

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



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.)

Table of Contents

Inquiry Areas	4
Inquiry Area 1: Student Success	4
Inquiry Area 2: Adult Learning Culture	12
Inquiry Area 3: Connectedness	17

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
<p>Improvement Strategy 1: Strengthening Differentiated Instruction and Data-Driven Teaching</p> <p>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.</p> <p>Action Step 2: Implement bi-weekly data review meetings to analyze student progress using Brigance, MAP Growth, and classroom-based assessments to adjust instruction.</p> <p>Action Step 3: Expand the use of literacy specialists to provide additional small-group interventions for struggling students.</p> <p>Action Step 4: Integrate structured phonics and numeracy programs aligned with assessment data to address gaps in student learning.</p> <p>Tomlinson, C. A., & Moon, T. R. (2013). Assessment and student success in a differentiated classroom. ASCD.</p> <p>Position Responsible: Department lead</p> <p>Resources Needed: Expanded staffing of support specialists. Additional coverage to allow for bi-weekly meetings.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Evidence Level Level 1: Strong:</p> <p>Problem Statements/Critical Root Cause: Student Success 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Data-informed instruction is improving teacher awareness of student needs and instructional planning; however, consistency in using assessment data to guide daily instruction varies among classrooms.</p> <p>Small-group instruction has proven effective in supporting growth for students performing below benchmark, particularly in literacy, yet some teachers still need additional support in managing rotations and differentiating within groups.</p> <p>Early data from Brigance and classroom assessments indicate steady growth in literacy and numeracy, though targeted intervention is still needed for a subset of students who began the year below grade level expectations.</p> <p>Some teachers are self limiting their differentiation practices by resorting to one or two go to strategies which may not work for every student.</p> <p>October Next Steps/Need Increase data coaching and follow-up support through monthly data review meetings.</p> <p>Broaden the Differentiation Practices: Develop a resource bank of tiered instructional materials aligned to Brigance and MAP Growth skill areas.</p>

Jan: In progress

January Lessons Learned

In Pre-K

Language development increased from 51% to 92% meeting or exceeding expectations.

Cognitive development increased from 52% to 87% meeting or exceeding expectations.

Literacy outcomes reached the 85% benchmark in Winter, increasing from 60% in Fall.

Students below expectations decreased from 40% to 4%, demonstrating sustained growth.

In Kindergarten

Teachers are actively using assessment data to guide instructional decisions, form flexible small groups, W.I.N groups, and address individual learning needs.

Differentiated instruction is becoming increasingly embedded in daily practice through guided reading, targeted math centers, and skill-based interventions.

Students are demonstrating growth in foundational skills, particularly in phonological awareness, letter identification, early writing, sight word

Fall-to-Winter data confirms RDELA is on track to meet or sustain the 85% end-of-year goal through differentiated instruction, data-driven teaching, and family engagement.

January Next Steps/Need

School has budgeted for specialized professional development and coaching with a data specialist and has put out job listings to recruit. Internally, a data lead has been assigned to each team to ensure consistency in implementation of strategy.

Maintain structured data cycles with consistent progress monitoring to ensure timely instructional adjustments.

Conduct regular implementation checks to ensure alignment and consistency across Pre-K and Kindergarten classrooms.

May: Continue

May Lessons Learned

RDELA successfully met its SMART Goal, with at least 85% of Pre-K and Kindergarten students demonstrating measurable growth in early literacy and numeracy skills. The integration of differentiated instruction, targeted small-group interventions,

and data-driven instructional planning contributed to significant improvements in student outcomes, particularly among students who began the year below benchmark. Regular data review meetings, flexible instructional groupings, and collaboration among teachers and interventionists strengthened instructional effectiveness and responsiveness to student needs. While overall results exceeded expectations, continued professional development and coaching remain essential to expanding teachers' differentiation strategies and ensuring consistent implementation across classrooms.

May Next Steps/Need

RDELA will sustain and build upon these gains by strengthening structured PLC data review cycles, targeted interventions, and differentiated instructional practices across Pre-K and Kindergarten. Dedicated instructional coaching and professional development will focus on expanding teachers' instructional strategies, strengthening assessment interpretation, and supporting effective small-group instruction. Grade-level data leads will continue monitoring instructional implementation and collaborating with administration to ensure consistency and accountability. Fall baseline assessments and ongoing progress monitoring will guide individualized interventions, with increased emphasis on sustaining benchmark achievement and accelerating growth for students performing below expectations.

Improvement Strategy 2 Details

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 Checks

Oct: In progress

October Lessons Learned

Parent engagement fluctuates based on scheduling and accessibility--attendance at in-person literacy events was lower in October, with parent feedback indicating a need for more flexible options such as evening sessions or virtual access.

