



Clark County School District

# Rainbow Dreams Early Learning Academy

## 2021-2022 School Performance Plan: A Roadmap to Success

*Rainbow Dreams Early Learning Academy 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 Kristy Borg for more information.*

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**School Designations:**  Title I  CSI  TSI  TSI/ATSI



## 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
<b>Data Reviewed</b>	<p><i>Nevada School Performance Framework</i></p> <p><i>Stakeholder information</i></p> <p><i>Brigance and MAP assessments</i></p> <p><i>Teacher and Administrator observational Data</i></p>	<p><i>Stakeholder information</i></p> <p><i>Brigance Emotional Scales</i></p> <p><i>Family Engagement Data</i></p> <p><i>Teacher and Administrator Observational Data</i></p>	<p>Bronson, M. B. (1994). The usefulness of an observational measure of young children's social and mastery behaviors in early childhood classrooms. <i>Early Childhood Research Quarterly</i>, 9, 19–43</p> <p>Lin, H. L., Lawrence, F. R., &amp; Gorrell, J. (2003). Kindergarten teachers' views of children's readiness for school. <i>Early Childhood Research Quarterly</i>, 18, 225–237.</p> <p>Whitehurst, G. J., &amp; Lonigan, C. J. (2001). Emergent literacy: Development from prereaders to readers. In S. B. Neuman &amp; D. K. Dickinson (Eds.), <i>Handbook of early literacy research</i>. New York: The Guilford Press</p>
<b>Problem Statement</b>	<p><i>Upon admission into RDELA, student performance as measured by the Brigance and MAP assessments show grade level proficiency in reading and mathematics to be less than 70%.</i></p>		
<b>Critical Root Causes</b>	<p><i>Our students are in PreK and Kindergarten only, often RDELA is the FIRST experience that they have in a traditional classroom with curriculum and demands. Grade level teams are in the development process of a modified curriculum to better serve their student's instructional needs. We believe that the underlying cause of student performance issues include lack of parental</i></p>		



*training on reinforcing the material as well as the need to accommodate alternative learning styles through critical thinking activities that allow students to "do the work". The school-wide instructional review identified a need for additional professional development and monitoring of instruction to ensure curriculum is being implemented consistently and delivered with effective and differentiated instructional strategies. Additional support is necessary for assisting family understanding of the material in order to engage and reinforce the curriculum at home.*

**Part B**

Student Success	
<b>School Goal:</b> <i>By the Spring exam period for Brigance and MAp testing student proficiency in Math and Reading will increase by 20%.</i>	<b>Aligned to Nevada's STIP Goal:</b> <i>Goal 1, Goal 2, Goal 3</i>
<b>Improvement Strategy:</b> Weekly targeted reading intervention.	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> Targeted reading intervention and enrichment will be provided on a weekly basis by an evidence-based reading program. Formative and summative assessment programs will be used to identify deficit skills and develop targeted instruction for individual students.	
<b>Action Steps:</b> <i>Insert during Event 5</i> <ul style="list-style-type: none"> <li>● <i>Determine the most effective timing to institute the additional support.</i></li> <li>● <i>Identify students who need support.</i></li> <li>● <i>Work with teachers to set individual goals and timelines for the students.</i></li> </ul>	
<b>Resources Needed:</b> <i>Insert during Event 5</i> <ul style="list-style-type: none"> <li>● Additional aides or paraprofessionals for students who need one to one learning.</li> </ul>	
<b>Challenges to Tackle:</b> <i>Insert during Event 5</i> <ul style="list-style-type: none"> <li>● <i>Limited funding</i></li> <li>● <i>Hiring additional teaching aides or paraprofessionals</i></li> <li>● <i>Pull out program vs. After school supplemental</i></li> <li>● <i>Costs</i></li> </ul>	
<b>Improvement Strategy:</b> <i>Teachers will use math manipulatives, materials, and student books through the school-wide curriculum to develop</i>	



*skills in the CCSS and standards for Mathematical Practices. Family engagement will take place to train parents how to work with manipulatives to reinforce classroom concepts.*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3

