

Washoe County School District

Rollan Melton Elementary School

2025-2026 School Improvement 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.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/washoe/rollan_melton_elementary/2025

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

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

Student Success Areas for Growth

Rollan Melton is pleased to announce we will continue to be a 5 star school receiving 90 on our 2024-2025 NSPF. We made great gains in individual growth in both ELA and Math.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

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 Areas of Strength

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

Adult Learning Culture Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

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 Areas of Strength

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

Connectedness Areas for Growth

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 Equity Resource Supports

Student Group	Challenge	Solution
English Learners	N/A	
Foster/Homeless	N/A	
Free and Reduced Lunch	N/A	
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	N/A	
Students with IEPs	N/A	

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:

Student Success

- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener
- Other
 - iReady - 3 Diagnostics

Adult Learning Culture

- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Enrollment
- Gifted and talented data
- PBIS/MTSS data

- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: From August 2025 to June 2026, Melton's student median growth percentile will increase from 60% to 65% in math and 55% to 60% in reading with particular emphasis on closing achievement gaps for students in Hispanic, EL, and IEP subcategories.

Aligns with District Goal

Formative Measures: MAPS, iReady, QSI, classroom formative assessment, and SBAC

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: iReady				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: *Students create goals from iReady assessment *Students will log in and spend 45 minutes per week using iReady in reading and math.	School staff and administration	End of 25-26SY			
Position Responsible: School staff and administration						
Evidence Level Level 3: Promising: i-Ready						
Problem Statements/Critical Root Cause: Student Success 1						

SMART Goal 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: During the 25-26 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..

Aligns with District Goal

Formative Measures: TACA Form

Teacher Clarity

Classroom common formative assessments

Growth from iReady data

Improvement Strategy 1 Details				Status Checks		
Improvement Strategy 1: PLC's				Status Check		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	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.	Staff and Administration	End of 25-26SY			
Position Responsible: Staff and Administration						
Evidence Level						
Level 2: Moderate: PLC's						
Problem Statements/Critical Root Cause: Adult Learning Culture 1						

SMART Goal 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.	

Inquiry Area 3: Connectedness

SMART Goal 1: During the 25-26 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.

Aligns with District Goal

Formative Measures: 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		
				Nov	Feb	May
				No review	No review	No review
Action #	Actions for Implementation	Person(s) Responsible	Timeline			
1	Action Steps: *Make parent phone call *Document parent connections *Invite families into the school *Provide monthly newsletters *Get 100% of families on ClassDojo	Staff and Administration	End of 25-26SY			
Position Responsible: Staff and Administration						
Evidence Level Level 1: Strong: PBIS						
Problem Statements/Critical Root Cause: Connectedness 1						

SMART Goal 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.	

Community Outreach Activities

Activity	Date	Lesson Learned
Open House	8-8-25	
Back-to-School Night	TBD	
Harvest Festival	10-3-25	
Holiday Breakfast	12-6-25	
Valentine's Day Bingo	2-12-26	
Multi-Cultural Night	TBD	
PFA Meetings	8-27-25, 12-5-25, 2-4-26, 5-21-26	
Music Performances	TBD	
Pastries with the PFA	8-22-25	
Melton Mingle	9-4-25	
Kindergarden Kick-off	8-15-25	
Science Night	2-19-26	
Reading Week	TBD	