

State Public Charter School Authority



Rainbow Dreams Academy Elementary School

2026-2027 Comprehensive Needs Assessment

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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.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Balancing cultural representation for all members of our campus community. Gaps in culturally responsive curriculum representation.	Dedicated timelines to focus on groups with smaller representation on campus 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
<div>1★</div> <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>
<div>2★</div> <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.

Student Group	Challenge	Solution
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
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.
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.

★ = 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.

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

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<div>1★</div> <p>The school has established informal community relationships; however, partnerships are not strategically aligned to enhance instructional programming or student enrichment opportunities. Teachers also report that additional workshops, development, and team building opportunities will strengthen connectedness</p>	<p>Underutilization of local early childhood and community-based resources to extend learning beyond the classroom.</p>
<div>2★</div> <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