Washoe County School District
Rollan Melton
2021-2022 School Performance Plan:
A Roadmap to Success

Rollan Melton Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act I. This plan will be revisited at least three times this year during Act II to monitor progress and once in Act III to assess and update the goals. Please reach out to Jeff Batavia for more information.

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School Designations: ❏ Title I   ❏ CSI   ❏ TSI   ❏ TSI/ATSI   ❏ Reward   ❏ Zoom   ❏ Victory

School Information

Directions: Update the tables below with information from the [Nevada Accountability Portal.](#) This can be done after Event 1. *For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act (ESSA)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).*

		Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
Enrollment Data											
School	529	0.2%	9.6%	13.0%	1.0%	66.9%	0.4%	8.9%	9.6%	2.8%	10.4%
District	61599	1.3%	4.2%	41.8%	2.6%	42.6%	1.4%	6.2%	14.3%	14.3%	47.4%
State	496938	0.8%	5.4%	42.7%	11.5%	31.4%	1.5%	6.8%	12.7%	14.1%	65.8%

2020 Student Performance Data

	Math			ELA			Science	ELPA	
	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	73.4	62	72.8	71.1	51	69.7	40.2	23.3	73.6
2019	72.7	58	69	73	61	76.1	63.8	28	68.4
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24%	54%

4 Year ACGR

	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
District	84.4	86	85.1
School	N/A	N/A	N/A

School Climate Data

	Cultural & Linguistic Competence	Relationships	Emotional Safety
District	359	345	334
School	390	380	383

School Continuous Improvement (CI) Team

Directions: Complete the table below by listing the names and roles of your school's CI team. Update prior to Event 1.

Name	Role
Jeff Batavia	**Building Administrator** *(required)*
Amanda Ferris	**Teacher** *(required)*
Amanda Grotting	**Licensed School Staff** *(required)*
Jan Comphel	**Unlicensed School Staff** *(required)*
Aimee Lee	**Parent** *(required)*
Jorianne Hunter	**Student** *(required)*
Add rows as needed	

School Community Outreach

Directions: Complete the table below by listing events held where you engaged the school community (e.g. parents, students, local non-profits). Key takeaways may include themes heard during event 2 and/or community reactions to data presented. Each school is required to host at least one outreach event. Update after Event 2 and as your CI team continues to engage with the community about your progress.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Back to School Night	8/17 and 8/19 5:30 PM	450	Reviewed expectations of 21-22 SY and let families know of where were are at and where we need to go with academics, social behaviors, and COVID procedures.

Parent Data Night	10/11/2021 8:30 AM	130	Reviewed 20-21 test data and stakeholders' voices were heard and addressed
PFA Meetings	8/24, 11/9 5:30 PM	63	Reviewed budget and applications of purchased materials
Add rows as needed			

School Goals

Directions: Based on the categories your team focused on across the three Inquiry Areas, list the school goals, data reviewed, problem statements, and critical root causes. Much of this work will be completed during Events 3 and 4 and can simply be copied and pasted. The remaining work should be completed during Event 5 with your school's Continuous Improvement team. A review of this table will allow for an outsider to understand your team's journey to establishing your school goals. See below for additional guidance.

Data Reviewed - Copy and paste data from Event 1's Data Collection Plan that was used during Event 3's Data Analysis Dialogue and thus the schools' goals.

Problem Statement - Copy and paste your Problem Statement from Event 3's Data Analysis Handout.

Narrowed Root Causes - Copy and paste your Critical Root Causes from Event 4's Root Cause Analysis Handout.

Goal - Copy and paste your Goal from Event 3's Data Analysis Handout. The goal the school will focus on to drive improvement efforts.

STIP Connection - Identify how the school goal is aligned to Nevada's STIP Goals. Simply insert Goal 1, 2, 3, 4, 5, or 6. Definitions and more information of STIP Goals can be found here.

