



Clark County School District

Rainbow Dreams Early Learning Academy

2022-2023 School Performance Plan: A Roadmap to Success

Rainbow Dreams Academy 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: Janice Henry

School Website: <https://rainbowdreamsacademy.org/>

Email: Janice.henry@rdacharter.org

Phone: 702-638-0222

School Designations: Title I CSI TSI TSI/ATSI

Our SPP was last updated on [Click here to enter a date.](#)



School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

| Name | Role |
|--|---|
| Janice Henry | Principal(s) (required) |
| Kristy Borg, Diane Pollard | Other School Administrator(s) (required) |
| Jasmine Boone, Cypress Liu Perkins, Andria Lamb | Teacher(s) (required) |
| Aayana Noel, Micah Orteleza, Yazmin Rojas | Paraprofessional(s) (required) |
| Nikisha Bangerter | Parent(s) (required) |
| N/A | Student(s) (required for secondary schools) |
| N/A | Tribes/Tribal Orgs (if present in community) |
| LaTeisha Morgan, Patrice Hall | Specialized Instructional Support Personnel (if appropriate) |
| <i>Add additional members/roles as necessary</i> | |

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 (<https://rainbowdreamsacademy.org/wp-content/uploads/2021/10/Rainbow-Dreams-Early-Learning-Academy-Title-I-STAR-English.pdf>)



School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

| Student Success | |
|--|--|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> ● Resilience ● Cooperation ● Growth Mindset ● Introduction to technology | <ul style="list-style-type: none"> ● Attention and focus ● Speech and reading comprehension ● Fine motor development ● Mathematics ● Literacy |
| <p>Problem Statement: Upon admission into RDELA, student performance as measured by the Brigance and MAP assessments show a gap in grade/age level proficiency in reading and mathematics especially for students new to RDELA.</p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● First experience in a classroom setting. ● Lack of differentiation strategies used school-wide. ● Inability to comprehend content presented in MAPS testing ● Lack of test taking skills which allow for students' time management leading to poorer testing scores. ● Limited mastery of grade level skills | |

| Student Success | |
|--|--|
| <p>School Goal: Increase the percent of students meeting or exceeding the 61st percentile in Math and Reading as measured by the MAP[®] Growth[™] Assessments.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● In-Class exercises ● Homework | <p>Aligned to Nevada's STIP Goal:</p> <p>X STIP Goal 1 XSTIP Goal 2</p> <p>X STIP Goal 3 <input type="checkbox"/> STIP Goal 4</p> |



- Observation

STIP Goal 5 STIP Goal 6

Improvement Strategy:

Schedule Parent training and enrichment sessions to correspond with advances in learning material. Utilizing home software such as Lexia Learning System.

Evidence Level: Strong

Action Steps: What steps do you need to take to implement this improvement strategy?

- Modify the curriculum to better utilize tools in order to meet the needs of the diverse learning styles.
- Intervention built into the daily schedule for differentiated instruction for tier 2, tier 3, and enrichment
- Identify students who need extra support.
- Access to home based learning software such as Lexia Learning System and Dreambox.
- Set up weekly enrichments for students with IEPS or students identified as needing additional support.

Resources Needed: What resources do you need to implement this improvement strategy?

- Coverage for teacher classes allowing for participation in PLC through contractual days.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Engaging Parent Support for home materials
- Potential Solution: Utilizing support strategy intervention through parent literacy night trainings

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I
- ELL Funding
- Title III

Lead: *Who is responsible for implementing this strategy?*
Teaching staff



Resource Equity Supports¹: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: ELL population may need targeted materials in order to achieve this goal.
- Support: 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:

- Challenge: Lack of home resources
- Support: 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:

- Challenge: Lack of home resources
- Support: 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:

- Challenge: Not currently applicable.
- Support: 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 Groups:

- Challenge: Creating an inclusive and supportive environment for all students.
- Support: 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:

- Challenge: Creating an inclusive and supportive environment for all students.

¹ “Resource equity” is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



- Support: 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, pre-teaching, and advanced access to materials to support their processing needs.

Inquiry Area 2 - Adult Learning Culture

| Adult Learning Culture | |
|--|---|
| Areas of Strength | Areas for Growth |
| <ul style="list-style-type: none"> ● Curriculum alignment ● Early childhood specialization ● Highly qualified educators | <ul style="list-style-type: none"> ● Collaboration ● Mentorship opportunities |
| <p>Problem Statement: <i>New teaching staff would benefit from longer team building and development and mentorship programs.</i></p> <p>Critical Root Causes of the Problem:</p> <ul style="list-style-type: none"> ● RDELA is an early learning environment which means it is the first experience many of our students have in a classroom. For many staff members this is a 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. | |

| Adult Learning Culture | |
|---|---|
| <p>School Goal: Increase the number of Professional Learning Community (PLC) meetings that follow the a stronger collaborative format as measured by PLC meeting observations with consistent follow-up sessions for support.</p> <p>Formative Measures:</p> <ul style="list-style-type: none"> ● Observation and evaluation | <p>Aligned to Nevada's STIP Goal:</p> <p><input type="checkbox"/> STIP Goal 1 <input type="checkbox"/> STIP Goal 2</p> <p><input checked="" type="checkbox"/> STIP Goal 3 <input checked="" type="checkbox"/> STIP Goal 4</p> <p><input checked="" type="checkbox"/> STIP Goal 5 <input type="checkbox"/> STIP Goal 6</p> |



Improvement Strategy: Clear mission, vision, and collaborative cooperation goals.

