

State Public Charter School Authority



Rainbow Dreams Academy Elementary School

Classification: Not Rated

Title I

2026-2027 School Improvement Plan

District Approval Date:
March 6, 2026

Public Presentation Date:
November 30, 2026

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 **exp**lore, 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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

Students are responding well to visual schedules and clear routines. Students are generally kind and are demonstrating growing social emotional awareness and conflict resolution skills. Students benefit from peer modeling. Though without attendance issues are all showing consistent growth. Many students are eager to express ideas, especially during hands-on and play-based learning. Students demonstrate curiosity and problem-solving skills during exploratory learning.

Areas for Growth

Behavior: We need more consistent consequences, stronger implementation of PBIS and MTSS supports, and clear classroom management systems at the start of the year.

Attendance: Chronic absences greatly affect progress. Attendance incentives, parent contact after two consecutive absences, and truancy referrals after the 10th absence may help improve consistency.

Some students struggle to transfer skills from guided practice to independent tasks.

Students benefit from more direct instruction in coping and problem-solving strategies.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Bilingual support in the kindergarten team in particular have limited time with the students.	Additional permanent staffing support including bilingual teaching assistants.
Foster/Homeless	Higher rates of absenteeism and mid-year transitions. Emotional regulation difficulties linked to instability or trauma.	Attendance incentives, parent contact after two consecutive absences, and truancy referrals after the 10th absence may help improve consistency. Need for trauma-informed practices and predictable routines.
Free and Reduced Lunch	N/A All students fall in this category	
Migrant/Title1-C Eligible	Bilingual support in the kindergarten team in particular have limited time with the students.	Additional permanent staffing support including bilingual teaching assistants.
Racial/Ethnic Minorities	Balancing cultural representation for all members of our campus community. Gaps in culturally responsive curriculum	Dedicated timelines to focus on groups with smaller representation on campus

representation.

and expanded libraries.

Students with IEPs

Not consistently meeting benchmarks due to behavioral needs detracting from classroom instruction.

Consistent consequences, stronger implementation of PBIS and MTSS supports, and clear classroom management systems at the start of the year. Further training in SEL and emotional regulation strategies for staff

Problem Statements Identifying Student Success Needs

Problem Statement	Critical Root Cause
<p>1 ★</p> <p>A review of literacy screening and formative assessment data indicates that students experiencing chronic absences are not meeting grade-level benchmarks in early phonological awareness, oral language development, and foundational reading skills.</p>	<p>Chronic absenteeism, Limited structured small-group intervention time embedded within the master schedule, minimal resources for at home learning.</p>
<p>2 ★</p> <p>Students requiring additional academic or behavioral supports, including those with IEPs or identified skill gaps, are not consistently demonstrating accelerated growth toward individualized goals.</p>	<p>Inconsistent collaboration between general education and support staff to align accommodations and interventions and limited teacher training in differentiated instruction and inclusive classroom practices.</p>

★ = Priority

Adult Learning Culture

Areas of Strength

Dedicated early childhood educators. Supportive administration. Partnership with a psychologist for professional development focusing on Social emotional learning. Regular access to PD related to curriculum.

Areas for Growth

Need more teacher support-- clearer and more varied instructional prep time. Prep during instructional time. Stronger and more consistent PLCs. Some teachers are not aligned with the same curriculum and the same time.

Limited time for intensive individualized instruction within the general classroom model. Need more structured collaboration between teachers and interventionist.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Monolingual teachers find it difficult to provide additional supports to EL students. There are not enough Bilingual teaching assistants to be in all classrooms all the time.	Additional bilingual staffing and teacher training.
Foster/Homeless	Trauma induced behaviors make classroom management difficult. Higher rates of absenteeism and mid-year transitions make falling behind a common occurrence.	Additional SEL/PBIS MTSS training and supports. Additional support staff in classroom. Increased coaching support for differentiated instruction.
Free and Reduced Lunch		
Migrant/Title1-C Eligible	Monolingual teachers find it difficult to provide additional supports to EL students. There are not enough Bilingual teaching assistants to be in all classrooms all the time.	Additional bilingual staffing and teacher training.
Racial/Ethnic Minorities	Monolingual teachers find it difficult to provide additional supports to EL students. There are not enough Bilingual teaching assistants to be in all classrooms all the time.	Additional bilingual staffing and teacher training.

