

Washoe County School District
Rollan Melton Elementary School
2024-2025 Status Check



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Goals


Goal 1: Student Success
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


Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: iReady Action Steps: *Students create goals from iReady assessment *Students will log in and spend 45 minutes per week using iReady in reading and math. 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	Status Check		
	Jan	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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

Summative Evaluation: Continue

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLC's Action Steps: *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	Status Check		
	Jan	Apr	June
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue






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

Summative Evaluation: Accomplish

Improvement Strategy 1 Details		Status Checks		
Improvement Strategy 1: Engaging families in school events through PBiS Action Steps: *Make parent phone call *Document parent connections *Invite families into the school *Provide monthly newsletters *Get 100% of families on ClassDojo 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		Status Check		
		Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				