

State Public Charter School Authority



Rainbow Dreams Academy Elementary School

Classification: Not Rated

Title I

2025-2026 School Improvement Plan

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.

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Comprehensive Needs Assessment

Student Success

Areas of Strength

- High engagement in early literacy programs, with 97% of Pre-K students and 81% of Kindergarteners scoring at or above age level in language and literacy development.
- Strong parental involvement in literacy sessions.
- Varied curriculum.
- Implementation of research-based instructional strategies, such as the use of math manipulatives and structured reading interventions.

Areas for Growth

- Disparities in student achievement, with only 66% of Kindergarteners meeting their individualized growth target in MAP testing.
- Inconsistent use of data to drive instructional decisions across grade levels.
- Limited access to digital learning tools at home, hindering continuity in student learning outside the classroom.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Bilingual support is limited in more than half of our classrooms requiring EL students to be placed together.	
Foster/Homeless	absenteeism, behavioral	Title I H.O.P.E., Nevada Partner's
Free and Reduced Lunch	NA	all students qualify
Migrant/Title1-C Eligible	Bilingual support is limited in more than half of our classrooms requiring EL students to be placed together.	
Racial/Ethnic Minorities	cultural representation in curriculum	Culturally reflective materials
Students with IEPs	needs for additional behavioral supports/paraprofessionals	expanding support services.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1★	Upon admission into RDELA, student performance as measured by Brigance and MAP assessments shows that grade-level proficiency in reading and mathematics is less than 70%.	Many students are entering school with little or no prior formal education and require additional foundational support. There is a disparity in skill levels among incoming students, requiring differentiated instruction to meet individual learning needs.
2★	SPED students at RDELA are not achieving sufficient growth in reading comprehension, with many scoring below grade level on MAP Growth assessments. Despite existing interventions, progress remains inconsistent due to limited access to specialized instructional strategies, inadequate use of assistive technology, and a lack of structured home reinforcement.	SPED students need explicit, multisensory reading instruction that is not consistently integrated into daily instruction. Many SPED students struggle with decoding, fluency, and comprehension, yet text-to-speech and interactive reading programs are not widely utilized in classrooms.
3	There is an achievement gap among students, particularly in meeting individualized growth targets in literacy and math.	Insufficient differentiated instruction to meet the diverse needs of all learners.
4	Data-driven instructional practices are not consistently implemented across all classrooms.	Teachers require more professional development on data analysis and how to adapt instruction accordingly.

★ = Priority

Adult Learning Culture

Areas of Strength

- Structured professional development opportunities focused on literacy and early childhood education.
- Increased collaboration through Title I meetings and required participation in Parent Literacy Nights.
- Commitment to continuous learning through partnerships with organizations such as Nevada Partners.

Areas for Growth

- Staff inconsistencies in adhering to professional development expectations.
- Need for improved accountability in meeting attendance, participation, and implementation of training.
- Variability in instructional quality and time management among educators.
- Staff retention.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1★	Classroom management for less experienced staff is inconsistent and not always proactive, leading to wasted learning time and an increased reliance on office referrals.	Many RDELA students are experiencing a structured classroom environment for the first time, making behavior management more challenging. Newer teachers are less experienced in proactive classroom management strategies, leading to an increase in disciplinary removals instead of implementing in-classroom interventions
2	Professional development is not uniformly applied across all staff, leading to inconsistencies in instructional quality.	Lack of structured follow-up and accountability measures to ensure professional development is effectively implemented.
3	Time management and adherence to instructional schedules vary across classrooms, reducing learning efficiency.	Insufficient support for educators in time management and instructional planning.

★ = Priority

Connectedness

Areas of Strength

- Strong family engagement in literacy and math support programs.
- Clear policies ensuring student and staff safety, such as restricted campus access and structured bathroom monitoring.
- Positive school-community relationships, reinforced by partnerships with Nevada Partners and local stakeholders.

Areas for Growth

- Staff and student connectedness to school culture is inconsistent.
- Need for improved communication channels between administration and teaching staff and teaching staff and parents.
- Disparity with technologically challenged families.
- Challenges in ensuring all staff adhere to policies promoting a cohesive school environment.

Problem Statements Identifying Connectedness Needs

Problem Statement	Critical Root Cause
<div>1</div> <div>★</div> <div>Student social and emotional growth is impeded by lack of parental involvement.</div>	Limited parent engagement and participation in school-based decision-making and advocacy opportunities creates a need for structured parent training on behavior management, social-emotional learning (SEL), and growth mindset development.
<div>2</div> <div></div> <div>Variability in staff buy-in and commitment to the school's mission and policies impacts school culture and connectedness.</div>	A lack of structured team-building activities and incentives to strengthen staff commitment to school values.
<div>3</div> <div></div> <div>Gaps in communication between staff, parents, and administration result in unclear expectations and inconsistent implementation of policies.</div>	Limited opportunities for two-way communication between administration and staff to address concerns and feedback. Need clearer channels for communication between teachers and parents which allow for closer administrative oversight.
<div>4</div> <div></div> <div>Inconsistencies in enforcing school-wide policies create disparities in student experiences and staff accountability.</div>	Need for more consistent monitoring and enforcement of policies to ensure uniform implementation across the school.