Improvement Strategies - Copy and paste your Potential Solutions (Improvement Strategies) from Event 4's Root Cause Analysis Handout. If needed, use time during Event 5 to develop additional Improvement Strategies that are aligned to the goal and critical root causes.

Intended Outcomes - Identify what the expected outcomes are for each of the Improvement Strategies when implemented.

Action Steps **-** Identify the actions that need to be taken to achieve the Intended Outcome(s).

Resources Needed - Identify what resources are needed to implement the Improvement Strategies and Equity Supports to achieve the Intended Outcomes.

Challenges to Tackle - Identify any obstacles that may exist and will need to be addressed in order to achieve the Intended Outcomes.

Equity Supports - Identify the supplemental strategies your school will implement in order to support learning and growth for all students.

Inquiry Area 1 - Student Success

Part A

Student Success		
	Student Performance	**Social and Emotional Learning**	**Access to Rigorous Texts and Tasks**
Data Reviewed	- SBAC data - ACCESS Data - MAP Data - School City Assessment	- student climate survey grade 2 - 5	- Parent Survey - Classroom observations focused on Danielson Rubric Standards 1C and 1E. - Student Climate Survey grades 2- 5
Problem Statement	*In ELA, students decreased 6% from 2019 to 2021 SBAC results.* *In Math, students decreased 8% from 2019 to 2021 SBAC results.*	*Melton's SEL Skills: Self-Awareness of Self Concept decreased 4% from the previous survey.*	*Lesson execution can be delivered in a more rigorous method, holding the students accountable of deeper thinking and high levels of conversation.*
Narrowed Root Causes	*5th Grade had the biggest decrease with 15% in ELA and 19% in Math which effected the entire school's data.*	*Only 65% of the students in 5th grade can tell us how easy or difficult it is to know when they are wrong about something.* *A decrease of 20% of the 5th grader documented they have difficulty identifying their own strengths.*	*According to the parent survey, more than 50% of the parents would like to see their child work at a high level of rigor in their classrooms.* *From observation, many of the questions asked to the students are at a DOK level 1 or 2 and only observed 23% of the time a DOK or higher question will be asked or delivered.* *Over 82% of the students in grade 2-5 find the work to be easy and not challenging.*

Student Success

School Goal 1: *From August 2021 to June 2022, student performance in English Language Arts and Math assessments will increase with particular emphasis on closing achievement gaps for students in Hispanic, EL, and IEP subcategories.*	STIP Connection: *Goal 3*

Improvement Strategy 1: *Use PLC time to look at student data from School City assessments to determine performance levels of students and if there is a need for change of Tier I instruction, differentiation, RTI, or supports from Intervention teacher.*

ESSA evidence Level: 3

Intended Outcomes: *Teachers will identify what specific needs are desired for each individual student who is not performing at or above grade level standard.*

Action Steps:
- *Refine our PLC process using the District guidelines*
- *Adjust master schedule to make dedicated PLC and grade level planning time*
- *Hire intervention assistant for reading and math*
- *Develop MTSS team to meet weekly*
- *Access to CCSS and essential standards per District*
- *Provide training on School City*

Resources Needed:
- *Budget for intervention teacher*
- *Recruitment and hiring plan*
- *Differentiated ELA and math curriculum materials, pacing guide, essential standards*
- *Access to School City*
- *Each and every student is impacted in various ways. Our EL students are impacted, as are our general education students. The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. Please refer to Inquiry Area 1 (Student Success), Inquiry Area 2 (Adult Learning), and Inquiry Area 3 (Connectedness, when applicable) in the School Performance Plan for root causes that impact learning and achievement.*
- *Language is not an intervention. EL teachers should be supporting ELs in Tier 1 instruction through whole group or small group instruction. Any pull out of students should be for Newcomers to accelerate language or provide explicit language instruction that*

supports Tier 1 content instruction.
Challenges to Tackle: ● *Finding financial resources given limited budget* ● *Hiring a quality candidate on a short timeline* ● *Onboarding new staff members* ● *Teacher working relationship*