Students with IEPs

Poor behavioral mitigation strategies lead to students removed from classroom and learning time, rather than being able to address the behaviors in class.

Additional SEL/PBIS MTSS training and supports. Additional support staff in classroom. Increased coaching support for differentiated instruction.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement	Critical Root Cause
<p>1 ★</p> <p>Classroom walkthrough data shows variability in instructional rigor, student engagement strategies, and alignment to developmentally appropriate standards.</p>	<p>Lack of calibrated observation tools and consistent oversight to ensure consistent expectations across grade levels.</p>
<p>2 ★</p> <p>Although student data is collected regularly, it is not consistently analyzed through structured Professional Learning Community (PLC) cycles to inform instructional adjustments.</p>	<p>PLC meetings lack a standardized agenda focused on actionable data analysis. Limited accountability structures to ensure follow-through on instructional action steps.</p>

★ = Priority

Connectedness

Areas of Strength

Consistent attendance in Parent Literacy Events. Positive parent feedback on topics discussed during literacy events.

Areas for Growth

Parent Engagement: Limited parent involvement can impact both academic progress and behavior. Strengthening communication, clearly outlining expectations, and providing opportunities for families to be involved in learning may help build a stronger home–school partnership and better support student success.

Need more balanced representation in classroom supplies, books, and other resources.

Lack of community involvement and partnerships.

Behavior: We need more consistent consequences, stronger implementation of PBIS and MTSS supports, and clear classroom management systems at the start of the year.

Need for stronger Tier II and Tier III systems.

Increased coaching support for differentiated instruction.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Not enough material or curriculum reflecting broader community/cultural identity.	Additional professional development and expansion of classroom material. Expanded multilingual communication and family outreach.
Foster/Homeless	Absenteeism.	Attendance incentives, parent contact after two consecutive absences, and truancy referrals after the 10th absence may help improve consistency. Stronger collaboration with caregivers and caseworkers.
Free and Reduced Lunch	N/A Applies to all students.	
Migrant/Title1-C Eligible	Not enough material reflecting broader community/cultural identity.	Additional professional development and expansion of classroom material. More community supports and partnership. Expanded multilingual communication and family outreach.

<p>Racial/Ethnic Minorities</p>	<p>Not enough material reflecting broader community/cultural identity.</p>	<p>Additional professional development and expansion of classroom material. More community supports and partnership.</p>
<p>Students with IEPs</p>	<p>Behavioral incidents are usually addressed by removing student from classroom limiting the inclusive aspect.</p>	<p>Stronger SEL training and in classroom supports.</p>

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<p>1 ★</p> <p>The school has established informal community relationships; however, partnerships are not strategically aligned to enhance instructional programming or student enrichment opportunities.</p>	<p>Underutilization of local early childhood and community-based resources to extend learning beyond the classroom.</p>
<p>2 ★</p> <p>Behavioral referral trends and classroom observation data indicate variability in student self-regulation skills, peer interaction, and readiness to engage in structured learning environments.</p>	<p>Inconsistent implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS). Limited direct instruction in social-emotional competencies embedded into daily lessons.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1
★

A review of literacy screening and formative assessment data indicates that students experiencing chronic absences are not meeting grade-level benchmarks in early phonological awareness, oral language development, and foundational reading skills.

Chronic absenteeism, Limited structured small-group intervention time embedded within the master schedule, minimal resources for at home learning.

