

State Public Charter School Authority
Rainbow Dreams Academy Elementary School
2025-2026 School Improvement Plan

Classification: Not Rated

Title I



Mission Statement

Rainbow Dreams Early Learning Academy is dedicated to removing barriers to educational equity and ensuring that every child has the opportunity to thrive socially, emotionally, and academically. We believe in nurturing the whole child by fostering their physical, social, cultural, cognitive, and emotional development in a supportive, engaging, and inclusive environment.

At RDELA, education is a partnership—teachers, administrators, parents, and caregivers work together as a team to lay a strong foundation for lifelong learning. We celebrate diversity and give our students the freedom to explore, collaborate, and grow, empowering them with the confidence and skills they need to succeed.

Vision

Rainbow Dreams Early Learning Academy Vision Statement

At Rainbow Dreams Early Learning Academy, we envision a nurturing and innovative learning environment where young scholars develop a strong foundation for academic success, personal growth, cultural appreciation, and lifelong learning. Rooted in excellence, equity, and community, we are committed to fostering creativity, critical thinking, and a love for learning in every child.

We strive to empower our students with the knowledge, confidence, and resilience needed to become future leaders and changemakers. Through culturally responsive education, family engagement, and a focus on early literacy and numeracy, we aim to close achievement gaps and ensure that all children—regardless of background—have the opportunity to reach their full potential.

At Rainbow Dreams, we believe that every child should have the opportunity to dream, learn, and achieve.

Demographics & Performance Information

Nevada Report Card

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 ([Add a link to the school's School Rating Report.](#))

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Comprehensive Needs Assessment

Revised/Approved: February 19, 2025

Student Success

Student Success Areas of Strength

- High engagement in early literacy programs, with 97% of Pre-K students and 81% of Kindergarteners scoring at or above age level in language and literacy development.
- Strong parental involvement in literacy sessions.
- Varied curriculum.
- Implementation of research-based instructional strategies, such as the use of math manipulatives and structured reading interventions.

Student Success Areas for Growth

- Disparities in student achievement, with only 66% of Kindergarteners meeting their individualized growth target in MAP testing.
- Inconsistent use of data to drive instructional decisions across grade levels.
- Limited access to digital learning tools at home, hindering continuity in student learning outside the classroom.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Bilingual support is limited in more than half of our classrooms requiring EL students to be placed together.	
Foster/Homeless	absenteeism, behavioral	Title I H.O.P.E., Nevada Partner's
Free and Reduced Lunch	NA	all students qualify

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Bilingual support is limited in more than half of our classrooms requiring EL students to be placed together.	
Racial/Ethnic Minorities	cultural representation in curriculum	Culturally reflective materials
Students with IEPs	needs for additional behavioral supports/ paraprofessionals	expanding support services.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Upon admission into RDELA, student performance as measured by Brigance and MAP assessments shows that grade-level proficiency in reading and mathematics is less than 70%.

Critical Root Cause: Many students are entering school with little or no prior formal education and require additional foundational support. There is a disparity in skill levels among incoming students, requiring differentiated instruction to meet individual learning needs.

Problem Statement 2 (Prioritized): SPED students at RDELA are not achieving sufficient growth in reading comprehension, with many scoring below grade level on MAP Growth assessments. Despite existing interventions, progress remains inconsistent due to limited access to specialized instructional strategies, inadequate use of assistive technology, and a lack of structured home reinforcement.

Critical Root Cause: SPED students need explicit, multisensory reading instruction that is not consistently integrated into daily instruction. Many SPED students struggle with decoding, fluency, and comprehension, yet text-to-speech and interactive reading programs are not widely utilized in classrooms.

Problem Statement 3: There is an achievement gap among students, particularly in meeting individualized growth targets in literacy and math.

Critical Root Cause: Insufficient differentiated instruction to meet the diverse needs of all learners.

Problem Statement 4: Data-driven instructional practices are not consistently implemented across all classrooms.

Critical Root Cause: Teachers require more professional development on data analysis and how to adapt instruction accordingly.

Adult Learning Culture

Adult Learning Culture Areas of Strength

- Structured professional development opportunities focused on literacy and early childhood education.
- Increased collaboration through Title I meetings and required participation in Parent Literacy Nights.
- Commitment to continuous learning through partnerships with organizations such as Nevada Partners.

