State Public Charter School Authority

Rainbow Dreams Academy Elementary School

2026-2027 Status Checks with Notes

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 **ex**plore, 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 8
Inquiry Area 3: Connectedness 12

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.

Aligns with District Goal

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 Details	Status Checks
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. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Evidence Level** Level 1: Strong: Early literacy small-group intervention Level 2: Moderate: Family engagement & attendance monitoring systems **Problem Statements/Critical Root Cause:** Student Success 1	**Oct:** In progress **October Lessons Learned** Implementation of targeted small-group literacy interventions and consistent progress monitoring has contributed to improvements in students meeting foundational literacy benchmarks. However, chronic absenteeism continues to present challenges for some families, limiting consistent participation in instructional interventions. Family outreach efforts have highlighted the need for more individualized support to address barriers to regular attendance. Continued collaboration between school staff and families is essential to improving both attendance and academic outcomes. **October Next Steps/Need** RDELA will strengthen its attendance intervention system by identifying persistent barriers to attendance and developing individualized family support plans for chronically absent students. Monthly attendance reviews and tiered family outreach will continue, with increased emphasis on early intervention and connecting families to available resources. Targeted small-group literacy instruction and biweekly progress monitoring will remain priorities, with instructional adjustments based on student performance data. The school will also expand family engagement efforts and access to take-home literacy resources to support learning continuity during absences and advance progress toward the May 2027 SMART goals. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 1: Student Success

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.

Aligns with District Goal

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 Details	Status Checks
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. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Evidence Level** Level 1: Strong: Multi-Tiered System of Supports (MTSS); Progress monitoring with data-based decision making **Problem Statements/Critical Root Cause:** Student Success 2	**Oct:** In progress **October Lessons Learned** During the first quarter, significant time was dedicated to identifying students requiring additional support, conducting evaluations, and developing initial IEPs and individualized intervention plans. While academic and developmental progress has been observed across student populations, the time required for identification and assessment impacted the consistency of scheduled interventions and progress monitoring. This highlighted the importance of balancing compliance-related responsibilities with the timely delivery of targeted instructional support. Greater coordination between interventionists, classroom teachers, and special education personnel is needed to ensure consistent implementation of individualized learning goals. **October Next Steps/Need** RDELA will prioritize the consistent implementation of protected daily intervention blocks and strengthen collaboration between classroom teachers, interventionists, and special education staff. Biweekly progress monitoring and regularly scheduled collaboration meetings will be reinforced to ensure timely instructional adjustments based on student needs. Leadership will conduct quarterly fidelity walkthroughs to verify that accommodations and individualized interventions are consistently implemented. As initial identification and IEP development activities stabilize, greater emphasis will be placed on intervention consistency, measurable student growth, and progress toward the established annual benchmarks. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By March 2027, 90% of classroom walkthrough observations will demonstrate proficiency in instructional rigor, student engagement strategies, and alignment to developmentally appropriate standards.

Aligns with District Goal

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 Details	Status Checks
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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Instructional coaching Level 2: Moderate: Professional learning communities tied to practice **Problem Statements/Critical Root Cause:** Adult Learning Culture 1	**Oct:** In progress **October Lessons Learned** The implementation of a dedicated QRIS/ECERS Coach, learning interventionist, and strengthened Professional Learning Community (PLC) structure has contributed to increased teacher engagement and collaboration. Providing consistent instructional support and opportunities for peer learning has reinforced developmentally appropriate practices and strengthened alignment with instructional expectations. Early observations suggest that individualized coaching and collaborative professional development are effective strategies for promoting instructional improvement. Continued emphasis on consistent walkthrough procedures and actionable feedback will be essential to measuring progress toward instructional proficiency goals. **October Next Steps/Need** RDELA will continue strengthening its instructional coaching model through regular classroom walkthroughs, individualized coaching cycles, and targeted professional development aligned with QRIS/ECERS standards. PLC meetings will focus on sharing effective instructional strategies, reviewing observation data, and addressing identified areas for improvement. Leadership will prioritize calibration of walkthrough assessments to ensure consistency in evaluating instructional rigor, student engagement, and developmentally appropriate practices. Ongoing monitoring and teacher feedback will guide instructional adjustments and support progress toward the January 2027 benchmark of 75% classroom proficiency. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 2: Adult Learning Culture

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.