★ = Priority



Priority Problem Statements

Problem Statement

Critical Root Cause

1★

Upon admission into RDELA, student performance as measured by Brigance and MAP assessments shows that grade-level proficiency in reading and mathematics is less than 70%.

Many students are entering school with little or no prior formal education and require additional foundational support. There is a disparity in skill levels among incoming students, requiring differentiated instruction to meet individual learning needs.

2★

Classroom management for less experienced staff is inconsistent and not always proactive, leading to wasted learning time and an increased reliance on office referrals.

Many RDELA students are experiencing a structured classroom environment for the first time, making behavior management more challenging. Newer teachers are less experienced in proactive classroom management strategies, leading to an increase in disciplinary removals instead of implementing in-classroom interventions

3★

Student social and emotional growth is impeded by lack of parental involvement.

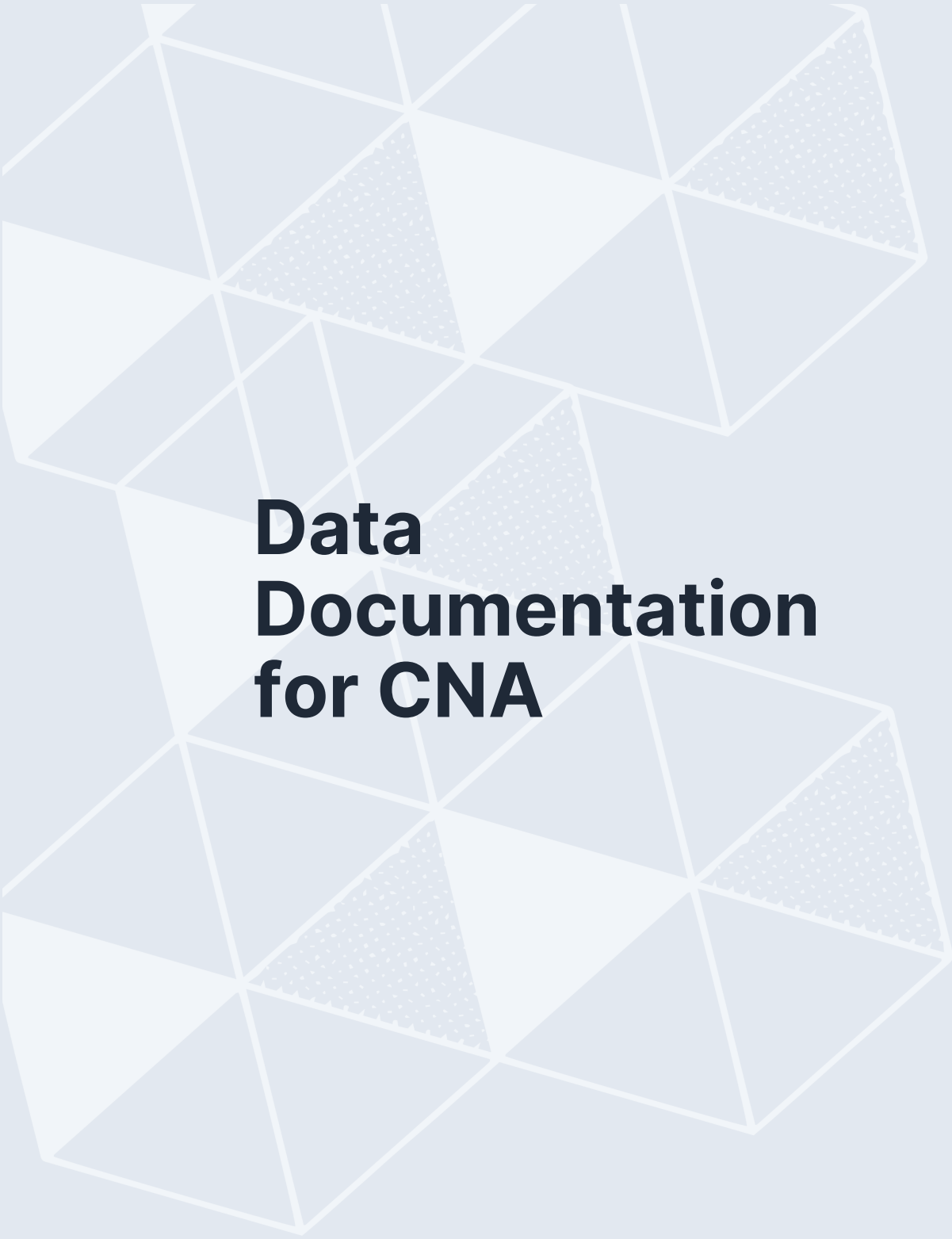
Limited parent engagement and participation in school-based decision-making and advocacy opportunities creates a need for structured parent training on behavior management, social-emotional learning (SEL), and growth mindset development.

4★

SPED students at RDELA are not achieving sufficient growth in reading comprehension, with many scoring below grade level on MAP Growth assessments. Despite existing interventions, progress remains inconsistent due to limited access to specialized instructional strategies, inadequate use of assistive technology, and a lack of structured home reinforcement.