**Intended Outcomes:** *Math manipulatives, materials, and student books through the school-wide curriculum will address the needs of multiple learning types allowing all students develop skills in the CCSS and standards for Mathematical Practices. These instructional tools will be available for home use and family engagement sessions are scheduled to include teaching parents how to better support their early learners in mathematics. Parents will be trained to increase confidence in guiding their learners through the materials at home.*

**Action Steps:**

- *Modify the curriculum to better utilize manipulatives in order to meet the needs of the diverse learning styles.*
- *Identify students who need extra support.*
- *Set up weekly enrichments for students with IEPs or students identified as needed additional support.*
- *Schedule Parent training and enrichment sessions to correspond with advances in learning material.*

**Resources Needed:**

- *Age appropriate math manipulatives for classroom and home use (2 sets)*
- *Differentiated math curriculum materials*
- *Pacing guide*

**Challenges to Tackle:**

- *Financing extra duty time for family engagement math workshops*
- *Limited budget*
- *Engaging parent involvement*
- *Staffing needs*

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

English Learners: RDELA employs numerous bilingual teachers and teaching assistants in order to meet the needs of our ELL population through one to one or small group learning opportunities.

Foster/Homeless: Through Title I H.O.P.E. RDELA offers additional services and support to meet the needs of this community including a dedicated staff member to work as a liaison on their behalf. RDELA offers a safe before and after school learning environment via Dream Care which our students may attend free of charge. This is especially important to a population that may be lacking a safe and stable environment to learn at home.



Free and Reduced Lunch: RDELA currently serves this population exclusively. Over 75% of our student body falls 300% below the poverty line. Due to this, every tool needed to encourage learning is provided free of charge to our students.

Migrant: RDELA does not currently service any migrant families, however, should they choose to attend, we offer a plethora of services and supports to help this population reach their academic goal. RDELA offers a safe before and after school learning environment via Dream Care which our students may attend free of charge. This is especially important to a population that may be lacking a safe and stable environment to learn at home.

Racial/Ethnic Minorities: RDELA services 95% racial minority students. In order to address all their unique needs we have integrated culturally diverse educational opportunities throughout our curriculum.

Students with IEPs: Students with IEPs are given access to additional support including one to one and small group services to address their unique learning needs. They are also given accommodations as needed such as extra time, preteaching, and advanced access to materials to support their processing needs.

## Inquiry Area 2 - Adult Learning Culture

### Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
<b>Data Reviewed</b>	<i>Staff survey data, needs assessment meeting, Review of lesson plans and classroom materials, incident reports</i>	<i>Staff survey data, Classroom observation, Review of lesson plans and classroom materials, staff development feedback, incident reports</i>	<i>Staff survey data, Classroom observation</i>
<b>Problem Statement</b>	<i>Classroom management for less experienced staff is not as efficient or proactive, wasting valuable learning time. New teaching staff would benefit from longer team building and development and mentorship programs.</i>		
<b>Critical Root Causes</b>	RDELA is an early learning environment which means it is the first experience many of our students have in a classroom. Newer staff is less experienced with managing students in a curriculum based setting and spend a longer time than our more seasoned staff maintaining order and engaging students in a ready to learn environment.		



**Part B**

Adult Learning Culture	
<p><b>School Goal:</b> <i>Mentorship pairings between seasoned staff and incoming staff. Added professional development in regards to classroom management, behavioral management, and social emotional support for students.</i></p>	<p><b>STIP Connection:</b> <i>Goal 3, Goal 4</i></p>
<p><b>Improvement Strategy:</b> <i>Creating mentorship and training opportunities to increase confidence in classroom management and organizational culture.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3</p>	
<p><b>Intended Outcomes:</b> <i>Improve student behavior, improve teacher effectiveness and classroom confidence, reduce number of incident reports and disciplinary actions needed, and create a more cohesive campus community.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Pair returning staff with incoming staff</i></li> <li>● <i>Create a mentorship training curriculum</i></li> </ul>	
<p><b>Resources Needed:</b></p> <ul style="list-style-type: none"> <li>● <i>N/A</i></li> </ul>	
<p><b>Challenges to Tackle:</b></p> <ul style="list-style-type: none"> <li>● <i>Significantly fewer returning staff than incoming staff</i></li> <li>● <i>Time management and availability</i></li> </ul>	
<p><b>Improvement Strategy:</b> <i>Increased training to Behavioral and classroom management techniques.</i></p>	
<p><b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4</p>	
<p><b>Intended Outcomes:</b> <i>Improve student behavior, improve teacher effectiveness and classroom confidence, reduce number of incident reports and disciplinary actions needed, and create a more cohesive campus community.</i></p>	
<p><b>Action Steps:</b></p> <ul style="list-style-type: none"> <li>● <i>Additional development opportunities focusing on behavioral management and classroom management</i></li> </ul>	

