



Clark County School District

Richard J. Rundle ES

School Performance Plan: A Roadmap to Success

Richard J. Rundle ES has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Dr. Lenette Reece

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School Designations: Title I MRI CSI TSI ATSI

Our SPP was last updated on 9/24/2024.



School Demographics and Performance Information

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/clark/richard_j._rundle_elementary_school/2024/nspf/

Inclusion of this link replaces completion of the tables in the previous year's SPP.

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> |
| Rebecca Espinoza, Yvette Lopez | Social Workers |



School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

| Outreach Activity | Date | Lessons Learned from the School Community |
|---|-----------|--|
| Looked at data , goals, and action steps. | 5/13/2024 | <ul style="list-style-type: none">● CI team found that professional developments have had an impact on instructional practices but are not showing in MAP data.● All grade levels have strengths and growth opportunities in PLCs● We identified that students are still struggling with feeling respected by one another. |
| | 5/14/2024 | <ul style="list-style-type: none">● Community members were in agreement with chosen goals and action steps during the S.O.T meeting. |
| | 8/21/2024 | <ul style="list-style-type: none">● Community members were in agreement with chosen goals and action steps during the S.O.T meeting. |
| | 8/23/2024 | <ul style="list-style-type: none">● Community members were in agreement with chosen goals and action steps during the Annual Title 1 Parent Meeting. |
| | 9/16/24 | <ul style="list-style-type: none">● The CI team met and continue to support our previous goals and action steps. |



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| | 9/19/2024 | <ul style="list-style-type: none">● Approved SPP was shared with the community members during the S.O.T. meeting and they were in agreement with chosen goals and action steps. |
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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 |
| | MAP | Panorama | Walk-thru data |
| Data Reviewed | <p><i>Areas of Strength: On the spring 2023-2024 MAP assessments, 23% of students scored at or above the 61st percentile in Reading and 30% in math. The spring 2024 assessment results show an increase of 0% of students scoring at or above the 61st percentile in reading and 13% increase in math from fall 2023 to spring 2024.</i></p> <p><i>Areas for Growth: Although spring MAP data shows increases compared to last spring, there is a continued need to focus on strengthening Tier 1 instruction so that all students receive high-quality instruction aligned to grade level standards.</i></p> | | |
| Problem Statement | <p><i>There is a significant gap between students reaching their goal targets in mathematics 30% vs. students who do not meet their goal target 70% Overall math proficiency is low. Students who are not proficient in math will continue to fall behind because math knowledge builds upon previous understanding. The following are the percent of students at Rundle ES above the 60th percentile on the 2024 spring MAP assessment (60th percentile most closely aligns with proficiency): K-24%, 1st - 29%, 2nd - 31%, 3rd - 36%, 4th - 26%, 5th - 13%.</i></p> | | |
| Critical Root Causes | <p><i>Struggles in the implementation of the new Tier 1 mathematics program (EnVisions).</i></p> | | |



Part B

| Student Success | |
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| School Goal: <i>End of year MAP scores for mathematics will show the percent of students who met 61st percentile or above will increase from 30% in spring 2024 to 40% in spring 2025.</i> | Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth. Aligned to Nevada's STIP Goal: 3 |
| Improvement Strategy: <i>Provide professional development to licensed staff on tier 1 instruction (enVision math) and DMR.</i> | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>enVision math - 3- Promising</i> | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>95 Core Phonics (1)</i> | |
| Intended Outcomes: <i>Provide professional development (PD) to licensed staff on tier 1 instruction and DMR.</i> | |
| Action Steps: <ul style="list-style-type: none">● Create a checklist of instructional practices for enVisions to use in observation and coaching cycles. August 2024● Grade levels will identify areas of focus in Tier 1 mathematic by September 16th, 2024 (SDD)● PD on differentiation and collaborative learning structures. September 2024 - March 2025● Staff PD on PLC+ August 2024 - May 2025● Increase time spent analyzing data by providing extra duty pay to grade level teachers and strategists to support extra time needed● Math strategists will identify classroom teachers who are in need of DMR coaching support. August 2024 - May 2025<ul style="list-style-type: none">○ Walk throughs every other month (Administration and teachers)○ Present Walk-thru document to staff every other month at Staff Meeting | |
| Resources Needed: <ul style="list-style-type: none">● Book: Perspective! The Secret to Student Motivation and Success (Strategic Budget)● Extra Duty Pay for professional learning (Perspective) (Strategic Budget)● Purchase prep periods to pay for learning walks (Strategic Budget)● Extra Duty Pay for PD on PLC+ (Strategic Budget) | |