SPED students need explicit, multisensory reading instruction that is not consistently integrated into daily instruction. Many SPED students struggle with decoding, fluency, and comprehension, yet text-to-speech and interactive reading programs are not widely utilized in classrooms.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Student Success

- ☒ Curriculum Based Measures
- ☒ Early childhood literacy and math data
- ☒ Early reading assessment results
- ☒ End-of-Unit Assessments
- ☒ Grades
- ☒ MAP Growth Assessment
- ☒ STEM/STEAM
- ☒ Student failure and/or retention rates
- ☒ WIDA Screener

Adult Learning Culture

- ☒ Administrator evaluation
- ☒ Communications data
- ☒ Lesson Plans
- ☒ Professional Development Agendas
- ☒ School department and/or faculty meeting discussions and data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher evaluation
- ☒ Teacher retention

Connectedness

- ☒ Attendance
- ☒ Behavior
- ☒ Community surveys and/or other feedback

- ☒ Home Visits
- ☒ Social Emotional Learning Data
- ☒ Volunteer opportunities, attendance, and participation



Inquiry Areas

Inquiry Area 1

Student Success

SMART Goal 1 Aligns with District Goal

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.

Improvement Strategy 1

Strengthening Differentiated Instruction and Data-Driven Teaching

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.

Action Step 2: Implement bi-weekly data review meetings to analyze student progress using Brigance, MAP Growth, and classroom-based assessments to adjust instruction.

Action Step 3: Expand the use of literacy specialists to provide additional small-group interventions for struggling students.

Action Step 4: Integrate structured phonics and numeracy programs aligned with assessment data to address gaps in student learning.

Tomlinson, C. A., & Moon, T. R. (2013). Assessment and student success in a differentiated classroom. ASCD.

Position Responsible: Department lead

Resources Needed: Expanded staffing of support specialists. Additional coverage to allow for bi-weekly meetings.

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress	In progress	
October	January	May

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

Problem Statements: Student Success 1

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.5, 2.6, 4.1

Status Checks

In progress

In progress

October

January

May

SMART Goal 1 Problem Statements Identifying Student Success

Problem Statement

Root Cause

1

Upon admission into RDELA, student performance as measured by Brigance and MAP assessments shows that grade-level proficiency in reading and mathematics is less than 70%.

Many students are entering school with little or no prior formal education and require additional foundational support. There is a disparity in skill levels among incoming students, requiring differentiated instruction to meet individual learning needs.

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.

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

Multi-Tiered Literacy Support with Assistive Technology, focusing on personalized interventions, technology-based supports, and increased collaboration between educators and families.

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.

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.

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.

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 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

Evidence Level

Level 1: Strong:

Problem Statements: Student Success 2

Resources and Funding Needed: Text to Speech Software IDEA-B,

Status Checks

In progress

In progress

October

January

May

SMART Goal 2 Problem Statements Identifying Student Success

Problem Statement

Root Cause

2

SPED students at RDELA are not achieving sufficient growth in reading comprehension, with many scoring below grade level on MAP Growth assessments. Despite existing interventions, progress remains inconsistent due to limited access to specialized instructional strategies, inadequate use of assistive technology, and a lack of structured home reinforcement.

SPED students need explicit, multisensory reading instruction that is not consistently integrated into daily instruction. Many SPED students struggle with decoding, fluency, and comprehension, yet text-to-speech and interactive reading programs are not widely utilized in classrooms.

Inquiry Area

2

Adult Learning Culture

SMART Goal 1 Aligns with District Goal

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.

Improvement Strategy 1

Implement a School-Wide Positive Behavior Support Plan (PBSP)

Action Steps: Develop and Communicate Clear Behavior Expectations

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)

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

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

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

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.

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 needs, behavior interventionist

Resources Needed: Additional behavior interventionists or support staff

Evidence Level

Level 1: Strong:

Problem Statements: Adult Learning Culture 1

Resources and Funding Needed: General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress

In progress

October

January

May

Improvement Strategy 2

Strengthen Staff Development on Behavioral Interventions

Action Steps: Provide Targeted Professional Development on Behavioral Management

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

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

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

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

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.

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

Problem Statements: Adult Learning Culture 1

Resources and Funding Needed: General Funds,

Schoolwide and Targeted Assistance Title I Element: 2.4, 2.6

Status Checks

In progress

In progress

October

January

May

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

Problem Statement

Root Cause

1

Classroom management for less experienced staff is inconsistent and not always proactive, leading to wasted learning time and an increased reliance on office referrals.

Many RDELA students are experiencing a structured classroom environment for the first time, making behavior management more challenging. Newer teachers are less experienced in proactive classroom management strategies, leading to an increase in disciplinary removals instead of implementing in-classroom interventions

Inquiry Area

3

Connectedness

SMART Goal 1 Aligns with District Goal

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.

Improvement Strategy 1

Implement Monthly Parent Newsletters

Action Steps: Develop a Standardized Newsletter Format

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

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

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

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

Include a QR code or link for parents to provide feedback or RSVP for events.

Monitor open rates and responses to assess effectiveness.

Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Routledge.