2
★

Students requiring additional academic or behavioral supports, including those with IEPs or identified skill gaps, are not consistently demonstrating accelerated growth toward individualized goals.

Inconsistent collaboration between general education and support staff to align accommodations and interventions and limited teacher training in differentiated instruction and inclusive classroom practices.

3
★

Classroom walkthrough data shows variability in instructional rigor, student engagement strategies, and alignment to developmentally appropriate standards.

Lack of calibrated observation tools and consistent oversight to ensure consistent expectations across grade levels.

4
★

Although student data is collected regularly, it is not consistently analyzed through structured Professional Learning Community (PLC) cycles to inform instructional adjustments.

PLC meetings lack a standardized agenda focused on actionable data analysis. Limited accountability structures to ensure follow-through on instructional action steps.

5
★

The school has established informal community relationships; however, partnerships are not strategically aligned to enhance instructional programming or student enrichment opportunities.

Underutilization of local early childhood and community-based resources to extend learning beyond the classroom.

6
★

Behavioral referral trends and classroom observation data indicate variability in student self-regulation skills, peer interaction, and readiness to engage in structured learning environments.

Inconsistent implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS). Limited direct instruction in social-emotional competencies embedded into daily lessons.



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

Early childhood literacy and math data

Grades

MAP Growth Assessment

Other

Teaching Strategies Gold

Student observational data and behavioral referrals

Adult Learning Culture

Administrator evaluation

School department and/or faculty meeting discussions and data

Teacher evaluation

Connectedness

Attendance

Behavior

PBIS/MTSS data

Perception/survey data



Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

By May 2027, the percentage of chronically absent students meeting or exceeding grade-level benchmarks in phonological awareness and foundational reading skills will increase by 10% as measured by fall, winter, and spring literacy screening assessments. Additionally, the percentage of students identified as chronically absent (missing 10% or more of instructional days) will decrease by 10% compared to the prior school year.

Formative Measures: Monthly attendance review identifying students approaching chronic absence thresholds (10% or more missed instructional days).

Biweekly small-group literacy progress monitoring for identified students using phonological awareness probes and running records.

Quarterly family outreach logs documenting attendance interventions.

PLC review of literacy data every six weeks with documented instructional adjustments.

Mid-year benchmark target: At least 50% of chronically absent students demonstrate one year's growth by winter screening.

Improvement Strategy 1

Implement an integrated attendance intervention system paired with evidence-based early literacy small-group instruction aligned to the Nevada Ready Standards (Foundational Skills, Speaking & Listening).

Action Steps: Establish monthly attendance review meetings to identify at-risk students.

Implement family outreach protocols after 3, 5, and 7 absences.

Provide targeted small-group phonological awareness intervention 3-4 times per week.

Monitor literacy progress biweekly using skill-based probes.

Provide take-home literacy kits for families of chronically absent students

Position Responsible: Principal (oversight), Interventionist (progress monitoring), Classroom Teachers (instruction), Registrar/Family Engagement Liaison (attendance outreach), Attendance Clerk

Resources Needed: Funding will support early literacy intervention programs, phonological awareness instructional materials, literacy progress monitoring tools, family engagement resources, attendance incentive programs, and professional development aligned to the Nevada Ready Standards and Science of Reading practices. Funding for take home kits.

Evidence Level

Level 1: Strong:

Early literacy small-group intervention

Level 2: Moderate:

Family engagement & attendance monitoring systems

Problem Statements: Student Success 1

Resources and Funding Needed: General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4

Status Checks

October

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

A review of literacy screening and formative assessment data indicates that students experiencing chronic absences are not meeting grade-level benchmarks in early phonological awareness, oral language development, and foundational reading skills.

Chronic absenteeism, Limited structured small-group intervention time embedded within the master schedule, minimal resources for at home learning.

SMART Goal 2

By the end of the 2026-2027 school year, 80% of students with IEPs or Tier II/Tier III plans will demonstrate measurable progress toward individualized goals, with at least 65% meeting or exceeding expected annual growth targets as documented through quarterly progress reports.