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| <ul style="list-style-type: none">● Staff Development Days (SDD) (Strategic Budget) <p>Additional Resources:</p> <ul style="list-style-type: none">● Teaching and Learning Expectations for Tier II Instruction● Student assessment and progress monitoring data● Monitoring tool data |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Some staff members may be reluctant to implement strategies learned during professional learning (PL) sessions; administration and strategist will model the use of PL strategies during meetings and during subsequent PL sessions.● Student Absenteeism; Form attendance committee to monitor absenteeism, teacher, administrator, and social workers contact families of chronically absent students to identify needs, offer individual and class incentives and administration monitoring of school's attendance plan. |
| <p>Improvement Strategy: <i>Provide professional development to licensed staff on differentiated instruction.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLCs - 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 (Analyzing math data)(SDD)● 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 (Strategic Budget)● Staff Development Days (Strategic Budget) |
| <p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Some staff members may be reluctant to implement strategies learned during professional learning (PL) sessions; administration and strategist will model the use of PL strategies during meetings and during subsequent PL sessions. |



| Equity Supports. What, specifically, will we do to support the following student groups around this goal? |
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| English Learners: Incorporating discourse in lessons, small groups, interventionists |
| Foster/Homeless: Incorporating discourse in lessons, small groups, interventionists |
| Free and Reduced Lunch: Incorporating discourse in lessons, small groups, interventionists |
| Migrant: N/A |
| Racial/Ethnic Minorities: Incorporating discourse in lessons, small groups, interventionists, Incorporating discourse in lessons, small groups, interventionists |
| 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 |
| | <i>Walk-Thrus</i> | Department Chair meeting notes | Schedules-PLCs, Preps, and PDs |
| Data Reviewed | <i>Areas of Strength: Walk thru data shows that 100% of the time metacognition is witnessed in classrooms; this supports student learning through reflection.</i> | | |
| | <i>Areas for Growth: Walk thru data shows a lower incidence of student discourse than expected with it being observed 70% of the time. Implementation of professional development in this area is needed and can be supported through PLCs.</i> | | |



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| Problem Statement | <i>The school-wide walk thru data shows inconsistent implementation of professional developments evidenced by low occurrence of instructional strategies witnessed in the areas of student discourse.</i> |
| Critical Root Causes | <i>Struggles with the implementation of instructional strategies presented during professional learning sessions.</i> |

Part B

| Adult Learning Culture | |
|--|--|
| <p>School Goal: <i>By the end of the 2024-2025 school year, academic discourse will take place during 85% of school-wide walk throughs as measured by - Instructional Focus Survey.</i></p> | <p>STIP Connection: Goal 2: All students have access to effective educators.</p> <p>Aligned to Nevada’s STIP Goal: 2</p> |
| <p>Improvement Strategy: <i>Provide differentiated assistance to struggling teachers (PLC).</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>PLCs - 2 -moderate</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Analyze data in PLCs (3); Build a committed staff and provide professional development (1); Multi-Tiered Systems of Support (MTSS) (1); 95 Phonics Core Program (1)</i></p> | |
| <p>Intended Outcomes: <i>Components from all professional development will be implemented into all classrooms.</i></p> | |
| <p>Action Steps:</p> <ul style="list-style-type: none"> ● Create school-wide walk thru calendar ● Develop a revised walk thru data collection sheet to include current school-wide initiatives <ul style="list-style-type: none"> ○ Share revised walk thru data collection with staff August staff meeting ● PLC+ <ul style="list-style-type: none"> ○ Grade levels will utilize PLC+ documents to plan instructional strategies including those presented during professional developments ○ Staff developments on PLC+ ● Professional developments will include implementation timelines and PD notes | |
| <p>Resources Needed:</p> | |



- Walk thru calendar and revised data collection sheet (Administrator and Ms.Diamond) (Strategic Budget)
- Purchase prep periods to pay for learning walks (Strategic Budget)
- Extra Duty Pay for PD on PLC+ (Strategic Budget)
- Staff Development Days (SDD) (Strategic Budget)

Additional Resources:

- Teaching and Learning Expectations for PLCs (Plan and Analyze)
- Student assessment and progress monitoring data
- Monitoring tool data
- District personnel for institutes

Challenges to Tackle:

- Some staff members may be reluctant to implement strategies learned during professional learning (PL) sessions; administration and strategist will model the use of PL strategies during meetings and during subsequent PL sessions.