Position Responsible: Teaching staff, Web Designer

Evidence Level

Level 1: Strong:

Problem Statements: Connectedness 1

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

In progress

In progress

October

January

May

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

Evidence Level

Level 1: Strong:

Problem Statements: Connectedness 1

Resources and Funding Needed: General Funds,

Schoolwide and Targeted Assistance Title I Element: 4.1, 4.2

Status Checks

In progress

Revisions needed

October

January

May

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Student social and emotional growth is impeded by lack of parental involvement.	Limited parent engagement and participation in school-based decision-making and advocacy opportunities creates a need for structured parent training on behavior management, social-emotional learning (SEL), and growth mindset development.



Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

At Rainbow Dreams Early Learning Academy, our comprehensive needs assessment process involves analyzing student performance data, teacher feedback, and family engagement metrics to identify areas for growth and improvement. Through collaborative discussions, classroom observations, and stakeholder input, we assess academic achievement, social-emotional development, and resource allocation to ensure equitable access to high-quality education and support services.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

The School Performance Plan (SPP) at Rainbow Dreams Early Learning Academy (RDELA) is developed through a collaborative and data-driven process involving multiple stakeholders. The Continuous Improvement (CI) Team of administrators, teachers, paraprofessionals, parents, and specialized instructional support personnel, meets regularly to analyze student performance data, assess instructional strategies, and discuss areas for improvement.

To ensure meaningful engagement, RDELA actively solicits feedback from staff, families, and the community through various outreach efforts,

Staff, families, and community members are given the opportunity to take an active role in our plan development through town hall meetings, parent conferences, community partner collaboration, and Parent Literacy Nights designed to engage current student families in the decision making process.

2.2 Regular monitoring and revision

RDELA utilizes responsive planning to adapt to the evolving needs of our campus community. The goals are monitored through:

- Student achievement data from the Brigance and MAP assessments at regular intervals to assess progress toward literacy and numeracy goals.
- Observational data through Teaching Strategies Gold.
- Stakeholder feedback gathered from town hall meetings, parent-teacher conferences, and literacy nights.
- Teacher lesson plans and instructional observations to ensure alignment with best practices.

Adjustments to the SPP are made based on this ongoing analysis. Additionally, at the end of each academic year, the CI Team conducts a formal evaluation to determine whether goals have been met and what changes are needed for the following school year.

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

To ensure accessibility, the SPP is:

- Posted on the school website.
- Presented at Title I Annual Meetings and Parent Open Houses, where school leaders explain the plan in detail.
- Distributed through printed handouts available at the front office and during parent-teacher conferences.
- Shared digitally via Class Dojo, email, and the school's parent portal to reach families who prefer online communication.

- Presented in multiple formats including written, visual, and oral presentations to accommodate different literacy levels and language preferences.

Additionally, translation services are available upon request to ensure non-English-speaking families fully understand the school's goals and initiatives

2.4 Opportunities for all children to meet State standards

RDELA utilizes Title I funds to implement targeted academic support programs aimed at improving student achievement including:

- Weekly targeted reading intervention: Using research-based strategies to support students performing below grade level.
- Weekly targeted math intervention: Providing differentiated instruction tailored to student needs.
- Use of Tier I and Tier II instructional materials: Ensuring that all students have access to rigorous, state-aligned curricula.
- Small-group and one-on-one instruction: Particularly for students who require additional support in literacy and numeracy.
- Professional development for teachers: Focused on instructional best practices, assessment strategies, and differentiated learning approaches

2.5 Increased learning time and well-rounded education

RDELA maximizes learning opportunities for students by implementing:

- Project-Based Learning (PBL): Integrating real-world applications into the curriculum to foster critical thinking and problem-solving skills.
- Parent Training Sessions: Equipping families with tools to support their children's academic progress at home.
- Culturally responsive curriculum development: Ensuring students see themselves represented in the learning materials
- Digital curriculum that can be accessed from home for additional support.

Additionally, RDELA provides support through before and after school enrichment programs offering extended learning hours.

2.6 Address needs of all students, particularly at-risk

RDELA provides small-group and one-on-one instruction for English Learners, students with IEPs, and those from economically disadvantaged backgrounds. Programs such as Title I H.O.P.E. for homeless students and culturally responsive curriculum development ensure equitable access to academic and social-emotional support

3.1 Annually evaluate the schoolwide plan

The effectiveness of our School Performance Plan is measured using student assessment results, teacher evaluations, and stakeholder surveys. The CI Team meets quarterly to assess our needs statement and growth that has been made and to adjust our plan as needed. At the end of each academic year the CI team assesses progress toward goals and refine strategies based on data trends and community feedback.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

RDELA’s Parent Advisory Committee collaborates with school leadership to develop and review the Parent and Family Engagement Policy. The policy is shared during Title I meetings, open forums, and literacy nights, and distributed via Class Dojo, email, printed handouts, and the school website to ensure broad accessibility

4.2 Offer flexible number of parent involvement meetings

RDELA offers a variety of public meetings and parent committees and surveys to allow stakeholders the opportunity to take part in the decision making process of our Continuous Improvement Committee. All Parent Literacy Night Events and Town Hall Meetings include an open forum portion to discuss student success needs. A minimum of two outreach events are held monthly.