Formative Measures: Biweekly intervention progress monitoring using skill-specific probes. Monthly interventionist-teacher collaboration meetings reviewing accommodation fidelity. Quarterly IEP goal progress reports analyzed during leadership review meetings. Walkthrough documentation verifying implementation of accommodations in 90% of observed classrooms. Mid-year benchmark target: 70% of identified students show at least 50% of expected annual growth by winter review.

This goal aligns with SPP/APR indicators under the Individuals with Disabilities Education Act, particularly Indicator 3B, 7B, 7C related to improved academic outcomes for students with disabilities and behavioral regulation.

Improvement Strategy 1

Strengthen MTSS implementation with structured intervention blocks and fidelity monitoring aligned to individualized learning goals.

Action Steps: Schedule protected daily intervention blocks.
Conduct biweekly interventionist-teacher collaboration meetings.
Align IEP goals to weekly lesson plans.
Conduct quarterly accommodation fidelity walkthroughs.
Implement progress monitoring every two weeks.

Position Responsible: Special Education Specialist, Interventionist, Classroom Teachers, Principal (fidelity checks)

Resources Needed: Resources will include specialized intervention curricula, progress monitoring tools, adaptive instructional materials, MTSS implementation supports, and professional development to strengthen differentiated instruction and ensure fidelity of accommodations for students with IEPs and identified skill gaps. Additional time with the Special educational specialist/interventionist.

Evidence Level

Level 1: Strong:

Multi-Tiered System of Supports (MTSS); Progress monitoring with data-based decision making

Problem Statements: Student Success 2

Resources and Funding Needed: IDEA-B, , General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5

Status Checks

October

January

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

Students requiring additional academic or behavioral supports, including those with IEPs or identified skill gaps, are not consistently demonstrating accelerated growth toward individualized goals.

Inconsistent collaboration between general education and support staff to align accommodations and interventions and limited teacher training in differentiated instruction and inclusive classroom practices.

SMART Goal 1 Aligns with District Goal

By March 2027, 90% of classroom walkthrough observations will demonstrate proficiency in instructional rigor, student engagement strategies, and alignment to developmentally appropriate standards.

Formative Measures: Monthly administrative walkthroughs using a calibrated instructional rubric.
Quarterly inter-rater reliability calibration sessions among observers.
Coaching action plans developed within one week of identified instructional gaps.
Teacher self-reflection surveys administered each semester.
Mid-year benchmark target: 75% of classrooms rated proficient by January 2027.

Improvement Strategy 1

Implement a structured instructional coaching model with aligned walkthrough tools and professional learning tied to early childhood best practices.

Action Steps: Conduct monthly instructional walkthroughs using a standards-aligned rubric.
Provide individualized coaching cycles (goal-setting, modeling, feedback).
Facilitate quarterly professional development on developmentally appropriate rigor.
Conduct inter-rater reliability calibration sessions.
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 leads, interventionist

Resources Needed: Funding will support instructional coaching, teacher professional development aligned to Nevada Ready Standards and developmentally appropriate practice, instructional observation tools, and curriculum resources that strengthen student engagement and rigorous instruction in early learning classrooms. Additional PD, clear instructional rubrics

Evidence Level

Level 1: Strong:
Instructional coaching

Level 2: Moderate:
Professional learning communities tied to practice

Problem Statements: Adult Learning Culture 1

Resources and Funding Needed: General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

October

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Classroom walkthrough data shows variability in instructional rigor, student engagement strategies, and alignment to developmentally appropriate standards.

Lack of calibrated observation tools and consistent oversight to ensure consistent expectations across grade levels.

SMART Goal 2

By December 2026, 100% of grade-level PLCs will implement biweekly structured data meetings using a standardized agenda and action-planning protocol. By May 2027, 85% of PLC action steps will result in documented instructional adjustments tied to student data.