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

English Learners: PLCs that focus on instructional practices to meet the needs of all learners, PD for all teachers on language development strategies

Foster/Homeless: Closet for Good, food, clothing, and household necessities distribution, and social workers; PLCs that focus on instructional practices to meet the needs of all learners, PD for all teachers on language development strategies

Free and Reduced Lunch: Closet for Good, food, clothing, and household necessities distribution, and social workers; PLCs that focus on instructional practices to meet the needs of all learners, PD for all teachers on language development strategies

Migrant: N/A

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; PLCs that focus on instructional practices to meet the needs of all learners, PD for all teachers on language development strategies

Students with IEPs: Incorporating discourse in lessons, small groups, interventionists; PLCs that focus on instructional practices to meet the needs of all learners, PD for all teachers on language development strategies



Inquiry Area 3 - Connectedness

Part A

| Connectedness | | | |
|-----------------------------|--|--------------|-------------------------------|
| | Student | Staff | Family & Community Engagement |
| Data Reviewed | Panorama | Staff Survey | Family Survey |
| | <i>Areas of Strength:</i> 90% of students responded favorably on Panorama to having a teacher or other adult outside of school who you can count on to help you, no matter what. | | |
| | <i>Areas for Growth:</i> 36% of students responded unfavorably on Panorama to :How much respect do students at your school show you?. | | |
| Problem Statement | 28% of students responded unfavorably to survey questions regarding sense of belonging on the Panorama survey. | | |
| Critical Root Causes | ELL students perceive that their teachers will not relate to them or connect with them due to language barriers. | | |

Part B

| Connectedness | |
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| School Goal: Spring 2025 Panorama data will increase to 76% of students responding favorably to survey questions regarding sense of belonging. | STIP Connection: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated. |
| Improvement Strategy: Implement social-emotional lessons in classrooms (Zones of Regulation). | |
| Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Creating a Positive School Climate and Culture - 3 -Promising | |
| Intended Outcomes: A greater percentage of students feeling connected. | |
| Action Steps: | |
| <ul style="list-style-type: none"> Survey the same group of students (5th grade) during fall, winter, and spring so that data can be compared more accurately. | |



- Whole school Rundle Rise and Shine (SEL)
 - Monthly lesson evidence
- SEL lessons in identified classrooms by social workers and SEIF/student success advocate.
 - Monthly group schedule
- Social skills and SEL groups with specific students.
 - Monthly group schedule
- Revise SEL lessons to include application activities (coping strategies including video examples)

Resources Needed:

- Social workers (Strategic Budget)
- Student success advocate, (Title 1 Budget)
- Zones of Regulation curriculum (Strategic Budget)
- Revised Rundle Rise and Shine Lessons (Social Workers/ Strategic Budget)
- Book: The Anxious Generation (Strategic Budget)
- Extra Duty Pay for professional learning (Anxious Generation) (Strategic Budget)

Challenges to Tackle:

- Language barriers between ELL student population and teachers; use of language technologies, increased cultural and diversity awareness among staff members.

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; Incorporating discourse in lessons, small groups, interventionists

Free and Reduced Lunch: Closet for Good, food, clothing, and household necessities distribution, and social workers; Incorporating discourse in lessons, small groups, interventionists

Migrant: N/A

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; Incorporating discourse in lessons, small groups, interventionists



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

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) |
|-------------------------|---|---|--------------------|
| <i>Strategic Budget</i> | \$5,160,632.73 | <ul style="list-style-type: none"> • Fund staff and supplies | Goals 1,2,3 |
| Title 1 | \$315,210.00 | <ul style="list-style-type: none"> • Funds 2 teachers for class size reduction that supports learning for all students. • Learning Strategist(½) to conduct PDs, analyze data, and coach instructional staff. • Student Success advocate to work with students | Goals 1,2,3 |
| Read by Grade 3 | \$115,120.05 | <ul style="list-style-type: none"> • Learning Strategist to conduct PDs, analyze data, and coach instructional staff. | Goals 1,2,3 |
| English Learners | \$752,443.61 | <ul style="list-style-type: none"> • Employ a learning strategist to provide job-embedded coaching for licensed teachers and/or tiered interventions and acceleration for students. • Funds 2 teachers for class size reduction that supports learning for all students. • Funds 2 interventionists for targeted instruction. • Teacher incentives • Professional Learning for instructional | Goals 1,2,3 |



| | | | |
|---------|--------------|---|-------------|
| | | staff <ul style="list-style-type: none">• General supplies | |
| At-Risk | \$821,386.59 | <ul style="list-style-type: none">• Funds 2 teachers for class size reduction that supports learning for all students.• General supplies | Goals 1,2,3 |