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
Carolyn Clark	Intervention Teacher	Kindergarten	
Erica O'Connor	Kindergarten Lead/Testing Coordinator	Kindergarten	1
Irene Andrade	Title I H.O.P.E. Liaison		
Jackie Henry	Read By 3 Coordinator	Kindergarten	



Plan Notes

Plan Notes

03/20/2025: Please correct the APR indicator to 3B and 3D. Thank you!

03/20/2025: Under the Action Steps, please provide a citation (e.g., Journal Article) relevant to your interventions. You may cite articles relevant to your interventions using this website: <https://ies.ed.gov/ncee/wwc/>. Search for a keyword relevant to your intervention/s and then find an article that supports it. Please email me if you have additional questions. jworking@spcsa.nv.gov

03/17/2025: Please develop a special ed goal for the 25-26 school year. Complete the required components. Identify an APR alignment 3 (with a specific letter/s, if applicable) and list it under Formative Measures.



Community Outreach Activities

1.

Activity	Date	Lesson Learned
Parent Literacy Night: Community Support Town hall	2-19-2025	Need for increased home support or materials Request for more in-person opportunities to work with the school to support student achievement Request for more frequent campus-wide communication of current curriculum and activities in a newsletter format.
Continuous Improvement Committee Meeting	2-19-2025	Streamlining communication needs between families and administration and staff.
Teaching Staff Meeting		Differentiated teaching models needed Consistent expectations and SOP for all teachers in dealing with behavioral management Data and documentation Creating an inclusive learning space for all scholars.
Professional Development	1-27-2025	Increased cultural sensitivity and differentiated design to reach all students.
Parent Literacy Night	1-15-2025	Advocacy and partnerships Clearer and consistent lines of communication. Administration not always copied in on parent communication.
CIS Committee Meeting	12-11-2024	Teachers reaffirmed adherence to the open-door policy and no cell phone use policy during instructional time i.e. as well Staff meetings.
All Staff Meeting	12-9-2024	Behavioral intervention strategies need to be updated. Courtesy in Communication
Parent Literacy Night	10-16-2024	Building collaborative partnerships between educators and families Supporting student success by supporting family access needs. Developing a love of learning.



Funding Summary

Funding Summary

General Funds

Inquiry Area	SMART Goal	Improvement Strategy	Resources Needed	Account Code	Amount
2	1	1		--	\$0.00
2	1	2		--	\$0.00
3	1	2		--	\$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	Text to Speech Software	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,656.50
+/- Difference					\$8,656.50

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	\$30,000.00
				+/- Difference	\$30,000.00

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	\$2,418.40
				+/- Difference	\$2,418.40

Title III - ELL

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

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	\$0.00
				+/- Difference	\$0.00

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	\$0.00
				+/- Difference	\$0.00

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	\$300,000.00
				+/- Difference	\$300,000.00

READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2025-2026 SCHOOL YEAR

LOCAL PROGRAM CONTACT SECTION

School District or Charter Organization:		Rainbow Dream Early Learning Academy										Date:	9/2/2025	
Number of Sites Being Served?	1	Grade Spans Offered:	K-2	X	K-3		K-4		K-5		K-6		Other	
Read by Grade 3 Program Lead Information														
Name:	Jacqueline Henry					Title:			Teacher/RBG3 Specialist					
Phone #	(702) 638-0222					Email Address:			jacqueline.henry@rdacharter.org					

List the names and titles of the members of your Local Literacy Plan Team:					
Name:			Title:		
Janice Henry			Principal		
Erica O'Connor			Lead Kindergarten Teacher		
Jacqueline Henry			Kindergarten Teacher/RBG3 Program Lead		
Carolyn Clark			RBG3 Literacy Specialist		
Kristy Borg			Director of Compliance		
Did your program submit an LLP for the 2024-2025 school year?	YES		NO	X	If the answer is no, please fill out all sections accordingly.
CHARTER ORGANIZATIONS ONLY: Who is your sponsor (SPCSA, District, etc.)?					State Charter Authority

Introductory Section

Are there any changes to the primary goals from the 2024-2025 Local Literacy plan? If yes, please write the updated 3-5 primary goals for the 2025-2026 school year below. If your LEA has **never** submitted a plan, please write 3-5 primary goals below.

Yes

No

Did not
submit
last year

X

- 1) Improve the literacy of pupils.
- 2) Provide Pre K & Kindergarten teachers, administrators, and RBG3 Specialists with professional development and training relating to the literacy instruction of students.
- 3) Create and promote a positive reading culture.
- 4) Implement the RBG3 Literacy Specialist/Designee position at school site.

READ BY GRADE 3 REQUIREMENT #1:

LEA Plan for Implementing the Literacy Specialist Requirement

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act AB 289 (2019) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

Are there any changes to any of the responses to questions 1-5 below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan, please answer the questions below.

Yes

No

Did not
submit last
year

X

1. 1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).

The RBG3 Specialist/Designee will be a licensed teacher who demonstrates an understanding of how to build a positive relationship with campus staff while also being able to collaborate with colleagues and campus administration.