Adult Learning Culture Areas for Growth

- Staff inconsistencies in adhering to professional development expectations.
- Need for improved accountability in meeting attendance, participation, and implementation of training.
- Variability in instructional quality and time management among educators.
- Staff retention.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Classroom management for less experienced staff is inconsistent and not always proactive, leading to wasted learning time and an increased reliance on office referrals.

Critical Root Cause: Many RDELA students are experiencing a structured classroom environment for the first time, making behavior management more challenging. Newer teachers are less experienced in proactive classroom management strategies, leading to an increase in disciplinary removals instead of implementing in-classroom interventions

Problem Statement 2: Professional development is not uniformly applied across all staff, leading to inconsistencies in instructional quality.

Critical Root Cause: Lack of structured follow-up and accountability measures to ensure professional development is effectively implemented.

Problem Statement 3: Time management and adherence to instructional schedules vary across classrooms, reducing learning efficiency.

Critical Root Cause: Insufficient support for educators in time management and instructional planning.

Connectedness

Connectedness Areas of Strength

- Strong family engagement in literacy and math support programs.
- Clear policies ensuring student and staff safety, such as restricted campus access and structured bathroom monitoring.
- Positive school-community relationships, reinforced by partnerships with Nevada Partners and local stakeholders.

Connectedness Areas for Growth

- Staff and student connectedness to school culture is inconsistent.
- Need for improved communication channels between administration and teaching staff and teaching staff and parents.
- Disparity with technologically challenged families.
- Challenges in ensuring all staff adhere to policies promoting a cohesive school environment.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Student social and emotional growth is impeded by lack of parental involvement.

Critical Root Cause: Limited parent engagement and participation in school-based decision-making and advocacy opportunities creates a need for structured parent training on behavior management, social-emotional learning (SEL), and growth mindset development.

Problem Statement 2: Variability in staff buy-in and commitment to the school's mission and policies impacts school culture and connectedness.

Critical Root Cause: A lack of structured team-building activities and incentives to strengthen staff commitment to school values.

Problem Statement 3: Gaps in communication between staff, parents, and administration result in unclear expectations and inconsistent implementation of policies.

Critical Root Cause: Limited opportunities for two-way communication between administration and staff to address concerns and feedback. Need clearer channels for communication between teachers and parents which allow for closer administrative oversight.

Problem Statement 4: Inconsistencies in enforcing school-wide policies create disparities in student experiences and staff accountability.

Critical Root Cause: Need for more consistent monitoring and enforcement of policies to ensure uniform implementation across the school.

Priority Problem Statements

Problem Statement 1: Upon admission into RDELA, student performance as measured by Brigance and MAP assessments shows that grade-level proficiency in reading and mathematics is less than 70%.

Critical Root Cause 1: Many students are entering school with little or no prior formal education and require additional foundational support. There is a disparity in skill levels among incoming students, requiring differentiated instruction to meet individual learning needs.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Classroom management for less experienced staff is inconsistent and not always proactive, leading to wasted learning time and an increased reliance on office referrals.

Critical Root Cause 2: Many RDELA students are experiencing a structured classroom environment for the first time, making behavior management more challenging. Newer teachers are less experienced in proactive classroom management strategies, leading to an increase in disciplinary removals instead of implementing in-classroom interventions

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Student social and emotional growth is impeded by lack of parental involvement.

Critical Root Cause 3: Limited parent engagement and participation in school-based decision-making and advocacy opportunities creates a need for structured parent training on behavior management, social-emotional learning (SEL), and growth mindset development.

Problem Statement 3 Areas: Connectedness

Problem Statement 4: SPED students at RDELA are not achieving sufficient growth in reading comprehension, with many scoring below grade level on MAP Growth assessments. Despite existing interventions, progress remains inconsistent due to limited access to specialized instructional strategies, inadequate use of assistive technology, and a lack of structured home reinforcement.

Critical Root Cause 4: SPED students need explicit, multisensory reading instruction that is not consistently integrated into daily instruction. Many SPED students struggle with decoding, fluency, and comprehension, yet text-to-speech and interactive reading programs are not widely utilized in classrooms.