Formative Measures: Biweekly PLC agendas and minutes submitted to administration.
Monthly review of PLC documentation for evidence of data analysis and action planning.
Quarterly audit of instructional changes observed during walkthroughs linked to PLC decisions.
Staff survey each semester measuring perceived effectiveness of PLC processes.
Mid-year benchmark target: 70% of documented PLC action steps show implemented adjustments by January 2027.

Improvement Strategy 1

Establish structured, data-driven PLC cycles focused on formative assessment aligned to Nevada Standards.

Action Steps: Implement biweekly PLC meetings using a standardized protocol.
Train staff on data analysis and early childhood assessment interpretation.
Require documentation of instructional action steps and follow-up evidence.
Conduct quarterly administrative audits of PLC implementation.

Position Responsible: PLC Team Leads, Classroom Teachers, Interventionist, Principal (Facilitator)

Resources Needed: Additional prep time to accommodate PLC implementation. Resources will include universal screening and assessment platforms, data analysis tools, teacher collaboration time, PLC training materials, and administrative support for implementing structured data-driven instructional cycles.

Evidence Level

Level 1: Strong:
Data-driven instruction

Level 2: Moderate:
Structured PLC implementation

Problem Statements: Adult Learning Culture 2

Resources and Funding Needed: General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6

Status Checks

October

January

May

SMART Goal 2 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

2

Although student data is collected regularly, it is not consistently analyzed through structured Professional Learning Community (PLC) cycles to inform instructional adjustments.

PLC meetings lack a standardized agenda focused on actionable data analysis. Limited accountability structures to ensure follow-through on instructional action steps.

SMART Goal 1

By June 2027, the school will establish at least three formalized community partnerships aligned to literacy, family engagement, or student enrichment priorities, with at least two directly supporting instructional programming and impacting 50% of enrolled students.

Formative Measures: Partnership planning meetings documented by October 2026.

Memoranda of Understanding (MOUs) finalized by January 2027.

Quarterly participation reports tracking student involvement.

Family feedback surveys after partnership-sponsored events.

Mid-year benchmark target: At least two partnerships formally launched and serving students by February 2027.

Improvement Strategy 1

Develop formalized partnerships that extend early literacy, enrichment, and kindergarten readiness programming.

Action Steps: Identify community organizations aligned to early childhood literacy or enrichment.

Develop Memoranda of Understanding (MOUs) with defined outcomes.

Schedule quarterly partnership events or in-class supports.

Collect participation and impact data after each initiative.

Position Responsible: Principal, Family Engagement Liaison, Governing Board, Community partners

Resources Needed: Funding may support partnership coordination, family engagement events, enrichment programming, literacy outreach initiatives, and materials that strengthen collaboration between the school, families, and community organizations.

Evidence Level

Level 2: Moderate:

Family-school-community partnerships

Level 3: Promising:

Extended learning opportunities

Problem Statements: Connectedness 1

Resources and Funding Needed: General Funds,

Status Checks

October

January

May

SMART Goal 1 Problem Statements Identifying Connectedness

Problem Statement	Root Cause
1 The school has established informal community relationships; however, partnerships are not strategically aligned to enhance instructional programming or student enrichment opportunities.	Underutilization of local early childhood and community-based resources to extend learning beyond the classroom.

SMART Goal 2 Aligns with District Goal

By May 2027, office discipline referrals and documented classroom behavior incidents will decrease by 20% compared to the previous school year. Additionally, 85% of classrooms will demonstrate consistent implementation of schoolwide behavior expectations and social-emotional learning routines.

Formative Measures: Monthly behavior data review disaggregated by classroom and subgroup.

PBIS fidelity checks conducted quarterly.

Biweekly classroom behavior walkthrough snapshots.

Small-group social-emotional skill tracking logs for identified students.

