Clark County School District

Rundle, Richard J. ES

2026-2027 Status Checks

District Approval Date:
July 21, 2026

Generated by Plan4Learning.com
October 26, 2026 at 12:25 PM

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Inquiry Area 1 Student Success

SMART Goal 1

Math proficiency growth will increase from 33% (MAP data) Spring 2026 to 43% (i-Ready) by Spring 2027. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Reading proficiency growth will increase from 32% (MAP data) Spring 2026 to 42% (i-Ready) by Spring 2027. (Academic Excellence: Strong Readers, Writers, and Communicators)
(Career-Connected Learning and Durable Skills: Career-Connected Experiences)

Based on the i-Ready assessment for Fall 2026, 86% of students scored below grade level in reading (70th %ile).
Based on the i-Ready assessment for Fall 2026, 92% of students scored below grade level in math (80th %ile).

Progress toward proficiency will be monitored across Fall, Winter, and Spring benchmarks to ensure students are on track to meet end-of-year expectations.

Formative Measures: iReady assessment data (Fall, Winter, Spring).

Improvement Strategy 1

Strengthen Tier I instruction in mathematics and literacy through high-quality standards-aligned curriculum implementation and differentiated instructional practices.

Position Responsible: Administration and strategists

Resources Needed: Staff meetings and PLCs
Look-For Tool
Focal Point
Additional Resources:
HMH Implementation Coach
Math Department

Evidence Level

Level 1: Strong:
95 Core Phonics

Level 2: Moderate:
HMH, Coaching

Level 3: Promising:
enVision math, LETRS

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

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Improvement Strategy 2

Implement a data-driven Multi-Tiered System of Supports (MTSS) to provide targeted intervention and accelerate student learning.

Position Responsible: Administration and strategist

Resources Needed: Strategist, iReady, Instructional Aids, HMH Implementation Manager, Math Department support

Evidence Level

Level 2: Moderate:
PLCs

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

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SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	The percentages of proficient students in Reading (32%) and Math (33%) at Rundle ES are low. Students who are not proficient in math will continue to fall behind because mathematical knowledge builds on prior understanding. The following are the percentages of students at Rundle ES above the 60th percentile on the 2026 spring MAP Math assessment (60th percentile most closely aligns with proficiency): K-26%, 1st - 33%, 2nd - 37%, 3rd - 33%, 4th - 35%, 5th - 29% & MAP Reading assessment: K-15%, 1st - 23%, 2nd - 36%, 3rd - 35%, 4th - 39%, 5th - 37%.	Tier 1 instruction does not consistently provide rigorous, standards-aligned, and differentiated learning experiences for all students, resulting in gaps in foundational skills (enVision, HMH, 95 Phonics).

SMART Goal 2

AB335

Decrease the student proficiency achievement gap in Mathematics between LEP (Limited English Proficient) and Not LEP students from 16% 2025-2026 to 13% by 2026-2027, as measured Focus Ed i-Ready data. (Academic Excellence: Confident Mathematical Thinkers and Problem Solvers)

Decrease the student proficiency achievement gap in Reading between LEP (Limited English Proficient) and Not LEP students from 21% 2025-2026 to 18% by 2026-2027, as measured Focus Ed i-Ready data.(Academic Excellence: Strong Readers, Writers, and Communicators)
(Academic Excellence: Inclusive Classrooms that Support Every Learner)

Increase LEP student proficiency on WIDA from 10.8% in 2026 to 13% in 2027.

Fall i-Ready 2026:
There is a 13% point achievement gap between LEP and non-LEP students in Reading at the 70th percentile.
There is a 17% point achievement gap between LEP and non-LEP students in Math at the 80th percentile.

Formative Measures: iReady Assessment (Fall, Winter, Spring)

Improvement Strategy 1

AB 335: Strengthen Tier I, II, and III (MTSS) instruction by implementing a schoolwide Language Development Approach that supports English Language Learners across all content areas.

Position Responsible: ELL Strategist and Administration

Resources Needed: ELL Strategist
Instructional Aid
Focal Point
FLS curriculum
Summit K-12
ULD Professional Learning Series
Funding for Tutoring

Evidence Level

Level 1: Strong:
FLS Intervention, MTSS

Level 2: Moderate:
Coaching

Level 4: Demonstrate Rationale:
Summit K-12

Problem Statements: Student Success 2

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

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Improvement Strategy 2

Build staff capacity through targeted professional learning, coaching, and data-driven instructional adjustments to improve student discourse and language acquisition.

Position Responsible: ELL Strategist

Resources Needed: ELL Strategist
ELL Department Support

Evidence Level

Level 2: Moderate:
Coaching

Problem Statements: Student Success 2

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SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	AB335: As evidenced by SBAC data, the problem is ELs are performing below non-LEP students in the school.	AB335: The low performance of ELS in language proficiency and content achievement is due to the lack of classroom teachers' focus on language development.

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

The percentage of Professional Learning Community (PLC) observations where differentiation is discussed will be 75% at the end of the first semester and 85% at the end of the second semester (26-27), as measured by the PLC Observation Tool.(Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Formative Measures: PLC Observation Tool/ Internal walkthrough data

Improvement Strategy 1

Strengthen Professional Learning Communities (PLCs) by establishing clear expectations, structures, and collaborative practices that focus on differentiation and students' learning needs.

