Washoe County School District

Rollan Melton Elementary School

Classification: 5 Star School

2026-2027 School Improvement Plan

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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.

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Comprehensive Needs Assessment

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.

Areas for Growth

Rollan Melton is pleased to announce we will continiue 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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	language understadning	provide pictures, translation
Foster/Homeless	zero students fit this category	
Free and Reduced Lunch	coming to school without the same experiences as the majority of the other students	Support with school supplies / experiences to put all students on a level playing field. Cover fieldtrip expences and not let poverty be an anchor to the students learning.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Coming to a prodominatly white school and feeling different	Counseling class, building friendships
Students with IEPs	Learning differently than their peers	Giving access to the curriculum at their personal ability.

Problem Statements Identifying Student Success Needs

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

★ = Priority

Adult Learning Culture

Areas of Strength

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

According to our Staff Climate Survey, we have increased our home-school communication putting us at 100%. We have also made gains in students behaviors with our new House Systems, putting us at 96%. Our expectations of success still stands strong with 98% of the staff strongly agreeing or agreeing that we are hitting this target.

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	providing a variery of curriculum to help support ELL.	Using more discusions in class to help speaking and listening. Also using ELLevation strategies to help teacher the curriculum.
Foster/Homeless	Zero students fit in this category	
Free and Reduced Lunch	Making sure the students have the same opportunities that are more fortunate.	Keeping our administration and counselor aware of financial hardships to they can get wrap around services.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Understading the different cultures and backgrounds.	Research and have an open mind. Embrace one another's differences.
Students with IEPs	Knowing what each student needs to be learn in the best possible way.	Differentiation of instruction and coolaboration with the case managers.

Problem Statements Identifying Adult Learning Culture Needs

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

★ = Priority

Connectedness

Areas of Strength

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

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.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Having clear communication with the school.	Provide translation with important information.
Foster/Homeless	Zero families fit in this category.	
Free and Reduced Lunch	Not always able to have students participate in activities due to funding.	Work with families to make sure ALL can participate, free events, paid field trips...
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Feeling the sense of belonging while being a minority.	Open arms, accept all, learn about cultures and backgrounds, listen.
Students with IEPs	Understanding of the IEP process and know their rights.	Clear communication, patience, provide with concrete supports.

Problem Statements Identifying Connectedness Needs

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

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	Our problem is that we would like to increase the amount of students to meeting growth targets in ELA and Math.	Analyzing and interpreting the specific needs for student to make growth.
2 ★	Due to a lack of knowledge with interventions, we are not familiar with providing a multitude of different interventions.	Lack of awareness.
3 ★	At Melton, there needs to be an increase of family events that are relevant to the learning at the school for families.	Since the pandemic, we have lost parent involvement in after school events due to time and importance.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Success

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

Adult Learning Culture

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

- [x] **Teacher evaluation**
- [x] **Teacher retention**
- [x] **Teacher/Student Ratio**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Behavior**
- [x] **Community surveys and/or other feedback**
- [x] **Enrollment**
- [x] **Gifted and talented data**
- [x] **PBIS/MTSS data**
- [x] **Perception/survey data**
- [x] **School safety data**
- [x] **Social Emotional Learning Data**
- [x] **Volunteer opportunities, attendance, and participation**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

From August 202 to June 2027, Melton's student median growth percentile will increase from 60% to 65% in math and 58% to 63% in reading with particular emphasis on closing achievement gaps for students in Hispanic, EL, and IEP subcategories.

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

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27SY	

Position Responsible: School staff and administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

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

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

During the 26-27 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..

Formative Measures: TACA Form
Teacher Clarity
Classroom common formative assessments
Growth from iReady data

Improvement Strategy 1

PLC's

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27SY	

Position Responsible: Staff and Administration

Evidence Level

Level 2: Moderate:
PLC's

Problem Statements: Adult Learning Culture 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

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

Inquiry Area 3

Connectedness

SMART Goal 1

During the 26-27 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.

Formative Measures: Parent Climate Surveys
Connect Ed Responses
Social Media Statistics

Improvement Strategy 1

Engaging families in school events through PBiS

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
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 26-27SY	

Position Responsible: Staff and Administration

Evidence Level

Level 1: Strong:
PBIS

Problem Statements: Connectedness 1

Status Checks

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

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

Community Outreach Activities

Activity	Date	Lesson Learned
PFA Meetings		
Pastries with the PFA		
Melton Clean Up		
Movie Night		
Harvest Festival		
Holiday Breakfast		
Chipotle Night		
Holiday Store		
Salad Works Night		
Valentine's Day Bingo		
Multicultural Night		
Fun Run		
Art Volunteers		