RAINBOW DREAMS EARLY LEARNING ACADEMY

FY27 Annual Parent Meeting — Federal Title Grants | September 24, 2026

Date: September 24, 2026

Time: Start: 5:02 pm End: 6:00pm

Location/platform: 950 W. Lake Mead Blvd, Las Vegas NV 89106

Facilitator/presenter(s): Kristy Borg, Janice Henry, Erica O'Connor

Summary of presentation and discussion

1. Welcome and meeting purpose

The meeting was presented as an opportunity to explain federal grant funding and planned uses, connect proposed activities to needs identified in the Comprehensive Needs Assessment and School Improvement Plan, gather stakeholder feedback, and promote transparency.

2. ESSA and Titles I–V overview

The presentation reviewed the purpose of ESSA and the general aims of Title I: academic assistance, Title II: educator effectiveness and professional development, Title III: support for English learners and immigrant students, Title IV: well-rounded education, safe and healthy schools, and technology, and Title V: flexibility and targeted support for eligible schools/agencies.

3. Proposed uses of funds and school needs

Title I plans described in the presentation included a part-time Learning Interventionist for targeted small-group instruction and Tier II/Tier III interventions, progress monitoring, document cameras, instructional laptops, and supplies supporting project-based learning. Title II plans emphasized onboarding, mentoring, coaching, professional learning communities, and high-quality professional development, including Active Engagement training. Title IV plans included developmentally appropriate playground equipment, social-emotional learning resources, and ELMO cameras.

4. Monitoring effectiveness

The presentation described review of Brigance, MAP Growth/MAPS, Teaching Strategies Gold, classroom observations and walkthroughs, staff feedback, family input, attendance information, and implementation data. It described bi-weekly data meetings, quarterly MAP analysis, and adjustments to instruction or materials based on findings.

5. Parent/caregiver rights and responsibilities

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The presentation reviewed families' rights to receive progress information, request teacher qualification information, help assess whether Title I meets student needs, and offer improvement suggestions. It also emphasized communication with teachers, participation in conferences, regular attendance, and support for school expectations and assignments.

6. Family engagement and prioritized needs

The presentation described ClassDojo/Campus Messaging, Parent Literacy Nights and community forums, culturally responsive curriculum, informal events such as "Doughnuts with the Director" and "Grandparent's Breakfast," and community wraparound partnerships. Prioritized needs included chronic absenteeism; additional behavioral and academic support; consistent instructional rigor and engagement; stronger PLC data analysis and follow-through; community partnerships; and consistent schoolwide positive behavioral supports.

Public Forum

- "How will families know whether services or supports are helping their child?"
  Teachers will communicate regularly through ClassDojo and through quarterly conferences. Parents are encouraged to reach out to teacher through Class Dojo or attend parent literacy night.
- "What support is available if transportation, health, or family circumstances make regular attendance difficult?"
  Families are encouraged to reach out to administration regarding direct supports the school can offer such as bus passes or overseeing carpool options.
- "Will there be additional family workshops, flexible meeting times, or translated communication so more caregivers can participate."
  School hosts regular Parent Literacy events and is open to creating a parent/caregiver committee of outreach opportunities.

Adjournment: Time: 6:00pm

Additional notes: Meeting was tied to open house. Families were encouraged to reach out to their classroom teachers, pick up printed documents of the presentation, and reach out by email if additional questions/concerns/ideas were

Approval/verification: Reviewed/approved by Jamie D. Henry Date 10/22/2026

Type