- *Teacher buy-in on the importance of a well-developed PLC*

Improvement Strategy 2: *Provide common planning time across classes and grade levels to plan appropriate pacing. Reading and math instruction will be differentiated at every grade level.*

ESSA evidence Level: 3

Intended Outcome: *Using a common curriculum will give the teachers a better understanding of how they students are performing across the grade level for improved conversation and comparison. By differentiating the instructions for all students, we anticipate not only an increase with performance, but in growth as well by being focused on each student's needs and abilities.*

Action Steps:
- *Training in both ELA and Math curriculum*
- *Time for teams to collaborate with one another*
- *Professional development on ways to use differentiation in the classroom*
- *Guided PLC to focus on student data*
- *Continuous feedback*

Resources Needed:
- *Access to the curriculum*
- *Training and time*
- *Intervention supports for students who need help*
- *Interventions that work*

Challenges to Tackle
- *Teacher buy-in*
- *Letting teachers keep their authenticity, but following the guideline of the pacing guides and standards*
- *stamina*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Economically Disadvantaged:
- *equal opportunities to provide materials for all students, understanding of everyone's backgrounds, counseling, PBiS and SEL strategies*

English Learners:
- *Special instruction from ELLevation curriculum, independent support for EL teacher, provide EL strategies in the classroom to best support*

> *the EL students.*
>
> Foster/Homeless:
> - *Counseling services, school support from PFA, fundraisers, communicate with families about outside supports*
>
> Migrant: N/A
> -
>
> Racial/Ethic Minorities:
> - *School climate, student voice, access to a diverse curriculum, acceptance of all*
>
> Students with Disabilities:
> - *Classroom supports, inclusive classrooms, student ran IEP, compliance, work with the family as a team*

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	**Instructional Leadership**	**Systems and Structures that Support Continuous Improvement**
Data Reviewed	*- SBAC, MAP, School City, and all assessment data* *- Parent, Staff, and Student Climate Survey Data*	*-All Climate Surveys Results*	*- All Climate Surveys Results*
Problem Statement	*Gain knowledge in differentiation in the classroom and construct a PLC format which is consistent.*	*Incorporate professional development around current District initiatives with PLC's and assessments.*	*We will develop a more streamlined PLC program that can analyze student data to drive classroom instruction.*

Narrowed Root Causes	Lack of well-developed PLC format and there is a need to model good differentiation at all levels.	There is a need to provide appropriate professional development that is based around District initiatives.	Inconsistency across grade levels. Lack of clear expectations from administration.

Part B

Adult Learning Culture

School Goal 2: *During the 21-22 SY, all teachers, including special service providers, will be involved in studying their instructional practice through a collaborative Professional Learning Community which studies how their teaching affects student mastery of a common objective and how their instructional practices relate to these results.*	**STIP Connection:** *Goal 3*

Improvement Strategy 1: *Increase the amount of time the teachers have to collaborate with each other with a focus on student learning.*

ESSA Evidence Level: 3

Intended Outcomes: *Every teacher will meet in a Professional Learning Community on at least half of the available early release Wednesdays to collaboratively develop a common objective with a common assessment.*

Action Steps:
- *Staff attended PLC training and will engage in further professional development related to implementing effective and inclusive Professional Learning Communities.*

Resources Needed:
- *Administration and Implementation Specialist to monitor and give feedback to PLCs.*
- *Substitutes to facilitate PLC time and peer observations.*

Challenges to Tackle:
- *Time*
- *Staff buy in*
- *Consistency*

Improvement Strategy 2: *Use common assessments to compare growth and understanding of common core standards.*

ESSA Evidence Level: 4

Intended Outcome: *Student performance on these assessments will be reviewed and discussed at these meetings to develop an understanding of how instructional practice has affected student mastery.*

Action Steps:
- *21st Century practices will be implemented in classrooms following each Professional Development session*

