

State Public Charter School Authority
Rainbow Dreams Academy Elementary School
2025-2026 Status Checks



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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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
	In progress	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
	In progress	No review	No review

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.

Aligns with District Goal

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.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Multi-Tiered Literacy Support with Assistive Technology, focusing on personalized interventions, technology-based supports, and increased collaboration between educators and families. 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. 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. 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. 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 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 Position Responsible: Literacy specialists, SPED teachers 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 Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 4.2 Evidence Level Problem Statements/Critical Root Cause: Student Success 2 Resources and Funding Needed: Text to Speech Software - IDEA-B	Status Check		
	Oct	Jan	May
	In progress	No review	No review

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 interventionist 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
		In progress	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. Education and Treatment of Children, 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
	In progress	No review	No review

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, Web 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
	In progress	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
	In progress	No review	No review