Families express strong interest in supporting learning at home but often face time and scheduling barriers that limit participation in on-site workshops.

Take-home literacy and numeracy kits have been positively received, providing hands-on opportunities for families to reinforce foundational skills at home.

Consistent school-home communication has improved

awareness of student progress, though there is room to increase

personalization and provide more actionable suggestions for families.

October Next Steps/Need

Develop a digital database of recorded family workshops and training sessions accessible at any time.

Offer hybrid family engagement options (in-person and virtual) to meet varying family needs and schedules.

Jan: In progress

January Lessons Learned

Family engagement is on the rise at the mid year point with many families demonstrating active communication with the school both via Class Dojo and in attendance at in-person family engagement activities. Parents continue to request asynchronous options for schedules that do not align with our scheduled engagement events. Staffing and expertise has prevented us from quickly implementing asynchronous opportunities.

January Next Steps/Need

Continue to develop a digital database of recorded family workshops and training sessions accessible at any time. School has made plans to begin a repository of family literacy workshops.

Offer hybrid family engagement options (in-person and virtual) to meet varying family needs and schedules.

Increase opportunities for family involvement through literacy and math-focused events and accessible take-home materials.

May: Continue

May Lessons Learned

RDELA experienced increased family engagement throughout the school year, with improved participation in school-sponsored activities and more consistent communication through ClassDojo and direct family outreach. Take-home literacy and numeracy resources were well received and provided families with meaningful opportunities to reinforce foundational skills outside the classroom. However, scheduling conflicts and accessibility barriers continued to limit participation for some families, reinforcing the need for flexible, asynchronous engagement opportunities. While

progress was made in expanding family resources and planning a digital workshop repository, staffing capacity and technical expertise delayed full implementation of these initiatives. These experiences highlighted the importance of offering multiple pathways for family participation and ensuring that engagement strategies are sustainable and accessible.

May Next Steps/Need

RDELA will prioritize the development of an accessible digital resource library featuring recorded literacy and numeracy workshops, instructional demonstrations, and practical at-home learning strategies. Family engagement opportunities will be expanded to include flexible scheduling, hybrid participation options, and continued distribution of take-home learning materials. Administration will identify staff responsibilities and professional development needs to support the implementation of digital resources and explore partnerships to expand technical capacity. Teachers will strengthen personalized communication with families by providing targeted learning recommendations aligned with student assessment results. Family participation data and feedback will be reviewed regularly to evaluate accessibility, identify barriers, and guide continuous improvement in school-home partnerships.

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
<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</p>	<p>Oct: In progress</p> <p>October Lessons Learned Although data is limited due to a small current population (2 IEP students and 11 in the evaluation process), early implementation shows positive growth among identified students receiving targeted reading interventions.</p> <p>Individualized, evidence-based programs such as Lexia have supported measurable improvements in decoding and comprehension for participating students.</p> <p>Collaboration between SPED staff, interventionists, and general education teachers has improved coordination of support and consistency in instructional delivery.</p> <p>Because of the limited sample size, trend data is not yet sufficient to evaluate the overall effectiveness of the interventions or to measure progress toward the 80% improvement target.</p> <p>October Next Steps/Need Finalize assessments for students currently undergoing evaluation to ensure all eligible learners are receiving</p>

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

Level 1: Strong:

Problem Statements/Critical Root Cause: Student Success 2

appropriate literacy interventions.

Update IEPs to include specific reading comprehension and assistive technology goals aligned with evidence-based practices.

Maintain monthly collaboration meetings between SPED teachers, interventionists, and general educators to refine instructional approaches.

Jan: In progress

January Lessons Learned

Although overall data remains limited due to the relatively small population with 10 IEP students, early implementation results continue to show encouraging progress among students receiving special education and targeted intervention services. All identified students are demonstrating measurable growth in both literacy and numeracy skills. In the area of early literacy, 100% of students are currently performing at or above expected levels, reflecting strong gains in foundational skills such as phonemic awareness, decoding, and reading comprehension. In mathematics, the majority of students are meeting expected benchmarks, with two students currently performing below expectation.

January Next Steps/Need

Continue to update IEPs to include specific reading comprehension and assistive technology goals aligned with evidence-based practices.

Maintain monthly collaboration meetings between SPED teachers, interventionists, and general educators to refine instructional approaches.

Strengthen Tier I instruction while proactively identifying students who require additional intervention and support.

Recognize and celebrate student growth while promoting the sharing of best practices among teaching teams.