Resources Needed:
- *Administration and Learning Facilitator to monitor and give feedback to classroom observations.*
- *Framework of 21st Century teaching and learning.*

Challenges to Tackle
- *Time*
- *Staff buy in*
- *Consistency*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Economically Disadvantaged: *provide counseling supports*

English Learners: *Pay close attention to have EL Students are grasping the concepts and act accordingly with supports from EL teacher.*

Foster/Homeless: *Provide equal opportunities to all students and have understanding of their backgrounds.*

Migrant: N/A

Racial/Ethic Minorities: *Using the date, we will make sure our racial and ethnic students are receiving the same education as their peers.*

Students with Disabilities: *Provide differentiated instruction to meet the needs of the students with disabilities.*

Inquiry Area 3 - Connectedness

Part A

Student Success			
	Student	**Staff**	**Family & Community Engagement**
Data Reviewed *Insert after Event 3*	- student climate survey	- staff climate survey	- parent climate survey
Problem Statement *Insert after Event 3*	*Based on the student survey, 24% of the students at Melton feel there is there is little if any connection between home and school.*	*Based on the climate survey, 36% of Melton's staff find it difficult to make connections with families on a regular basis.*	*Based on the survey, 13% of the Melton families have a difficult time connection with their child's teacher.*
Narrowed Root Causes *Insert after Event 4*	*Student need to have to opportunities to share what they are doing in school with their families at home.*	*We need to make more connections with our families.*	*Provide opportunities to share the work being done in school with the families and community.*

Part B

Student Success	
School Goal 3: *During the 21-22 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*	**STIP Connection:** *Goal 3*

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.

Improvement Strategy 1: *Staff members will make positive contact with the family of each child in his or her class every quarter of the school year.*

ESSA Evidence Level: 3

Intended Outcomes:
- *We will increase the awareness of what the students are learning at school and how they can get support at home*

Action Steps:
- *Make parent phone call*
- *Document parent connections*
- *Invite families into the school*

Resources Needed:
- *Guide to talking with parents*
- *Time*
- *Support from families*
- *Consistency*

Challenges to Tackle:
- *Parental support*
- *The importance of family connection*
- *Time*

Improvement Strategy 2: *Melton's Parent Faculty Association will be re-established with quarterly meetings to support the school community.*

ESSA Evidence Level: 4

Intended Outcome:
- *The families at Rollan Melton will become more connected with the school community and have an increased awareness of how they make a difference in their child's lives.*

Action Steps:
- *Inform families of PFA meetings*
- *Make meetings available in-person and online.*
- *Delegate volunteer services*
- *Provide feedback to families of current standing*
- *Celebrate positive things happening at the school*

Resources Needed:
- *Staff participation in events*
- *Food for events provided through school budget and donations.*
- *Childcare for events provided by volunteers who are already identified (staff members and family)*
- *Prizes for raffle to encourage attendance provided through school budget, community donations (sought by student leadership), and fundraisers.*

Challenges to Tackle
- *Time*
- *Availability*
- *Buy-in*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

Economically Disadvantaged: *Provide a various number of options for all families to have to opportunity to help support the school.*

English Learners: *Provide a translator to all parent meetings.*

Foster/Homeless: *Make are events open and accessible to all families.*

Migrant: N/A

Racial/Ethic Minorities: *Have awareness of all our families and treat one another with kindness and respect.*

Students with Disabilities: *Have available resources for families with disabilities.*

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions: List the fund sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal funds.

Fund Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	$35,218	Support for core instructional programs	To provide the best possible experiences for the students. Goals: 1, 2, 3
ESSER Grant	$13,500	Intervention support for students in T2 or T3 ELA.	To provide intervention support with a hired staff member. Goals: 1, 2, 3
CEIS Budget	$7,563.80	Intervention Support for students in T2 or T3 Math.	To provide intervention support with a hired staff member. Goals: 1, 2, 3