Aligns with District Goal

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 Details	Status Checks
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. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** Level 1: Strong: Data-driven instruction Level 2: Moderate: Structured PLC implementation **Problem Statements/Critical Root Cause:** Adult Learning Culture 2	**Oct:** In progress **October Lessons Learned** The implementation of a more structured PLC model has strengthened teacher collaboration, communication, and engagement in instructional planning. Increased opportunities for collaborative data review have reinforced the importance of using formative assessment results to identify student needs and guide instructional decisions. However, continued emphasis is needed on standardizing meeting documentation and ensuring that identified action steps translate into measurable instructional adjustments. Consistent follow-up and accountability will be essential to maximizing the effectiveness of PLC meetings and improving student outcomes. **October Next Steps/Need** RDELA will continue refining its biweekly PLC structure by implementing standardized agendas, data review protocols, and documented instructional action plans. Professional development will focus on strengthening teachers' ability to interpret assessment data and translate findings into differentiated instructional strategies. Administration will conduct monthly reviews of PLC documentation and quarterly walkthroughs to verify implementation of identified instructional adjustments. Progress will be monitored toward achieving 100% PLC participation by December 2026 and the January 2027 benchmark of 70% of documented action steps resulting in instructional adjustments. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

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.

Aligns with District Goal

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 Details	Status Checks
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/Critical Root Cause:** Connectedness 1	**Oct:** In progress **October Lessons Learned** Initial collaboration with the Doolittle Community Center has demonstrated the value of leveraging community resources to expand enrichment opportunities for RDELA students and families. Exploring programming both on campus and at the community center provides greater flexibility and accessibility for families while strengthening school-community connections. Early planning has highlighted the importance of clearly defining partnership expectations, coordinating schedules, and aligning enrichment activities with student developmental needs. Formalizing these relationships will be essential to ensuring sustainable programming and measurable student impact. **October Next Steps/Need** RDELA will continue working with the Doolittle Community Center to establish a formal partnership agreement outlining enrichment programming, scheduling, responsibilities, and anticipated student outcomes. Administration will coordinate opportunities to offer enrichment classes both on campus and at the community center while developing procedures to track student participation and family feedback. Additional community partners will be identified to support early literacy, kindergarten readiness, and family engagement initiatives. Priority will be placed on formalizing at least two partnerships by January 2027 and launching programming to meet the February 2027 benchmark. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 2: 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.

Aligns with District Goal

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 Details	Status Checks
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 sesstion **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. **Schoolwide and Targeted Assistance Title I Elements:** 4.1, 4.2 **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/Critical Root Cause:** Connectedness 2	**Oct:** In progress **October Lessons Learned** Initial implementation of strengthened PBIS practices and social-emotional learning routines has reinforced the importance of consistent behavioral expectations and proactive classroom management strategies. Variations in student developmental needs and classroom implementation highlight the need for continued staff training, individualized behavioral supports, and consistent application of schoolwide expectations. Family engagement is also a critical component, as reinforcing positive behavior strategies across home and school environments supports student success. Ongoing monitoring and collaboration will be essential to identifying effective interventions and reducing behavioral incidents. **October Next Steps/Need** RDELA will strengthen schoolwide PBIS implementation through targeted professional development, consistent classroom behavior routines, and daily social-emotional learning activities. Administration will conduct biweekly classroom walkthroughs and monthly behavior data reviews to identify trends, monitor implementation, and provide individualized coaching where needed. Parent and caregiver behavioral support sessions will be introduced to promote consistent strategies between home and school. Quarterly fidelity assessments will guide adjustments to behavioral interventions and support progress toward the January 2027 benchmarks of a 10% reduction in behavioral incidents and 75% classroom implementation fidelity. **Jan:** No review **January Lessons Learned** **January Next Steps/Need** **May:** No review **May Lessons Learned** **May Next Steps/Need**

Inquiry Area 3: Connectedness

SMART Goal 3: By June 2027, Rainbow Dreams Early Learning Academy will strengthen campus culture and foster a greater sense of belonging by implementing a comprehensive engagement plan that includes at least one staff team-building activity each quarter, one collaborative professional learning opportunity each month, and three family or community engagement events throughout the school year. Success will be measured by achieving at least 80% staff participation in team-building and professional collaboration activities, 50% family participation in community engagement events, and a 10% increase in positive responses on the annual staff and family climate surveys related to collaboration, connectedness, and sense of belonging compared to the previous school year.

Aligns with District Goal

Formative Measures: Attendance and Participation Logs
Track staff attendance at monthly collaboration meetings, quarterly team-building activities, and professional development sessions.
Track family attendance at community engagement events.
Professional Learning Community (PLC) Documentation
Maintain meeting agendas, minutes, and evidence of collaborative planning and problem-solving.
Monitor participation and implementation of shared strategies.
Professional Development Evaluations
Collect participant feedback after each workshop regarding relevance, effectiveness, and opportunities for future learning.
Track implementation of strategies discussed during training.