



Clark County School District
Richard J. Rundle ES
2021-2022 School Performance Plan:
A Roadmap to Success

Richard J. Rundle ES 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 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Jennifer Diamond for more information.

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School Designations: ■ Title I ■ CSI □ TSI □ TSI/ATSI



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. 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](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	759	0.3%	0.8%	66.0%	20.9%	7.1%	1.2%	3.7%	14.4%	32.9%	100.0%
District*	323,787	0.34%	6.06%	46.57%	14.72%	23.76%	1.62%	6.93%	12.73%	16.12%	75.54%
State*	496,938	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

*Accountability Year 2019-2020. Source: nevadareportcard.nv.gov

Student Performance Data										
Academic Year	School/ District	Math			ELA		Science		ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	13.72%	44	15.12%	30.22%	47	32.07%	21.5%	3.3%	25.56%
	District	36.1%*	50*	38*	47.4%*	51*	50.6*	28.9%*	14.4%**	48.5%*
2019	School	30.4%	65	35.5%	44.3%	55	46.9%	27.4%	5.8%	33.9%
	District	36.6%*	49*	38.1*	48.3%*	50*	52.4*	28.9%*	15.5%**	50.6%*
2020	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	9.3%	40.8%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	14.5%**	45.4%**

*Source: nevadareportcard.nv.gov

**Source: NDE Data File



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	389	392	410
District*	379	368	361

*Source: datatool.nevadaschoolclimate.org; Results Across Topics; retrieved 6.22.2021

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Dr. Lenette Reece	Principal(s) <i>(required)</i>
Branden Ledesma	Other School Leader(s)/Administrator(s) <i>(required)</i>
Jennifer Diamond, Vasti Mejia, Lysett Dominguez	Teacher(s) <i>(required)</i>
Teresa Jones	Paraprofessional(s) <i>(required)</i>
Arely Bazonis	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 / SOT	9/23/21 @ 3:20PM	15	Rundle is doing a good job including all student populations and overall parents feel welcome. Families would like staff to continue to reach out to them and report back to them why specific input is not feasible to implement.
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP	Panorama	Walkthrough Data
Problem Statement	There is a significant gap between students reaching their goal targets in mathematics 21% vs. students who do not meet their goal target 79%		
Critical Root Causes	Instructional and social emotional gaps due to covid closures.		

Part B

Student Success	
School Goal: End of year MAP scores for mathematics will show student goal targets increase from 21% to 41% met.	Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.
Improvement Strategy: Provide professional development to licensed staff on tier 1 instruction (enVision math) and DMR.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising	
Intended Outcomes: Provide professional development to licensed staff on tier 1 instruction and DMR.	



<p>Action Steps:</p> <ul style="list-style-type: none">● Provide grade levels with Grade Level MAP Mathematic data by October 25th● Grade levels will identify areas of focus in Tier 1 mathematic by November 19th● Math strategists will identify classroom teachers who are in need of DMR coaching support.<ul style="list-style-type: none">○ Walk throughs every other month (Administration and teachers)○ Collect grade level PLC notes monthly as monitoring tool for tier 1 grade level focus○ Present Walk-thru document to staff 2/15/2022 Staff Meeting
<p>Resources Needed:</p> <ul style="list-style-type: none">● Resources, materials, and PD to be requested by grade levels.
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Finding time● Funding
<p>Improvement Strategy: <i>Provide professional development to licensed staff on differentiated instruction (PLC model).</i></p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2-moderate</i></p>
<p>Intended Outcomes: <i>Strengthen tier 1 instruction to meet all students' needs.</i></p>
<p>Action Steps:</p> <ul style="list-style-type: none">● September PD (Math small groups and games)● Math strategist will offer monthly PD on math differentiated instruction by grade level. (k-2, 3-5)<ul style="list-style-type: none">○ Walk throughs every other month (Administration and teachers)
<p>Resources Needed:</p> <ul style="list-style-type: none">● Strategist, coaching schedule, enVisions and DMR
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Finding time● Funding
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: Incorporating discourse in lessons, small groups, interventionists</p>



Foster/Homeless: Closet for Good, food, clothing, and household necessities distribution, and social workers

Free and Reduced Lunch: Closet for Good, food, clothing, and household necessities distribution, and social workers

Migrant: Closet for Good, food, clothing, and household necessities distribution, and social workers

Racial/Ethnic Minorities: Incorporating discourse in lessons, small groups, interventionists, staff PD/book studies for cultural diversity, cultural diversity team, monthly cultural diversity lesson distribution, multicultural classroom libraries