Problem Statement 4 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- MAP Growth Assessment
- STEM/STEAM
- Student failure and/or retention rates
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Communications data
- Lesson Plans
- Professional Development Agendas
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher retention

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Home Visits
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 academic year, at least 85% of Pre-K and Kindergarten students at RDELA will demonstrate measurable growth in early literacy and numeracy skills, as assessed by Brigance, MAP Growth, and classroom-based assessments.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Strengthening Differentiated Instruction and Data-Driven Teaching Action Steps: Action Step 1: Provide targeted professional development on differentiated instruction, small group interventions, and data-driven decision-making for teachers and teaching assistants. Action Step 2: Implement bi-weekly data review meetings to analyze student progress using Brigance, MAP Growth, and classroom-based assessments to adjust instruction. Action Step 3: Expand the use of literacy specialists to provide additional small-group interventions for struggling students. Action Step 4: Integrate structured phonics and numeracy programs aligned with assessment data to address gaps in student learning. Tomlinson, C. A., & Moon, T. R. (2013). Assessment and student success in a differentiated classroom. ASCD. Position Responsible: Department lead Resources Needed: Expanded staffing of support specialists. Additional coverage to allow for bi-weekly meetings. Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Student Success 1	Status Check		
	Oct	Jan	May
	No review	No review	No review

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: Enhancing Family Engagement and Access to Learning Resources Action Steps: Action Step 1: Develop and distribute take-home literacy and numeracy kits for families to support early learning at home. Action Step 2: Increase digital access by implementing a tablet lending program for families to utilize online learning resources. Action Step 3: Offer monthly family workshops focused on literacy and numeracy strategies, with hands-on training on how to support learning at home. Action Step 4: Strengthen school-home communication through regular progress updates and personalized learning plans for students who require additional support. Position Responsible: Administrative, Department Leads Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 4.1 Problem Statements/Critical Root Cause: Student Success 1	Status Check		
	Oct	Jan	May
	No review	No review	No review

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Upon admission into RDELA, student performance as measured by Brigance and MAP assessments shows that grade-level proficiency in reading and mathematics is less than 70%. Critical Root Cause: Many students are entering school with little or no prior formal education and require additional foundational support. There is a disparity in skill levels among incoming students, requiring differentiated instruction to meet individual learning needs.

Inquiry Area 1: Student Success

SMART Goal 2: By the end of the 2025-2026 school year, 80% of SPED students receiving specialized reading intervention will demonstrate a 10% or higher improvement in their reading comprehension skills, as measured by MAP Growth assessments and individualized progress monitoring tools.

Formative Measures: APR Indicator 3B, 3D - Proficiency for Students with Disabilities

- Measures the percentage of SPED students achieving proficiency in reading and math on state assessments.
- Gap in proficiency between SPED students and general education peers.

MAP Growth Assessments (administered quarterly) to track progress toward grade-level reading proficiency.
Biweekly Progress Monitoring using running records and formative assessments to measure comprehension growth.
IEP Goal Tracking to ensure alignment with individualized reading targets.
Assistive Technology Usage Reports to assess student engagement with text-to-speech and digital reading tools.
Teacher and Parent Surveys to gauge effectiveness of interventions and home support strategies.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
<p>Improvement Strategy 1: Multi-Tiered Literacy Support with Assistive Technology, focusing on personalized interventions, technology-based supports, and increased collaboration between educators and families.</p> <p>Action Steps: Identification: Identify SPED students who require targeted literacy intervention based on IEP goals and initial screening data. Select and implement evidence-based reading programs (e.g., Wilson, Orton-Gillingham, Lexia). Secure assistive technology tools & software licenses (Bookshare? Learning Ally? Lexia Core5). Train teachers and literacy specialists on intervention techniques and assistive technology integration.</p> <p>Intervention: Provide daily targeted small-group instruction with progress monitoring every 2 weeks. Implement assistive technology tools in literacy instruction and home learning. Conduct quarterly literacy engagement events for parents to reinforce home-based learning. Hold monthly teacher collaboration meetings to adjust intervention strategies.</p> <p>Assessment: Review student growth using MAP Growth and progress monitoring data. Adjust instructional strategies and intervention groups based on individual student needs. Conduct final assessments and report literacy gains to families and stakeholders.</p> <p>Foorman, B. R., Beyler, N., Sanchez, M., Byrd, S., Keating, B., Malone, M., & Galloway, H. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade: Educator's practice guide (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf</p> <p>Pullen, P. C., & Coyne, M. D. (2021). Use of technology to support struggling readers: A review of the research. Reading & Writing Quarterly, 37(1), 1-20. DOI: 10.1080/10573569.2020.1810811</p> <p>Position Responsible: Literacy specialists, SPED teachers</p> <p>Resources Needed: Technology: Text-to-speech software, Chromebooks/tablets, Lexia Core5, Learning Ally Instructional Materials: Wilson Reading System, Orton-Gillingham resources, take-home literacy kits Funding: Potential grants, state literacy funds, RDELA's Early Childhood Literacy Grant Parental Involvement: Workshops, home literacy materials, bilingual support</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 4.2</p> <p>Evidence Level</p> <p>Problem Statements/Critical Root Cause: Student Success 2</p> <p>Resources and Funding Needed: Text to Speech Software - IDEA-B</p>	Status Check		
	Oct	Jan	May
	No review	No review	No review