Mid-year benchmark target: 10% reduction in referrals and 75% classroom fidelity by January 2027

Improvement Strategy 1

Strengthen Tier I PBIS implementation and embed daily social-emotional learning instruction aligned to early childhood developmental standards in conjunction with family participation.

Action Steps: Conduct quarterly PBIS fidelity assessments.

Implement daily SEL mini-lessons aligned to CASEL competencies.

Provide staff training in trauma-informed practices.

Establish calm-down corners and consistent behavior routines in all classrooms.

Review behavior data monthly and adjust supports accordingly.

Add Parent/Caregiver Behavioral Support session

Position Responsible: Principal (oversight), PBIS Team, Classroom Teachers, Interventionist, School Counselor, Caregivers

Resources Needed: Resources will support PBIS implementation materials, social-emotional learning curriculum, staff training in trauma-informed practices and behavior intervention strategies, classroom regulation tools, and data tracking systems for monitoring behavioral outcomes.

Evidence Level

Level 1: Strong:

PBIS framework, Social-emotional learning curriculum

Level 2: Moderate:

Family-school-community partnerships, Trauma-informed practices

Level 3: Promising:

Extended learning opportunities

Problem Statements: Connectedness 2

Resources and Funding Needed: General Funds,

Status Checks

October

January

May

SMART Goal 2 Problem Statements Identifying Connectedness

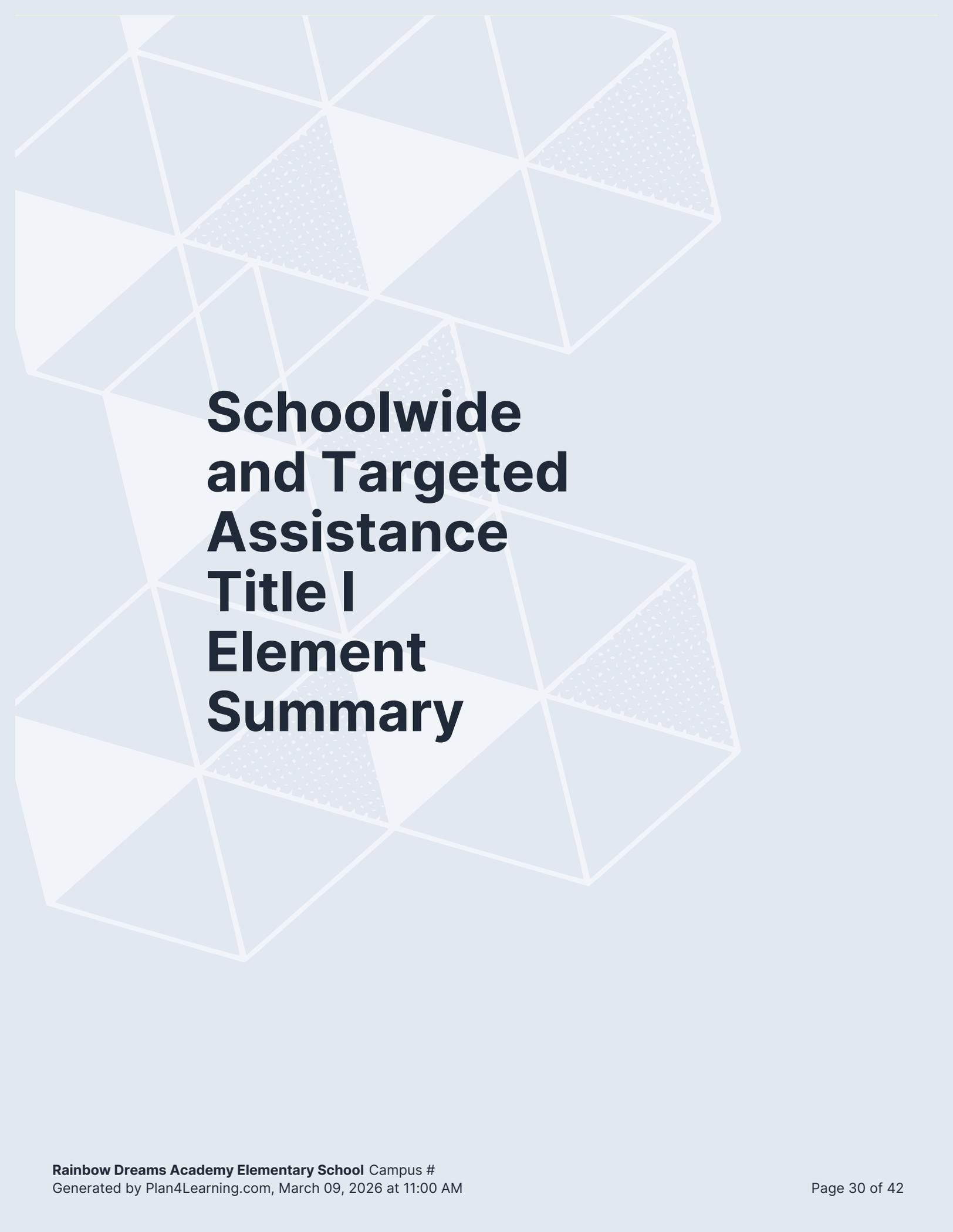
Problem Statement

Root Cause

2

Behavioral referral trends and classroom observation data indicate variability in student self-regulation skills, peer interaction, and readiness to engage in structured learning environments.

Inconsistent implementation of schoolwide Positive Behavioral Interventions and Supports (PBIS). Limited direct instruction in social-emotional competencies embedded into daily lessons.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Rainbow Dreams Early Learning Academy conducts an annual comprehensive needs assessment using multiple data sources including TSG, MAP, and Brigance data, literacy and language screeners, attendance data, behavioral referral trends, teacher feedback, and stakeholder survey results to identify achievement gaps and prioritize areas for improvement aligned to Nevada Department of Education standards.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, board members, and community members are included in plan development through surveys, parent meetings, PLC discussions, and leadership team planning sessions. Feedback is solicited in-person during Parent literacy events and town hall meetings, through surveys, and advisory meetings, and input is reviewed by administration to inform goal setting and action steps.