**Resources Needed:**

- *Funding for additional staff development*

**Challenges to Tackle:**

- Funding
- Time Management

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## Inquiry Area 3 - Connectedness

### Part A

Connectedness			
	Student	Staff	Family & Community Engagement
<b>Data Reviewed</b>	<i>Observational Data from Teachers and administrators, stakeholder input</i>	<i>Survey data</i>	<i>Family engagement feedback, RDELA Town hall survey,</i>
<b>Problem Statement</b>	<i>Student social and emotional growth and development is impeded by lack of culturally sensitive and diverse materials that represent them.</i>		
<b>Critical Root Causes</b>	Social emotional health is often rooted in an individual's diverse background and specific cultural needs. Failure to develop and implement a uniform and culturally informed SEL plan. Lack of parental training and support on behavior interventions		

### Part B

Connectedness	
<b>School Goal:</b> <i>To see an increase in family engagement and positive growth as measured by the Brigance Social and Emotional Health assessment and stakeholder feedback.</i>	<b>STIP Connection:</b> <i>Goal 4, Goal 5, Goal 6</i>
<b>Improvement Strategy:</b> <i>Students, families, and staff will increase their sense of school and community belonging, increasing their overall engagement by taking part in culturally sensitive and diverse trainings.</i>	
<b>Evidence Level</b> (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2	
<b>Intended Outcomes:</b> <i>Improve teacher awareness of student diversity needs in order to develop a stronger SEL program for the early learning population. Teachers will take part in no fewer than 4 professional development sessions on diversity training. RDELA will help to develop student leaders who demonstrate understanding of diversity by concentrating on incorporating a growth mindset.</i>	
<b>Action Steps:</b> <ul style="list-style-type: none"> <li><i>Schedule professional development on culturally inclusive education and diversity and representation.</i></li> <li><i>Provide parent information and training on positive behavior strategies and growth mindset in order to support student emotional wellness and leadership skills.</i></li> </ul>	



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**Resources Needed:**

- *Funding for guest speakers and trainings for professional development*
- *Extra duty pay for parent engagement and training*

**Challenges to Tackle:**

- Funding
- Increasing Parent engagement

**Improvement Strategy:** *Rdela will align curriculum to address a variety of culture backgrounds each month in order to expose children to a broader understanding of the community they are a part of*

**Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 4

**Intended Outcomes:** *RDELA will include a curriculum specifically designed to highlight, educate, and celebrate a different culture on a monthly basis. Increased student involvement, increased cultural awareness, increased sense of community.*

**Action Steps:**

- *Identify the cultural and diversity needs of the current student body to prioritize representation.*
- *Identify community composition to supplement the diversity representation for the curriculum.*
- *Design a once a month week-long focussed curriculum representing a specific culture and history including books for story time focussing on representation.*
- *Design family engagement activities that highlight the diversity represented in the curriculum including literacy nights and fundraisers.*

**Resources Needed:**

- *Extra duty funding*
- *Sign in sheets, activities, surveys, agendas for family engagement activities*
- *Lesson Plans, student assignments, SEL scores on Brigance assessments*

**Challenges to Tackle:**

- Getting a clear understanding of and balancing the representation needs of the student body
- Obtaining funding for activities outside the classroom.

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