Clark County School District

Rainbow Dreams Early Learning Academy

2023-2024 School Performance Plan: A Roadmap to Success

Rainbow Dreams Early Learning 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** ☐ **MRI** ☐ **CSI** ☐ **TSI** ☐ **ATSI**

Our SPP was last updated on 07/14/2023.

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/rainbow_dreams_academy/2023/nspf/

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
Janice Henry	**Principal(s)** *(required)*
Kristy Borg, Diane Pollard	**Other School Leader(s)/Administrator(s)** *(required)*
Jasmine Boone, Cypress Liu-Perkins	**Teacher(s)** *(required)*
Lashawnda Laster	**Paraprofessional(s)** *(required)*
Nikisha Bangerter	**Parent(s)** *(required)*
Lateisha Morgan	**Specialized Instructional Support Personnel** *(if appropriate)*

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
Update after each outreach event.	Enter Date	Add lessons learned after each outreach event.
Parent Conferences	10.14.2022	-Multiple complaints about too much homework/expectations on families. -Student's progressing better with access to app based learning for home use.
Parent Literacy Night	1.18.2023	- Students need more support and advocacy -More reliance on Trauma Informed Practices
RDA All Staff Development	1.23.2023	-Teachers need refresher training in TSG in order to have clear growth data. -Newer Staff feeling intimidated to ask for help. -Need more effective mentorship guidelines
Town Hall/Open Forum Meeting	3/3/2023	-Strengthen means of communication -Options for parents or guardians who are not comfortable with Technology -Map/Brigance/TSG improvements from beginning of year to date presented to parents -Parents need more training on behavioral supports
Parent Literacy Night	3.22.2023	-Parents are still having difficulties supporting students from home. -Lack of access to tools -Lack of confidence in materials or time (Phonemic awareness)

Summer Enrichment Session Parent Meeting	5.26.2023	-Summer session tailored to students not meeting progress expectations
RDA All-Staff Meeting	6.14.2023	-Great Progress seen in both Reading and Math MAP testing -Greater subject mastery seen in students who matriculated form Pre-K and Pre-K 3. - Need more manipulatives for students who are visual kinesthetic learners
CIS Committee Meeting	7.6.2023	-More inter-grade level collaboration requested -More active parent and guardian engagement in educational process needed

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	*Nevada School Performance Framework Stakeholder information Brigance and MAP assessments Teacher and Administrator observational Data*	*Stakeholder information Brigance Emotional Scales Teacher and Administrator Observational Data*	*Classroom observation data Family engagement data*
	Areas of Strength: Rigorous curriculum in alignment with state standards. Students matriculating from Pre-K 3 and Pre-K show significant growth from previous assessments and are entering Kindergarten already showing grade level proficiency or higher.		
	Areas for Growth: Due to the disparity between the knowledge and skills of entering Kindergarten pupils, more attention is needed in offering curriculum that can be tailored to the student's starting point. Chronic Absenteeism in the latter half of the academic year.		
Problem Statement	*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%.*		

Critical Root Causes	*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 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	
School Goal: *By the Spring 2024 exam period for Brigance and MAP testing student proficiency in Math and Reading will increase by 20% from the fall assessment.*	**Aligned to Nevada's STIP Goal:** *Goal 1, Goal 2, Goal 3*

Improvement Strategy: Weekly targeted reading intervention; Weekly targeted math intervention.

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

Intended Outcomes: 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.

Action Steps:
- *Determine the most effective timing to institute the additional support.*
- *Identify students who need support.*
- *Work with teachers to set individual goals and timelines for the students.*
- *Weekly grade level support meetings*

Resources Needed:
- Rigorous material for Tier I and Tier II support.
- Pull out and push in support models.
- Additional aides or paraprofessionals for students who need one to one learning.
- Additional professional learning regarding assessment process and positive behavior support.

Challenges to Tackle:
- *TIme Management balance between core curriculum and added support; Administration will implement a combination of both a pull out program and an after school supplemental in order to ensure that student needs can be met without sacrificing core learning time.*
- *Insufficient funding and resources; Amend strategic budget to purchase supplies for after school enrichment opportunities, allocate funding for after school enrichment in next year's budget when released in January*

Improvement Strategy: *Teachers will use math manipulatives, materials, and student books through the school-wide curriculum to develop 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 needing 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:
- Insufficient funding and resources; Amend strategic budget to purchase supplies for after school enrichment opportunities, allocate funding for after school enrichment in next year's budget when released in January
- *Increasing parent/caregiver attendance and engaging involvement; Instituting an incentive program for families attending parent-literacy events; additional asynchronous parent training made available*

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**
Data Reviewed	*Staff survey data, needs assessment meeting, Review of lesson plans and classroom materials, incident reports*	*Staff survey data, Classroom observation, Review of lesson plans and classroom materials, staff development feedback, incident reports*	*Staff survey data, Classroom observation*
	Areas of Strength: Strong focus on professional development including inclusivity, cultural and social awareness, evaluation and curriculum tools		
	Areas for Growth: Classroom management skills continue to be a problem area for new teachers. Rather than implement in-classroom behavior strategies, teachers were often quick to remove students to the front office. This did not positively impact overall classroom behavior.		
Problem Statement	*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.*		
Critical Root Causes	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	
School Goal: *Mentorship pairings between seasoned staff and incoming staff. Added professional development in regards to classroom management, behavioral management, and social emotional support for students.*	**STIP Connection:** *Goal 3, Goal 4*

| The percent of classroom observations that meet the established expectations for classroom/behavior management will be 50% at the end of semester 1 and 60% at the end of semester 2, 2024 as measured by classroom observation data. | |

Improvement Strategy: Creating mentorship and training opportunities to increase confidence in classroom management and organizational culture with increased training in behavioral and classroom management techniques.