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 2: SPED students at RDELA are not achieving sufficient growth in reading comprehension, with many scoring below grade level on MAP Growth assessments. Despite existing interventions, progress remains inconsistent due to limited access to specialized instructional strategies, inadequate use of assistive technology, and a lack of structured home reinforcement. **Critical Root Cause:** SPED students need explicit, multisensory reading instruction that is not consistently integrated into daily instruction. Many SPED students struggle with decoding, fluency, and comprehension, yet text-to-speech and interactive reading programs are not widely utilized in classrooms.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Reduce the number of behavioral referrals by 20% by Spring 2026 by implementing a positive behavior support plan and increased staff development on behavioral interventions.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Implement a School-Wide Positive Behavior Support Plan (PBSP) Action Steps: Develop and Communicate Clear Behavior Expectations Establish 3-5 core behavioral expectations (e.g., Respect, Responsibility, Safety). Post expectations throughout the school and reinforce them in classrooms. Train Staff on Positive Behavior Interventions and Supports (PBIS) Conduct professional development on PBIS strategies, including de-escalation techniques and positive reinforcement. Provide teachers with resources and scripts for reinforcing positive behaviors. Create a School-Wide Reward System Implement an incentive program (e.g., points, privileges, certificates) to reinforce positive behavior. Recognize and reward students regularly during assemblies or in the classroom. Increase Data Tracking and Analysis Use a behavior tracking system to monitor trends and identify students needing additional support. Review referral data monthly and adjust interventions as needed. Incorporate Social-Emotional Learning (SEL) into Daily Routines Integrate SEL lessons into the curriculum to help students develop self-regulation and conflict resolution skills. Facilitate morning meetings or check-ins to reinforce positive behaviors. Sugai, G., & Horner, R. H. (2009). Defining and describing schoolwide positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), Handbook of Positive Behavior Support (pp. 307-326). Springer. Position Responsible: Administration, Department needs, behavior interventionionist Resources Needed: Additional behavior interventionists or support staff Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Evidence Level Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: - General Funds	Status Check		
	Oct	Jan	May
	No review	No review	No review

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: Strengthen Staff Development on Behavioral Interventions Action Steps: Provide Targeted Professional Development on Behavioral Management Schedule ongoing workshops on trauma-informed care, restorative practices, and classroom management strategies. Invite behavioral specialists to lead interactive training sessions. Implement Peer Coaching and Mentoring Pair teachers with experienced mentors to observe and model effective behavior management strategies. Create professional learning communities (PLCs) to discuss challenges and share best practices. Increase Staff Support in Managing Challenging Behaviors Assign behavior interventionists or trained support staff to assist teachers in high-need classrooms. Develop a structured response system for handling behavioral incidents consistently. Enhance Communication with Families Provide parents with training on reinforcing positive behaviors at home. Establish a home-school behavior communication system to keep parents informed of progress. Monitor and Evaluate Staff Training Effectiveness Use teacher surveys and classroom observations to assess the impact of training sessions. Adjust professional development topics based on staff feedback and behavioral data trends. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. <i>Education and Treatment of Children</i> , 31(3), 351-380. Position Responsible: Administration, Teacher Mentors Resources Needed: Professional development expansion Peer coaches or mentors Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Problem Statements/Critical Root Cause: Adult Learning Culture 1 Resources and Funding Needed: - General Funds	Status Check		
	Oct	Jan	May
	No review	No review	No review

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Classroom management for less experienced staff is inconsistent and not always proactive, leading to wasted learning time and an increased reliance on office referrals. Critical Root Cause: Many RDELA students are experiencing a structured classroom environment for the first time, making behavior management more challenging. Newer teachers are less experienced in proactive classroom management strategies, leading to an increase in disciplinary removals instead of implementing in-classroom interventions

Inquiry Area 3: Connectedness

SMART Goal 1: By spring 2026, improve parent-teacher communication and engagement by implementing monthly parent newsletters highlighting student needs and engagement events. The success of this goal will be measured through increased engagement attendance at Parent Literacy Event and teacher conferences by 15% and parent feedback.

