for students in Hispanic, EL, and IEP subcategories.

> **Evaluation Data Sources:** MAPS, iReady, QSI, classroom formative assessment, and SBAC

Improvement Strategy 1 Details			Status Checks		
Improvement Strategy 1: iReady			**Status Check**		
Action Steps: *Students create goals from iReady assessment *Students will log in and spend 45 minutes per week using iReady in reading and math.			**Jan**	**Apr**	**June**
Formative Measures: MAPS, iReady, QSI, classroom formative assessment **Position Responsible:** School staff and administration **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Student Success 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Annual Performance Objective 1 Problem Statements:

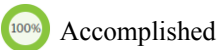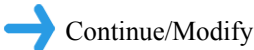| Student Success |
|---|
| **Problem Statement 1**: Our problem is that we would like to increase the amount of students to meeting growth targets in ELA and Math. **Critical Root Cause**: Analyzing and interpreting the specific needs for student to make growth. |

Goal 2: Adult Learning Culture
Aligns with District Priority

Annual Performance Objective 1: During the 24-25 SY, all teachers, including special service providers, will be continue studying their instructional practice through a collaborative Professional Learning Community weekly for 60 minutes. We will intend to move from a level 5 (analyzing student learning) PLC team to a level 6 (adapting instruction to student's needs) team. Staff will study how their teaching affects student mastery of a common objective and how their instructional practices relate to these results..

Evaluation Data Sources: TACA Form
Classroom common formative assessments
Growth from iReady data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's	**Status Check**		
Action Steps:	**Jan**	**Apr**	**June**
*Weekly PLC team meetings with norms, agenda, and recent student data to drive the conversations of the meetings.			
*The administration team will provide feedback to the PLC team weekly.			
*Compare grade data not only with team, but with grade level above and below.			
Formative Measures: Agenda and TACA form from PLC teams. Improvement on classroom common formative assessments. Growth from iReady data on essential state standard			
Position Responsible: Staff and Administration			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate			
Problem Statements/Critical Root Causes: Adult Learning Culture 1			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Due to a lack of knowledge with interventions, we are not familiar with providing a multitude of different interventions. **Critical Root Cause**: Lack of awareness.

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: During the 24-25 SY, Melton Elementary School will effectively communicate with families and engage families in two-way dialogue on an ongoing basis throughout the school year to support student success and foster shared ownership and decision-making for all stakeholders in the Melton school community. School leaders across the school community will work to engage parents in dialogue, attempting to engage 100% of all parents in some level of communication regarding student success with at least 90% being reached.

Evaluation Data Sources: Parent Climate Surveys
Connect Ed Responses
Social Media Statistics

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Engaging families in school events through PBiS	**Status Check**		
Action Steps: *Make parent phone call *Document parent connections *Invite families into the school *Provide monthly newsletters *Get 100% of families on ClassDojo	**Jan**	**Apr**	**June**
Formative Measures: Informational videos to families Dojo accounts Attendance to family events Parent Climate Surveys **Position Responsible:** Staff and Administration **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Migrant, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Strong **Problem Statements/Critical Root Causes:** Connectedness 1			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: At Melton, there needs to be an increase of family events that are relevant to the learning at the school for families. **Critical Root Cause**: Since the pandemic, we have lost parent involvement in after school events due to time and importance.

Rollan Melton SPP Team

Team Role	Name	Position
Parent Involvement	Alicia Fischer	Parent
Leader	Jeff Batavia	Principal
Vice Leader	Chris Parrillo	Dean
Scribe	Lauren Sabatino	Counselor
ESP Representative	Jan Comphel	Administrative Assistant
Engagement Representative	Ariel Scarbrough	Music Teacher
SPED Reresentative	Nichole Von Dem Bussche	EC Strat Teacher
Member	Amanda Stark	5th Grade Teacher
Member	Diane Longoni	4th Grade Teacher
Member	Kelsey Rivara	3rd Grade Teacher
Member	Brandy Reichardt	2nd Grade Teacher
Member	Iwona Martin	1st Grade Teacher
Spirit Coordinator	Joell Jex	Kindergarten Teacher