RBG3 Specialist/Designee will participate, and complete professional development offered through the Nevada Department of Education (NDE). In addition to NDE professional development opportunities, the Rainbow Dreams Early Learning Academy system will provide professional development to RBG3 Specialist/Designee based on the Nevada Department of Education recommendations. These trainings include, but are not limited to:

- The Nevada Academic Content Standards for English Language
- The Nevada State Literacy Plan
- Evidence-Based best practices for instruction and intervention in literacy

Additional training will be provided to RBG3 Literacy Specialists/Designee, Administrators, and Teacher on Kindergarten Entrance Assessment, NWEA MAP Reading, and Brigance assessments.

2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.

The Rainbow Dreams Early Learning Academy system establishes, implements, and maintains the duties and responsibilities of the RBG3 Literacy Specialist/Designee as outline in AB 289 (2019) and NAC 388.666. These duties include:

- **Assist and provide leadership to the board of trustees of the governing body of the Rainbow Dreams Early Learning Academy of Nevada System, in preparing a plan to improve the literacy of students.**
- **Provide professional development to teachers based on the Nevada State board recommendations, which include but are not limited to the Nevada Academic Content Standards for English Language, the Nevada State Literacy Plan, and evidence-based best practices for instruction and intervention in literacy.**
- **Understanding methods for screening and intervention concerning Dyslexia and other reading disabilities.**
- **Understand the Rainbow Dreams Early Learning Academy Dyslexia Referral Process.**
- **Understanding and training staff on assessments approved by the state: Kindergarten Entrance Exam, NWEA MAP, and Brigance.**
- **Understanding and using data from assessments approved by the state to improve literacy instruction: Kindergarten Entrance Exam, NWEA MAP, and Brigance.**
- **Understanding and administering additional research-based assessments designed to help identify students who are struggling with reading. Demonstrating methods for maintaining collaborative and reflective communication.**
- **Using methods for delivering and receiving constructive feedback to teachers and students.**
- **Demonstrating methods for maintaining collaborative and reflective communication.**
- **Participating in and completing professional development offered through the Nevada State Board of Education.**
- **Identifying students who struggle with reading.**
- **Providing guidance and support for parents/guardians of students who are not proficient in reading. In addition, the RBG3 Specialist/Designee will communicate with parents in a variety of ways: email, newsletters, phone calls, conferences, parent literacy nights, state resources for parents and families such as “Reading at Home,” and /or recorded videos.**
- **Assist in writing and implementing the Rainbow Dreams Early Learning Academy approved Literacy Plan.**
- **Attending Professional Learning Communities to provide training to grade-level teams.**
- **Providing assistance during state assessments as needed.**

3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.

The RBG3 Literacy Specialist/Designee is required to successfully complete the training and professional development adopted by the Nevada State Board of Education, which includes but is not limited to the following topics:

- Nevada Academic Content Standards for English Language Arts
- The Nevada State Literacy Plan
- Evidence-based, best practices for instruction and intervention concerning literacy
- Methods for screening for and intervention concerning Dyslexia and other reading disabilities
- Using assessments approved by the State Board of Education
- Methods for effectively delivering and receiving constructive feedback
- Methods for assisting in the preparation of a plan to improve the literacy of pupils enrolled in an elementary school
- Statewide performance evaluation system adopted by the State Board
- The national standards for coaching literacy

RBG3 Literacy Specialist/Designee training will be ongoing throughout the school year (August through May) to support best practices aligned with AB 289. Examples of this include participation in monthly RBG3 Literacy Specialist/Designee Professional Learning Communities (PLCs) led by the Rainbow Dreams Early Learning Academy system coordinators, collaborative opportunities with Rainbow Dreams Early Learning Academy Instructional Coaches to support literacy strategies and instruction in the classroom, and statewide professional learning opportunities provided by community learning partners (i.e. NWEA, NDE). The Rainbow Dreams Early Learning Academy system expects that RBG3 Literacy Specialist/Designee will attend monthly PLCs consistently and attend a minimum of three (3) professional learning opportunities (including those provided by community learning partners) throughout the school year to support literacy pedagogy and the implementation of essential literacy practices.

4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7. 2 (a).

- Rainbow Dreams Early Learning Academy Literacy Team will meet once a month to discuss and review documented intervention services that students are receiving and share best practices for teachers.
- Rainbow Dreams Early Learning Academy Literacy Specialist/Designee will meet once a month with campus administration to discuss the RTI process and progress monitoring data collection.
- Rainbow Dreams Early Learning Academy Literacy Specialist/Designee will meet with teachers once a month to discuss, plan, and support the RTI Process and students' progress monitoring.

5. Describe your program's procedures for facilitating collaboration between literacy Specialists and classroom teachers per AB 289, Section 1 (d).

- RBG3 Literacy Specialist/Designee will help train teachers on best reading practices and instructional reading support.
- RBG3 Literacy Specialist/Designee will collaborate with teachers to help ensure students are receiving appropriate interventions directly related to the students' deficits.
- The RBG3 Literacy Specialist/Designee will support teachers by providing training on administering, or by directly administering, research-based assessments to help determine students' reading proficiency. The resulting data will be stored in each student's RTI folder.