Aligns with District Goal

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Implement Monthly Parent Newsletters Action Steps: Develop a Standardized Newsletter Format Create a template that includes sections for student achievements, upcoming events, classroom updates, and resources for parents. Ensure content is clear, concise, and visually engaging. Distribute Newsletters Through Multiple Channels Send newsletters via email, school website, and printed copies for parents who prefer physical copies. Utilize social media and school communication apps to increase accessibility. Incorporate Parent and Student Contributions Include a "Parent Spotlight" or "Student Success" section to increase family engagement. Allow parents to submit questions or topics they want addressed in future newsletters. Provide Multilingual Support Translate newsletters into the primary languages spoken by families to ensure inclusivity. Utilize bilingual staff or translation services for accuracy. Track Parent Engagement with Newsletters Include a QR code or link for parents to provide feedback or RSVP for events. Monitor open rates and responses to assess effectiveness. Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Routledge. Position Responsible: Teaching staff, Wed Designer Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1	Status Check		
	Oct	Jan	May
	No review	No review	No review

Improvement Strategy 2 Details	Status Checks		
Improvement Strategy 2: Establish a parent advisory committee to strengthen parent-teacher communication and engagement Action Steps: Host Monthly Parent Engagement Events Align newsletters with upcoming Parent Literacy Nights, workshops, and teacher conferences. Offer virtual and in-person options to accommodate different schedules. Increase Personalized Communication Between Parents and Teachers Encourage teachers to send individualized updates on student progress via email, phone calls, or parent-teacher apps. Implement a consistent schedule for teachers to check in with parents regarding student needs. Create Incentives for Parent Participation Provide small incentives (raffles, certificates, or school-branded items) for attending events. Recognize engaged parents in newsletters or during school meetings. Establish a Parent Advisory Committee Invite parents to provide feedback on newsletters and engagement events. Use committee insights to improve communication strategies. Measure Success and Adjust Strategies as Needed Track attendance at Parent Literacy Nights and teacher conferences to determine progress. Distribute surveys to collect parent feedback on communication effectiveness and event satisfaction. Position Responsible: Administration Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2 Evidence Level Problem Statements/Critical Root Cause: Connectedness 1 Resources and Funding Needed: - General Funds	Status Check		
	Oct	Jan	May
	No review	No review	No review

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Student social and emotional growth is impeded by lack of parental involvement. Critical Root Cause: Limited parent engagement and participation in school-based decision-making and advocacy opportunities creates a need for structured parent training on behavior management, social-emotional learning (SEL), and growth mindset development.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

At Rainbow Dreams Early Learning Academy, our comprehensive needs assessment process involves analyzing student performance data, teacher feedback, and family engagement metrics to identify areas for growth and improvement. Through collaborative discussions, classroom observations, and stakeholder input, we assess academic achievement, social-emotional development, and resource allocation to ensure equitable access to high-quality education and support services.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Performance Plan (SPP) at Rainbow Dreams Early Learning Academy (RDELA) is developed through a collaborative and data-driven process involving multiple stakeholders. The Continuous Improvement (CI) Team of administrators, teachers, paraprofessionals, parents, and specialized instructional support personnel, meets regularly to analyze student performance data, assess instructional strategies, and discuss areas for improvement.

To ensure meaningful engagement, RDELA actively solicits feedback from staff, families, and the community through various outreach efforts,

Staff, families, and community members are given the opportunity to take an active role in our plan development through town hall meetings, parent conferences, community partner collaboration, and Parent Literacy Nights designed to engage current student families in the decision making process.

2.2: Regular monitoring and revision

RDELA utilizes responsive planning to adapt to the evolving needs of our campus community. The goals are monitored through:

- Student achievement data from the Brigance and MAP assessments at regular intervals to assess progress toward literacy and numeracy goals.
- Observational data through Teaching Strategies Gold.
- Stakeholder feedback gathered from town hall meetings, parent-teacher conferences, and literacy nights.
- Teacher lesson plans and instructional observations to ensure alignment with best practices.

Adjustments to the SPP are made based on this ongoing analysis. Additionally, at the end of each academic year, the CI Team conducts a formal evaluation to determine whether goals have been met and what changes are needed for the following school year.