2.2 Regular monitoring and revision

The School Performance Plan is reviewed quarterly by the leadership team and PLCs using formative academic, attendance, and behavior data. Adjustments to strategies, timelines, and resource allocation are made based on documented progress monitoring outcomes and documented in the quarterly status checks.

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

The School Performance Plan is posted on the school's website and shared during parent meetings and governing board sessions in family-friendly language. Translated summaries and interpretation support are provided to ensure accessibility for families whose primary language is not English.

2.4 Opportunities for all children to meet State standards

Title I funds will be used to support student achievement by expanding curriculum to strengthen foundational literacy using evidence-based, Science of Reading–aligned practices. Funds for the upcoming year will be used to support Exact path for literacy and math intervention and UFLI Foundations for a strong phonics foundation. The inclusion of sound articulation visuals (mouth pictures) supports all learners, including students with speech challenges and emerging readers. Funds will also be used to support technological access and expansion of SEL tools available for each classroom. Funding also supports professional development to strengthen Tier I instruction and data-driven teaching practices across classrooms.

2.5 Increased learning time and well-rounded education

Title I funds provide extended learning opportunities through intervention blocks, before- and after-school academic support, and enrichment programming that integrates literacy, STEM, and social-emotional learning. These initiatives ensure students

receive additional instructional time and access to a well-rounded educational experience.

2.6 Address needs of all students, particularly at-risk

Title I resources are used to implement Tier II and Tier III intervention programs, progress monitoring systems, family engagement supports, and behavior intervention services for students identified as at-risk due to academic performance, attendance, disability status, or other risk factors. Services are designed to reduce achievement gaps and accelerate growth.