READ BY GRADE 3 REQUIREMENT #2:

LEA Plan for Implementing the Required Professional Learning for Elementary Teachers

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes

No

Did not
submit last
year

X

- 1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.**

Rainbow Dreams Early Learning Academy is devoted to the professional learning and development of all teachers and staff. There are several ways that professional development is utilized at Rainbow Dreams Early Learning Academy, including reflective practice, instructional coaching, professional learning communities, and data days. Rainbow Dreams Early Learning Academy implements a reflective practice model for teachers to observe one another and reflect on best practices in collaboration with their RBG3 Literacy Specialist, Instructional Coaches, and Lead teachers. The RBG3 Literacy Specialist/Designee may work with classroom teachers in a coaching cycle to help improve Tier 1 and Tier 2 instructional practices. At least once a month, the RBG3 Specialist/Designee will attend the professional learning community for every grade level and discuss: RTI cases, professional development relating to intervention practices, and specific instructional needs for grade-level teams. Rainbow Dreams Early Learning has data days, in which teachers spend one day a week in professional learning communities. Data days are used to provide system wide and/or individual professional development or data review.

Additional professional development will be provided, as follows:

- RBG3 Specialist/Designee and teachers (as applicable) will attend professional development offered by the State Board of education.
- Classroom teachers (as applicable) will attend professional development sessions provided by the RBG3 Literacy Specialist/Designee s on topics approved by the State Board.
- Kindergarten and Pre-Kindergarten teachers and staff will attend training on the administering and analysis of the Kindergarten Entry Assessment.
- Kindergarten teachers, who will be proctoring the NWEA MAP assessment, will attend training on the administering and analysis of the NWEA MAP assessment.
- Kindergarten and Pre-Kindergarten teachers will attend RTI process training that includes notifying parents of their child's reading deficiency, providing interventions, and monitoring student progress toward reading proficiency.

READ BY GRADE 3 REQUIREMENT #3:

LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students Performing Below Grade Level in Reading

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes

No

Did not
submit last
year

X

1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for K-3 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Rainbow Dreams Early Learning Academy has a Response to Intervention (RTI) Process that outlines the action steps teachers will take to provide interventions to kindergarten students identified as deficient in reading. Each student entered into the RTI process is assigned to a team that establishes, analyzes, monitors, and reviews the student's intervention plan and progress toward meeting their goal(s). The students' team includes the classroom teacher, parent/guardian, RTI Grade level lead, RTI Team Chair, and the student (if appropriate). Other school staff can be added to the team as necessary.

The Rainbow Dreams Early Learning Academy RTI process is as follows:

- 1) Provide RBG3 Literacy Specialist/Designee and teacher with appropriate professional development that will help with teaching and understanding best practices to ensure students are being provided with the correct services and instruction.
- 2) Teachers will receive professional development on how to implement suitable interventions that help students reach their grade level proficiency.
- 3) RBG3 Literacy Specialist/Designee will help assist teachers with the RTI process to ensure that they are correctly following and applying student interventions and services.
- 4) RBG3 Literacy Specialist/Designee will help teachers identify students who are struggling in reading through state benchmark assessments such as the NWEA MAP and/or other research-based local assessments.
- 5) Intervention plans will be developed
 - a. Within 30 days of identifying a student as deficient in reading an intervention plan will be developed
 - i. Tier II individual intervention plan will be developed for students who score at or below the 26-40th percentile on the MAP Growth Reading Assessment is considered at-risk, or deficient in the subject area of reading. Students who score at or below the 26-40th percentile on other research-based benchmark assessments and are also struggling academically as confirmed by classroom teacher.
 - ii. Tier III individual intervention plans will be developed for students who score at or below 25th percentile on the MAP Growth Reading Assessment is considered at-risk, or deficient in the subject area of reading. Students who score at or below the 25th percentile on other research-based benchmark assessments and are also struggling academically as confirmed by classroom teacher.
 - b. Intervention plans include
 - i. Target goals that address the area(s) of reading deficit
 - ii. Small group reading instruction ratios
 - iii. Timelines for progress monitoring
 - iv. Progress monitoring that corresponds to the deficit area(s) of reading
 - (1) Progress monitoring measuring progress toward the student goal will be tracked
 - v. The number of minutes students will receive intensive instruction
 - (1) Students should receive 90 minutes of ELA instruction per day, which may include time for reading interventions
 - (2) Students will be provided with interventions during reading block/"What I Need" (WIN) time, as outline in their RTI plan
 - (3) Interventions will be provided by the classroom teacher or RBG3 Literacy Specialist/Designee
 - (4) Teachers will track student intervention minutes by following the RTI process provided by the Rainbow Dreams Early Learning Academy Literacy Team
 - vi. Programs and instruction used to target the deficit area(s) in reading
 - (1) Explicit instruction matching the student's goal will be provided
 - (2) Interventions will be based on identified deficiencies and will include strategies to improve students' phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension

- c. Revisions of academic intervention plans will take place after benchmark assessments or as needed depending upon the progress of the student based on the progress monitoring
- d. Portfolios (RTI Folders) will be kept and maintained to reflect student growth. RTI folders will be provided to the following year's teacher by the RBG3 Literacy Specialist/Designee, either in a hard copy or digital format. If the student exited out of RTI Services, the student's records will be archived.
- e. The RBG3 Specialist/Designee, parent/guardian, and classroom teacher will sign off on all academic intervention plans and revisions.