May: Continue

May Lessons Learned

RDELA observed strong growth among students receiving special education services and targeted literacy interventions, demonstrating the effectiveness of individualized instruction, evidence-based reading programs, and collaboration between

SPED staff, interventionists, and classroom teachers. Students demonstrated measurable improvements in foundational literacy skills, including phonemic awareness, decoding, and early reading comprehension. The expansion of special education identification and evaluation processes throughout the year strengthened the school's ability to recognize individual learning needs and provide appropriate interventions. However, the relatively small SPED population and varying student entry points highlighted the importance of individualized growth measures rather than relying solely on aggregate proficiency data. Continued emphasis on intervention consistency, assistive technology integration, and systematic progress monitoring will be essential to sustaining

May Next Steps/Need

RDELA will strengthen its MTSS and special education intervention framework by implementing consistent, individualized literacy instruction aligned with IEP goals and student assessment data. Biweekly progress monitoring and quarterly reviews will be used to evaluate student growth, refine interventions, and identify students requiring additional support. Professional development will focus on evidence-based reading strategies, assistive technology integration, and effective collaboration between general education and special education personnel. Administration will prioritize timely identification and evaluation of students, consistent implementation of accommodations, and improved documentation of individualized progress. Family engagement and communication will remain priorities to reinforce literacy development at home and support continued progress toward individualized learning goals.

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
<p>Improvement Strategy 1: Implement a School-Wide Positive Behavior Support Plan (PBSP)</p> <p>Action Steps: Develop and Communicate Clear Behavior Expectations</p> <p>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)</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p> <p>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.</p> <p>Position Responsible: Administration, Department needs, behavior interventionist</p> <p>Resources Needed: Additional behavior interventionists or support staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Evidence Level</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>The implementation of PBIS and SEL integration has contributed to a moderate decrease in behavioral referrals, indicating that positive reinforcement and proactive strategies are making an impact.</p> <p>Consistent implementation across classrooms remains critical. Some teachers continue to rely on office referrals rather than applying classroom-based interventions, showing the need for additional coaching and accountability.</p> <p>The partnership with the behavioral specialist has been effective in providing targeted support and training; however, continued modeling and follow-up are needed to sustain practices schoolwide.</p> <p>Incentive systems and hands-off contracts are helping reinforce positive behavior, especially for students with prior behavior challenges. However, some students continue to have difficulty despite the positive reinforcement.</p> <p>October Next Steps/Need</p> <p>Continue and Deepen PBIS Training- Provide ongoing, tiered professional development focused on consistency, classroom management strategies, and restorative practices.</p> <p>Enhance Data Review and Response Systems-Review behavior data monthly with grade-level teams to identify trends, celebrate improvements, and problem-solve ongoing challenges. Use the data to target support for teachers or students who may need additional interventions.</p>

Level 1: Strong:

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Increase Teacher Accountability and Support-Develop a consistent referral protocol and classroom management checklist to ensure teachers are applying PBIS strategies before referring students.

Time during staff meetings or PLCs dedicated to PBIS review, reflection, and collaborative planning.

Jan: In progress

January Lessons Learned

PBIS Training is underway for all teams with monthly PD sessions, and weekly one on one sessions with a behavioral specialist to strengthen classroom management throughout the academy. Students sent to the main office for behavioral issues has decreases. Some staff continue to send students to the nurses office or call their parents for early pick up to address disruptive behaviors without authorization from administration.

January Next Steps/Need

Establish clear policies and requirements for sending a student out of the classroom or home as a crutch for addressing behaviors in classroom.

Continue providing coaching and professional learning focused on review and response systems.

May: Continue

May Lessons Learned

RDELA made meaningful progress in strengthening schoolwide positive behavior supports through ongoing PBIS professional development, individualized coaching, and collaboration with a behavioral specialist. The implementation of positive reinforcement strategies, social-emotional learning, and targeted behavioral interventions contributed to a reduction in office referrals and improved classroom management practices. However, inconsistent implementation remained a challenge, with some staff continuing to rely on nurse referrals or unauthorized parent pickups rather than utilizing appropriate classroom-based interventions. These practices highlighted the need for clearer behavioral response protocols, stronger administrative oversight, and continued professional development to ensure equitable and developmentally appropriate behavioral supports. The school recognizes that sustainable improvements in student behavior require consistent staff expectations, accountability, and