Position Responsible: Administration and strategist

Resources Needed: Strategists, PLC Teams (Teachers)
Additional Resources:
PLC Guidance Document
Teaching and Learning Expectations for PLCs (Plan and Analyze)
Student assessment and progress monitoring data
Monitoring tool data

Evidence Level

Level 1: Strong:
build a committed staff and provide professional development, MTSS, 95 Core Phonics

Level 2: Moderate:
PLCs

Level 3: Promising:
analyze data in PLCs

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

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Improvement Strategy 2

Provide targeted support and coaching to strengthen teachers' implementation of differentiated instructional practices.

Position Responsible: Administration and strategists

Resources Needed: Staff meetings and PLCs (Strategic Budget)
Additional Resources:
Teaching and Learning Expectations for PLCs (Plan and Analyze)
Student assessment and progress monitoring data
PLC Observation Tool

Evidence Level

Level 2: Moderate:
PLCs

Level 3: Promising:
analyze data in PLCs

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

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SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Current data and classroom observations indicate a need to strengthen the implementation of scaffolding and differentiated instructional practices to better support the diverse needs of learners. While instructional planning reflects awareness of these strategies, their application during instruction is inconsistent, which may limit students' access to grade-level content and affect overall learning outcomes. This suggests an opportunity to deepen adult learning around effective differentiation and scaffolding to ensure all students are appropriately supported and challenged.	A lack of shared understanding and consistent professional learning on effective scaffolding and differentiation has led to variability in instructional implementation.

SMART Goal 2

Increase the percentage of classroom observations that show evidence of differentiated instruction to assist students in understanding skills and concepts from 50% at the end of the first semester to 75% at the end of the second semester (26-27), as measured by the Tier I Monitoring Tool.(Academic Excellence: Valued Educators, Academic Excellence: Inclusive Classrooms that Support Every Learner)

Fall 2026 Walk-Through Data (based on 31 walk-throughs):
As of October 2026, 42% of walk-throughs have shown evidence of necessary differentiated instruction.

Formative Measures: Tier I Monitoring Tool

Improvement Strategy 1

Build instructional staff capacity to implement differentiated instruction through targeted professional learning and coaching support.

Position Responsible: Administration and Strategists

Resources Needed: PL Calendar
Tier I Monitoring Tool

Evidence Level

Level 2: Moderate:
PLC, Coaching

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

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Improvement Strategy 2

Strengthen collaborative planning and instructional decision-making through PLCs focused on student needs and high-leverage instructional strategies.

Position Responsible: Administrators and Strategists

Resources Needed: PLC Guidance Document
PLC Schedule
High-leverage instructional strategies guidance document

Evidence Level

Level 2: Moderate:
PLC, Coaching

Problem Statements: Adult Learning Culture 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

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SMART Goal 2 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Current data and classroom observations indicate a need to strengthen the implementation of scaffolding and differentiated instructional practices to better support the diverse needs of learners. While instructional planning reflects awareness of these strategies, their application during instruction is inconsistent, which may limit students' access to grade-level content and affect overall learning outcomes. This suggests an opportunity to deepen adult learning around effective differentiation and scaffolding to ensure all students are appropriately supported and challenged.	A lack of shared understanding and consistent professional learning on effective scaffolding and differentiation has led to variability in instructional implementation.

Inquiry Area 3

Connectedness

SMART Goal 1

Spring 2027 Panorama data will increase to 70% of students responding favorably to survey questions regarding sense of belonging.(Safe and Supportive Schools: Safe, Respectful, and Consistent School Environments)

Formative Measures: Panorama SEL Survey

Improvement Strategy 1

Strengthen school culture and students' sense of belonging through the consistent implementation of the Leader In Me framework and schoolwide practices that promote student leadership, positive relationships, and a sense of connectedness.

Position Responsible: Administration, PBIS Team, and Social Workers

Resources Needed: Counselor (Strategic Budget)

Evidence Level

Level 2: Moderate:
Coaching

Level 3: Promising:
creating a positive school climate and culture

Level 4: Demonstrate Rationale:
LiM

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 2.6, 4.1

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SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	32% of students responded unfavorably to survey questions regarding sense of belonging on the Spring 2026 Panorama survey.	Students perceive a lack of respect from their peers.

SMART Goal 2

The chronic absenteeism rate will be lowered from 21.1%in the Spring of 2026 to 18% in Spring of 2027.(Safe and Supportive Schools: Welcoming Schools)

Fall 2026 Data:
As of October 2026, the chronic absenteeism rate is 22.2%.

Formative Measures: Focus Ed

Improvement Strategy 1

The school will follow CCSD protocol for tracking and intervening with chronically absent students.

Position Responsible: Administration, Counselor, CIS, and Teachers

Resources Needed: Prizes and awards, Counselor (Strategic Budget)

Problem Statements: Connectedness 2

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SMART Goal 2 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
2	Families and students are not fully aware of the negative impact chronic absenteeism has on student achievement and growth.	Increased need for family engagement in order to bring awareness to the importance of consistent attendance as it relates to academic achievement and growth.