Students with IEPs: Incorporating discourse in lessons, small groups, interventionists

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Walk-thrus</i>	<i>Department chair meetings</i>	<i>Schedules - PLCs, preps, and PDs</i>
Problem Statement	<i>Inconsistent implementation of professional development.</i>		
Critical Root Causes	<i>Teacher understanding and buy-in of professional development.</i>		

Part B

Adult Learning Culture	
School Goal: <i>All teachers implement all components of professional developments within a month of the professional development.</i>	STIP Connection: Goal 2: All students have access to effective educators.
Improvement Strategy: <i>Provide differentiated assistance to struggling teachers (PLC).</i>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2-moderate</i>
Intended Outcomes: <i>Components from all professional development will be implemented into all classrooms.</i>
Action Steps: <ul style="list-style-type: none">● Provide grade levels with Grade Level MAP Mathematic data by October 25th● Grade levels will identify areas of focus in Tier 1 mathematic by November 19th<ul style="list-style-type: none">○ Grade levels will identify their needs to reach that focus.○ Resources, materials, and PD○ Monthly PLC notes on Math focus by grade level● Math strategists will identify classroom teachers who are in need of DMR coaching support.<ul style="list-style-type: none">○ Walk-throughs every other month.● Professional developments will include implementation timelines.<ul style="list-style-type: none">○ PD notes
Resources Needed: <ul style="list-style-type: none">● Resources, materials, and PD to be requested by grade levels.
Challenges to Tackle: <ul style="list-style-type: none">● Finding time● Funding● Willingness of adults to participate
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Incorporating discourse in lessons, small groups, interventionists
Foster/Homeless: Closet for Good, food, clothing, and household necessities distribution, and social workers
Free and Reduced Lunch: Closet for Good, food, clothing, and household necessities distribution, and social workers
Migrant: Closet for Good, food, clothing, and household necessities distribution, and social workers
Racial/Ethnic Minorities: Incorporating discourse in lessons, small groups, interventionists, staff PD/book studies for cultural diversity, cultural diversity team, monthly cultural diversity lesson distribution, multicultural classroom libraries



Students with IEPs: Incorporating discourse in lessons, small groups, interventionists



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Panorama</i>	<i>Staff Survey</i>	<i>Family Survey</i>
Problem Statement	<i>39% of students responded unfavorably to survey questions regarding sense of belonging on the Panorama survey.</i>		
Critical Root Causes	<i>Students have been off campus for a year and a half and on returning there were a lot of different people to familiarize themselves with.</i>		

Part B

Connectedness	
School Goal: <i>Spring Panorama data will decrease to 29% of students responding unfavorably to survey questions regarding sense of belonging.</i>	STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
Improvement Strategy: <i>Implement social-emotional lessons in classrooms (Zones of Regulation).</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Promising	
Intended Outcomes: A greater percentage of students feeling connected.	
Action Steps: <ul style="list-style-type: none"> ● Whole school Rundle Rise and Shine (SEL) <ul style="list-style-type: none"> ○ Monthly lesson evidence ● SEL lessons in identified classrooms by social workers and SEIF/student success advocate. <ul style="list-style-type: none"> ○ Monthly group schedule ● Social skills and SEL groups with specific students. <ul style="list-style-type: none"> ○ Monthly group schedule 	



<p>Resources Needed:</p> <ul style="list-style-type: none"> • Social workers, student success advocate, Zones of Regulation curriculum, schedules
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • Time • Funding • More SEL trained personnel
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: Incorporating discourse in lessons, small groups, interventionists</p> <p>Foster/Homeless: Closet for Good, food, clothing, and household necessities distribution, and social workers</p> <p>Free and Reduced Lunch: Closet for Good, food, clothing, and household necessities distribution, and social workers</p> <p>Migrant: Closet for Good, food, clothing, and household necessities distribution, and social workers</p> <p>Racial/Ethnic Minorities: Incorporating discourse in lessons, small groups, interventionists, staff PD/book studies for cultural diversity, cultural diversity team, monthly cultural diversity lesson distribution, multicultural classroom libraries</p> <p>Students with IEPs: Incorporating discourse in lessons, small groups, interventionists</p>

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Strategic Budget	4,449,150.59	Fund staff and supplies	Goals 1,2,3
Title 1	267,260.00	Fund staff and supplies	Goals 1,2,3
Read by Grade 3	91,267.00	Fund staff	Goals 1,2,3



Title 3	286,283.00	Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students.	Goals 1,2,3