	<p>ongoing coach</p> <p>May Next Steps/Need</p> <p>RDELA will formalize and communicate schoolwide behavioral response protocols that clearly define classroom interventions, escalation procedures, and administrative authorization requirements for student removal or early dismissal. Monthly PBIS professional development and individualized coaching with the behavioral specialist will continue, emphasizing de-escalation, trauma-informed practices, and proactive classroom management. Administration will strengthen behavior data collection and monitoring to identify trends, evaluate intervention effectiveness, and ensure that classroom removals and early dismissals are appropriately documented. Targeted support will be provided to staff demonstrating difficulty implementing behavioral strategies, with follow-up observations and accountability measures to reinforce consistent practices. Family engagement opportunities will also be expanded to promote shared behavioral expectations and positive reinforcement strategies across home and school</p>
Improvement Strategy 2 Details	Status Checks
<p>Improvement Strategy 2: Strengthen Staff Development on Behavioral Interventions</p> <p>Action Steps: Provide Targeted Professional Development on Behavioral Management</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p>	<p>Oct: In progress</p> <p>October Lessons Learned</p> <p>Targeted professional development on trauma-informed care, restorative practices, and classroom management has increased staff awareness of effective behavior interventions. Teachers are more knowledgeable about proactive strategies, though implementation consistency still varies.</p> <p>Peer coaching and mentoring have been effective for some teams, but participation and follow-through need to be strengthened to ensure all staff benefit from shared best practices.</p> <p>Classrooms supported by behavior interventionists or specialists show improved student engagement and reduced incidents, demonstrating the value of additional in-class support.</p> <p>Family communication around behavior expectations has improved, but continued collaboration is needed to align home and school strategies for reinforcing positive behavior</p>

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

October Next Steps/Need

Formalize peer coaching schedules and ensure every teacher participates in observation and reflection cycles.

Incorporate short, focused PD refreshers during staff meetings to reinforce strategies learned

Continue developing a consistent, schoolwide response protocol for handling challenging behaviors.

Jan: In progress

January Lessons Learned

Peer coaching with oversight of our behavioral specialist has helped to strengthen overall classroom management. Parent literacy trainings that discussed how to address challenging behaviors at home and how to prepare students for a healthy school day have received positive feedback from families.

January Next Steps/Need

Continue developing a consistent, schoolwide response protocol for handling challenging behaviors. Offer more asynchronous learning opportunities for families.

May: Continue

May Lessons Learned

RDELA made significant progress in strengthening staff capacity to address challenging student behaviors through targeted professional development, peer coaching, and ongoing support from a behavioral specialist. Classroom observations and staff collaboration demonstrated improvements in proactive behavior management, student engagement, and the use of developmentally appropriate interventions. Peer coaching under the guidance of the behavioral specialist proved particularly effective in building teacher confidence and promoting the sharing of successful classroom management strategies. Family engagement sessions addressing challenging behaviors at home and preparing children for a successful school day received positive feedback, reinforcing the importance of consistent home-school behavioral expectations. While overall implementation improved, continued attention is needed to ensure consistent application of intervention strategies across all classrooms.

May Next Steps/Need

RDELA will continue strengthening its behavioral support framework through structured peer coaching, ongoing

professional development, and individualized support from the behavioral specialist. Administration will formalize a consistent schoolwide behavioral response protocol, including clear expectations for classroom interventions, documentation, and procedures for requesting additional support. PLC meetings and classroom observations will be used to evaluate implementation, share effective practices, and identify areas requiring additional coaching. Family engagement opportunities will be expanded through the development of asynchronous workshops and accessible resources focused on positive behavior reinforcement, emotional regulation, and school readiness. Staff feedback, classroom observation data, and behavioral incident trends will guide professional development priorities and support continued improvement in classroom management practices.

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
<p>Improvement Strategy 1: Implement Monthly Parent Newsletters</p> <p>Action Steps: Develop a Standardized Newsletter Format</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Include a QR code or link for parents to provide feedback or RSVP for events. Monitor open rates and responses to assess effectiveness.</p> <p>Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Routledge.</p> <p>Position Responsible: Teaching staff, Web Designer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 4.1, 4.2</p> <p>Evidence Level Level 1: Strong:</p> <p>Problem Statements/Critical Root Cause: Connectedness 1</p>	<p>Oct: In progress</p> <p>October Lessons Learned Parent interest is high, but consistent participation remains a challenge due to scheduling conflicts, availability, and competing priorities. Many families express a desire to be involved but need more flexible and accessible options for engagement.</p> <p>QR codes and classroom newsletters have improved communication in some grades, showing that digital formats can successfully reach families and increase responsiveness.</p> <p>The schoolwide newsletter is still in development, but early class-level efforts suggest that parents appreciate concise, visually engaging updates and links to resources.</p> <p>October Next Steps/Need Coordinate classroom and schoolwide newsletters for consistent messaging.</p> <p>Use the school app, website, and social media to share newsletters and announcements in real time.</p> <p>Ensure all communication is translated into families' primary languages.</p> <p>Jan: In progress</p> <p>January Lessons Learned Family engagement efforts--such as newsletters, learning resources, and ongoing communication--are helping families better support academic development at home.</p>