3.1 Annually evaluate the schoolwide plan

The SPP is evaluated mid-year and at the end of the school year using literacy growth data, developmental benchmark assessments, attendance rates, behavior trends, and subgroup progress reports. Outcomes are compared to established kindergarten readiness and Nevada Ready Standards benchmarks to determine effectiveness and inform next steps.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed annually in partnership with teachers, administrators, and caregivers during a formal town hall style meeting, with an emphasis on early childhood family engagement best practices. The policy is posted on the school website, included in classroom communication through Class Dojo, and discussed formally during our annual Title I meetings. Families are encouraged to provide feedback throughout the year to ensure meaningful collaboration in supporting school readiness and early academic success.

4.2 Offer flexible number of parent involvement meetings

RDELA hosts two annual hybrid Title I meetings, with at least one meeting corresponding with the open house even to reach as many families as possible. Meeting materials are also posted on our school website and available in hard copy on request. RDELA also hosts monthly Parent Literacy Event to ensure that all caregivers are given opportunity for involvement.

5.1 Determine which students will be served by following local policy

N/A

Schoolwide and Targeted Assistance Title I Elements Personnel

Name	Position	Program	FTE
Irene Andrade	Title I McKinney Vento/Foster Liaison	Rainbow Dreams Early Learning Academy1	
Kristy Borg	Title I Coordinator	Rainbow Dreams Early Learning Academy1	



Community Outreach Activities

Activity	Date	Lesson Learned
SIP Grade Level Needs Assessment	2/20/2026	<ul style="list-style-type: none"> • Strengthen foundational literacy using evidence-based, Science of Reading–aligned practices • Improve early identification and intervention through strong screening and progress monitoring • Support English learners and struggling readers with differentiated instruction • Provide structured, standards-aligned math and content-area instruction
SIP Grade Level Needs Assessment Part 2	3/2/2026	<p>Behavior: We need more consistent consequences, stronger implementation of PBIS and MTSS supports, and clear classroom management systems at the start of the year.</p> <p>Attendance: Chronic absences greatly affect progress. Attendance incentives, parent contact after two consecutive absences, and truancy referrals after the 10th absence may help improve consistency.</p> <p>Parent Engagement: Limited parent involvement can impact both academic progress and behavior. Strengthening communication, clearly outlining expectations, and providing opportunities for families to be involved in learning may help build a stronger home–school partnership and better support student success.</p>

Teacher Support:
Providing teachers with a consistent prep period during instructional time in the school day rather than at the end of the day would be essential. Dedicated planning time allows teachers to design differentiated lessons, analyze data, provide timely feedback, and collaborate to support students effectively. Without this time, burnout increases, which ultimately impacts instructional quality and student success.



Funding Summary



Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	2	1		--	\$0.00
2	1	1		--	\$0.00
2	2	1		--	\$0.00
3	1	1		--	\$0.00
3	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,353,500.00
				+/- Difference	\$2,353,500.00

AB 495

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$2,173.82
				+/- Difference	\$2,173.82

IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

Special Education EXN

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Special Education ESY

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title I, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$81,734.40
+/- Difference					\$81,734.40

Title I, 1003(a)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title II, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,277.04
+/- Difference					\$3,277.04

Title III - ELL

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title III - Immigrant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Title IV, Pt. A

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,020.67
+/- Difference					\$8,020.67

NV Ready! State Pre-K

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$552,636.00
+/- Difference					\$552,636.00

McKinney-Vento

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Project Aware

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER (Includes Final One Third)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER Late Liquidation

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER IDEA-B

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER IDEA-b, Sect 619 EC

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ARP ESSER CTE

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

ARP Homeless

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

BSCA Stronger Connections

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

CRSSA ESSER II

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

Transportation Grant

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$0.00
				+/- Difference	\$0.00

Other (Specify source name within the strategy)

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$460,625.00
				+/- Difference	\$460,625.00