Evidence Level: *Moderate*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Set clear expectations for PLC meeting structure
- Mentorship pairings between seasoned staff and incoming staff.
- Added professional development in regards to effective collaboration practices.
- Professional Development will be aligned with CI Goals to ensure that the vision and mission are integrated.
- Team interventions regarding classroom management, behavioral management, and social emotional support for students.
- Gather feedback to direct follow-up sessions

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *PD consultants*
- *Survey*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Teacher participation, Teachers new to education who struggle with basic instructional delivery and classroom management.
- *Potential Solution:* Incentive programs for participation, more frequent observation and evaluation including peer mentor/mentee evaluation practices

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Fund

Lead: *Who is responsible for implementing this strategy?*
Grade Level Chair/Lead Teacher, Administration

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Targeted materials may be needed.



- Support: 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:

- Challenge: *Lack of consistent environment could result in lack of resources.*
- Support: 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:

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Racial/Ethnic Groups:

- Challenge: Creating an inclusive and supportive environment for all students.
- Support: 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:

- Challenge: *Targeted materials and supports may be needed.*
- Support: 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, pre-teaching, and advanced access to materials to support their processing needs.

Inquiry Area 3 - Connectedness

| Connectedness | |
|-------------------|------------------|
| Areas of Strength | Areas for Growth |
| | |



- *Multicultural educators*
- *Strong culturally diverse curriculum*
- *Emotional identification learning*

- *Inclusive lesson plans*
- *Targeted accommodations for smaller populations*
- *SEL focused learning*
- *Regulation strategies*

Problem Statement: Disruptive behaviors inhibit the learning environment and create feelings of insecurity within the classroom.

Critical Root Causes of the Problem:

- School connectedness is the extent that a student feels supported and included within the classroom community. Student behavioral issues often stem from feelings of isolation or lack of connectedness, often rooted in lack of SEL development at for the early learning community. Further, there is a lack of explicit instruction focusing on Growth Mindset.

Connectedness

School Goal: *Decrease challenging behaviors and need for administrative intervention by improving the SEL elements within the curriculum.*

Formative Measures:

- Student and Parent perception surveys
- Staff perception surveys
- Frequency of behavioral incidents

Aligned to Nevada’s STIP Goal:

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> STIP Goal 1 | <input type="checkbox"/> STIP Goal 2 |
| <input type="checkbox"/> STIP Goal 3 | <input type="checkbox"/> STIP Goal 4 |
| <input type="checkbox"/> STIP Goal 5 | <input checked="" type="checkbox"/> STIP Goal 6 |



Improvement Strategy: Implement SEL lessons, professional training, and discourse activities to build community and parent/student/teacher relationships.

Evidence Level: Strong

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Monthly SEL targeted professional learning instituted for Teaching staff*
- *Weekly SEL lessons to promote communication and emotional regulation strategies*
- *Create a stronger social media presence for the school in order to broaden the sense of community to parents and caregivers*
- *Implement a wider range of social stories*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *PD Consultants*
- *Targeted SEL Lesson Plans for early learners*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Lack of exposure to SEL training for teaching staff*
- *Potential Solution: Frequent trainings and targeted/shared lesson plans accessed as a team.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I*
- *General Fund*

Lead: *Who is responsible for implementing this strategy?*
Administration, Teaching staff

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- *Challenge: Creating a sense of inclusions for students aware of differences.*
- *Support: 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:

- Challenge: Lack of home resources
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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 |
|-------------------|------|---|
|-------------------|------|---|



| | | |
|---|-----------------|--|
| <i>Staff Development School Needs Forum</i> | <i>9/12/22</i> | <ul style="list-style-type: none">● <i>Stronger emphasis on collaboration</i>● <i>Stronger emphasis on play based learning</i> |
| <i>RDELA Annual Meeting</i> | <i>9/9/2021</i> | <ul style="list-style-type: none">● <i>Desire for more involvement opportunities</i>● <i>More hands on learning during field trips</i>● <i>Thorough training on growth mindset</i>● <i>More SEL tools</i> |
| <i>Parent Feedback Survey</i> | <i>9/23/22</i> | <ul style="list-style-type: none">● <i>Clarification needed on behavioral protocol and attendance</i>● <i>More support needed for assisting students at home</i> |
| <i>Open House Parent Forum</i> | <i>9/29/22</i> | <ul style="list-style-type: none">● <i>Behavioral strategies need to be more consistent</i>● <i>Need for a welcoming school experience</i> |
| <i>Parent Literacy Night</i> | <i>10/19/22</i> | <ul style="list-style-type: none">● <i>Parent supports and training are needed</i> |
| <i>Open forum for school improvement</i> | <i>11/8/22</i> | <ul style="list-style-type: none">● <i>Increased Collaboration</i>● <i>Increased tools to promote an inclusive environment</i> |