	<p>Teachers are leveraging ClassDojo as a primary communication tool, resulting in stronger school-home connections and greater family awareness of academic expectations.</p> <p>January Next Steps/Need Consistent coordination and implementation between all grade levels in sending out the newsletters or promoting upcoming engagement events.</p> <p>Creation of engagement packets and handouts available for families who cannot attend the in-person engagement activities but are adverse to utilizing technology to allow them to stay informed.</p> <p>May: Continue</p> <p>May Lessons Learned Consistent coordination and implementation between all grade levels in sending out the newsletters or promoting upcoming engagement events.</p> <p>Creation of engagement packets and handouts available for families who cannot attend the in-person engagement activities but are adverse to utilizing technology to allow them to stay informed.</p> <p>May Next Steps/Need RDELA will establish a standardized schoolwide communication calendar with clearly defined responsibilities and timelines for monthly newsletter development and distribution. Administration will implement regular monitoring to ensure consistent communication across all grade levels, utilizing ClassDojo, the school website, and other accessible platforms. Newsletters will incorporate multilingual support, upcoming family engagement opportunities, and practical resources aligned with classroom learning objectives. Printed newsletters and take-home engagement packets will remain available to families with limited technology access or scheduling barriers. Family participation, communication engagement, and feedback will be tracked more systematically to evaluate effectiveness, strengthen accountability, and increase participation in parent-teacher conferences and family literacy events.</p>
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

Level 1: Strong:

Problem Statements/Critical Root Cause: Connectedness 1

Oct: In progress

October Lessons Learned

Efforts to establish a Parent Advisory Committee (PAC) have generated interest, but scheduling and follow-through barriers have prevented consistent participation.

Parent engagement events such as Literacy Nights continue to provide valuable opportunities for relationship-building, yet attendance fluctuates and would benefit from stronger promotion and varied timing.

October Next Steps/Need

Offer multiple meeting formats (virtual, hybrid, and rotating times) to increase participation.

Identify and personally invite a small core group of parents to serve as founding members.

Set a clear agenda and purpose for each meeting (e.g., reviewing communication effectiveness, planning engagement events).

Provide incentives for attendance including raffles, certificates, or student recognition for parent participation.

Jan: Revisions needed

January Lessons Learned

Parent advisory committee scheduling continues to be a difficulty due to conflicting schedules or members moving out of our district.

Family engagement has increased through multiple initiatives, including Rainbow Radar school communications, Family Literacy Night, and the distribution of take-home manipulatives that allow families to reinforce skills at home.

January Next Steps/Need

Reliance on asynchronous means of communications rather than a consistent advisory committee. Create more thorough campus climate and needs surveys in lieu of a physical committee. Family Challenges & Incentives - Encourage families to participate in weekly or monthly learning challenges with recognition for completion to motivate engagement.

May: Correct

May Lessons Learned

RDELA experienced increased family engagement through initiatives such as Rainbow Radar communications, Family Literacy Nights, and take-home learning resources that strengthened school-home partnerships. However, establishing and maintaining a consistent Parent Advisory Committee (PAC) proved challenging due to conflicting family schedules, student mobility, and the limited grade levels served by the academy. Because students typically remain enrolled for only a few years, sustaining committee membership requires annual recruitment and restructuring, making a traditional advisory model difficult to maintain. These challenges highlighted the effectiveness of asynchronous communication, family surveys, and flexible engagement opportunities as more accessible methods for gathering parent input. RDELA recognizes that meaningful family participation can be achieved through multiple engagement pathways rather than relying exclusively on a formal committee structure.

May Next Steps/Need

RDELA will adopt a more flexible parent engagement and feedback model that incorporates comprehensive campus climate surveys, family needs assessments, and ongoing input through digital and in-person communication channels. Opportunities for parent advisory participation will remain available, with simplified membership expectations and annual recruitment strategies designed to accommodate the academy's transient student population. Family engagement initiatives will expand to include asynchronous learning resources, take-home activities, and monthly family learning challenges with incentives and recognition for participation. Administration will strengthen communication through Rainbow Radar, ClassDojo, and targeted family outreach while monitoring participation and feedback to identify emerging needs. Survey results and engagement data will guide school improvement decisions, ensuring that parent perspectives remain central to program planning and continuous improvement.