2.3: Available to parents and community in an understandable format and language

To ensure accessibility, the SPP is:

- Posted on the school website.
- Presented at Title I Annual Meetings and Parent Open Houses, where school leaders explain the plan in detail.
- Distributed through printed handouts available at the front office and during parent-teacher conferences.
- Shared digitally via Class Dojo, email, and the school's parent portal to reach families who prefer online communication.
- Presented in multiple formats including written, visual, and oral presentations to accommodate different literacy levels and language preferences.

Additionally, translation services are available upon request to ensure non-English-speaking families fully understand the school's goals and initiatives

2.4: Opportunities for all children to meet State standards

RDELA utilizes Title I funds to implement targeted academic support programs aimed at improving student achievement including:

- Weekly targeted reading intervention: Using research-based strategies to support students performing below grade level.
- Weekly targeted math intervention: Providing differentiated instruction tailored to student needs.
- Use of Tier I and Tier II instructional materials: Ensuring that all students have access to rigorous, state-aligned curricula.
- Small-group and one-on-one instruction: Particularly for students who require additional support in literacy and numeracy.
- Professional development for teachers: Focused on instructional best practices, assessment strategies, and differentiated learning approaches

2.5: Increased learning time and well-rounded education

RDELA maximizes learning opportunities for students by implementing:

- Project-Based Learning (PBL): Integrating real-world applications into the curriculum to foster critical thinking and problem-solving skills.
- Parent Training Sessions: Equipping families with tools to support their children's academic progress at home.
- Culturally responsive curriculum development: Ensuring students see themselves represented in the learning materials
- Digital curriculum that can be accessed from home for additional support.

Additionally, RDELA provides support through before and after school enrichment programs offering extended learning hours.

2.6: Address needs of all students, particularly at-risk

RDELA provides small-group and one-on-one instruction for English Learners, students with IEPs, and those from economically disadvantaged backgrounds. Programs such as Title I H.O.P.E. for homeless students and culturally responsive curriculum development ensure equitable access to academic and social-emotional support

3.1: Annually evaluate the schoolwide plan

The effectiveness of our School Performance Plan is measured using student assessment results, teacher evaluations, and stakeholder surveys. The CI Team meets quarterly to assess our needs statement and growth that has been made and to adjust our plan as needed. At the end of each academic year the CI team assesses progress toward goals and refine strategies based on data trends and community feedback.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

RDELA's Parent Advisory Committee collaborates with school leadership to develop and review the Parent and Family Engagement Policy. The policy is shared during Title I meetings, open forums, and literacy nights, and distributed via Class Dojo, email, printed handouts, and the school website to ensure broad accessibility

4.2: Offer flexible number of parent involvement meetings

RDELA offers a variety of public meetings and parent committees and surveys to allow stakeholders the opportunity to take part in the decision making process of our Continuous Improvement Committee. All Parent Literacy Night Events and Town Hall Meetings include an open forum portion to discuss student success needs. A minimum of two outreach events are held monthly.

5.1: Determine which students will be served by following local policy

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andria Dennis	Read By 3 Coordinator	Kindergarten	
Carolyn Clark	Intervention Teacher	Kindergarten	
Irene Andrade	Title I H.O.P.E. Liaison		

Community Outreach Activities

1.

Activity	Date	Lesson Learned
Parent Literacy Night: Community Support Town hall	2-19-2025	Need for increased home support or materials Request for more in-person opportunities to work with the school to support student achievement Request for more frequent campus-wide communication of current curriculum and activities in a newsletter format.
Continuous Improvement Committee Meeting	2-19-2025	Streamlining communication needs between families and administration and staff.
Teaching Staff Meeting		Differentiated teaching models needed Consistent expectations and SOP for all teachers in dealing with behavioral management
Professional Development	1-27-2025	Data and documentation Creating an inclusive learning space for all scholars. Increased cultural sensitivity and differentiated design to reach all students.
Parent Literacy Night	1-15-2025	Advocacy and partnerships
CIS Committee Meeting	12-11-2024	Clearer and consistent lines of communication. Administration not always copied in on parent communication.
All Staff Meeting	12-9-2024	Teachers reaffirmed adherence to the open-door policy and no cell phone use policy during instructional time i.e. as well Staff meetings. Behavioral intervention strategies need to be updated. Courtesy in Communication
Parent Literacy Night	10-16-2024	Building collaborative partnerships between educators and families Supporting student success by supporting family access needs. Developing a love of learning.