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

Intended Outcomes: *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. 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*

Action Steps:
- *Pair returning staff with incoming staff*
- *Create a mentorship training curriculum*
- *Additional development opportunities focusing on behavioral management and classroom management*

Resources Needed:
- Clear Program Goals and Guidelines: Define the objectives, expectations, and guidelines of the peer mentorship program. Determine the target audience, scope, and duration of the program..

- Selection and Training: Develop a selection process to identify mentors based on their expertise, experience, and willingness to support others. Provide comprehensive training to mentors to equip them with the necessary skills to effectively guide and support their mentees.

- Matching Process: Develop a thoughtful matching process to pair mentors and mentees based on their specific needs, interests, and compatibility. Consider factors such as subject area, grade level, teaching style, and personal preferences.

- Regular Meetings and Check-Ins: Establish a schedule and framework for regular meetings between mentors and mentees.

- Resource Sharing: Facilitate the exchange of resources, best practices, and teaching strategies between mentors and mentees. Develop a platform (e.g., online portal, shared drive, or virtual collaboration tools) where participants can share documents, lesson plans, and other educational materials.

- Reflection and Evaluation: Encourage mentors and mentees to reflect on their experiences and share feedback about the program. Use evaluation methods such as surveys or interviews to assess the effectiveness of the program and make improvements.

- Recognition and Rewards: Recognize the efforts and achievements of mentors and mentees.

Challenges to Tackle:
- *Significantly fewer returning staff than incoming staff; establish group pairings of mentors rather than one on one, this will allow more mentee relationships without overburdening a single returning staff member.*
- *Mismatched mentor pairs; group pairings should address this as well.*
- *Accountability during and post development training; Training and accountability clearly defined prior to program implementation including a redesigned self evaluation and accountability tools,*
- *Time management and availability*

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

Intended Outcomes: .

Action Steps:
-

Resources Needed:
-

Challenges to Tackle:

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.

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Inquiry Area 3 - Connectedness

Part A

	Student	Staff	Family & Community Engagement
Connectedness			
Data Reviewed	*Observational Data from Teachers and administrators, stakeholder input*	*Survey data*	*Family engagement feedback, RDELA Town hall survey,*
	Areas of Strength: Parent engagement for transitioning Pre-K to Kindergarten students is high. Culturally sensitive and inclusive materials built into the curriculum.		
	Areas for Growth: Parent engagement, accountability, and input continues to fall on less than half of the parent population. Increased inclusion of growth mindset learning tools.		
Problem Statement	*Student social and emotional growth and development is impeded by lack of culturally sensitive and diverse materials that represent them.*		
Critical Root Causes	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	
School Goal: *To see an increase in family engagement and positive growth as measured by the Brigance Social and Emotional Health assessment and stakeholder feedback.* *The percent of "Sometimes" or "Most of the Time" responses to the social-emotional skills questions will be 80% by the end of the 2023-2024 school year as measured by the Brigance Social and Emotional Health assessment.*	**STIP Connection:** *Goal 4, Goal 5, Goal 6*
Improvement Strategy: *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 training.* **Evidence Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 2*	

Intended Outcomes: *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.*

Action Steps:
- *Schedule professional development on culturally inclusive education and diversity and representation.*
- *Provide parent information and training on positive behavior strategies and growth mindset in order to support student emotional wellness and leadership skills.*

Resources Needed:
- *Funding for guest speakers and trainings for professional development*
- *Extra duty pay for parent engagement and training*
- *Enhance Communication tools for parents uncomfortable with digital communication*
- *Ways to more clearly evaluate progress*
- *Increased in educational workshops relying on parent teacher collaboration*
- *Reward system*

Challenges to Tackle:
- *Increasing Parent engagement; incentivising parent support through small gift cards or educational supply such as books from home.*
- *Lack of parent resources; stage resource drive with community partners, increased fundraising efforts*
- *Sustaining engagement over time; Include parent achievement and support ceremonies to encourage sustained 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; implement stakeholder survey on diversity needs, hold a town hall, increased SEL observation.
- Obtaining funding for activities outside the classroom; increased fundraising efforts, resource drive with community partners.

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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)
Title I	$41,610.00	Technical instructional items, Professional Development	Goals 1, 2, 3
PCFP Funding	$601,937	Staffing, operational costs,	Goals 1 and 2
Title III	$1500	EL supports	Goals 1,2,3