2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for 4-5 students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).

Rainbow Dreams Early Learning Academy has a Response to Intervention (RTI) Process that outlines the action steps teachers will take to provide interventions to kindergarten students identified as deficient in reading. Each student entered into the RTI process is assigned to a team that establishes, analyzes, monitors, and reviews the student's intervention plan and progress toward meeting their goal(s). The students' team includes the classroom teacher, parent/guardian, RTI Grade level lead, RTI Team Chair, and the student (if appropriate). Other school staff can be added to the team as necessary.

The Rainbow Dreams Early Learning Academy RTI process is as follows:

- 6) Provide RBG3 Literacy Specialist/Designee and teacher with appropriate professional development that will help with teaching and understanding best practices to ensure students are being provided with the correct services and instruction.
- 7) Teachers will receive professional development on how to implement suitable interventions that help students reach their grade level proficiency.
- 8) RBG3 Literacy Specialist/Designee will help assist teachers with the RTI process to ensure that they are correctly following and applying student interventions and services.
- 9) RBG3 Literacy Specialist/Designee will help teachers identify students who are struggling in reading through state benchmark assessments such as the NWEA MAP and/or other research-based local assessments.
- 10) Intervention plans will be developed
 - f. Within 30 days of identifying a student as deficient in reading an intervention plan will be developed
 - iii. Tier II individual intervention plan will be developed for students who score at or below the 26-40th percentile on the MAP Growth Reading Assessment is considered at-risk, or deficient in the subject area of reading. Students who score at or below the 26-40th percentile on other research-based benchmark assessments and are also struggling academically as confirmed by classroom teacher.
 - iv. Tier III individual intervention plans will be developed for students who score at or below 25th percentile on the MAP Growth Reading Assessment is considered at-risk, or deficient in the subject area of reading. Students who score at or

below the 25th percentile on other research-based benchmark assessments and are also struggling academically as confirmed by classroom teacher.

- g. Intervention plans include**
 - vii. Target goals that address the area(s) of reading deficit**
 - viii. Small group reading instruction ratios**
 - ix. Timelines for progress monitoring**
 - x. Progress monitoring that corresponds to the deficit area(s) of reading**
 - (2) Progress monitoring measuring progress toward the student goal will be tracked**
 - xi. The number of minutes students will receive intensive instruction**
 - (5) Students should receive 90 minutes of ELA instruction per day, which may include time for reading interventions**
 - (6) Students will be provided with interventions during reading block/ “What I Need” (WIN) time, as outline in their RTI plan**
 - (7) Interventions will be provided by the classroom teacher or RBG3 Literacy Specialist/Designee**
 - (8) Teachers will track student intervention minutes by following the RTI process provided by the Rainbow Dreams Early Learning Academy Literacy Team**
 - xii. Programs and instruction used to target the deficit area(s) in reading**
 - (3) Explicit instruction matching the student’s goal will be provided**
 - (4) Interventions will be based on identified deficiencies and will include strategies to improve students’ phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension**
- h. Revisions of academic intervention plans will take place after benchmark assessments or as needed depending upon the progress of the student based on the progress monitoring**
- i. Portfolios (RTI Folders) will be kept and maintained to reflect student growth. RTI folders will be provided to the following year’s teacher by the RBG3 Literacy Specialist/Designee, either in a hard copy or digital format. If the student exited out of RTI Services, the student’s records will be archived.**
- j. The RBG3 Specialist/Designee, parent/guardian, and classroom teacher will sign off on all academic intervention plans and revisions.**

READ BY GRADE 3 REQUIREMENT #4:

LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of

Elementary Students

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

Are there any changes to any of the responses to the question below from the 2024-2025 Local Literacy Plan? If yes, please write your updates to the question(s) below. If your LEA has **never** submitted a plan please answer the questions below.

Yes

No

Did not
submit last
year

X

1. Describe the procedures that your program plans to use for assessing the reading proficiency of all elementary students across all grade levels. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per NRS 388.157.

Rainbow Dreams Early Learning Academy adheres to the state-mandated testing requirements. Data from state mandated testing helps teachers determine which students are not proficient readers. The results of the testing are analyzed in order to provide data driven, standard-based instruction and intervention. The following assessments are used to determine the reading proficiency of elementary students:

- Kindergarten Entry Assessment
 - Within the first 30 days of school, screen all enrolled Kindergartners and Pre-Kindergartners
- NWEA MAP Assessment
 - During state mandate testing windows, administer the NWEA MAP assessment to all enrolled Kindergartners
- Brigance
 - Within the first 30 days of school, screen all enrolled Kindergartners and Pre-Kindergartners

2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per NRS 388.157.

The following assessments are used to determine the reading proficiency of elementary students:

- Kindergarten Entry Assessment
 - Within the first 30 days of school, screen all enrolled Kindergartners and Pre-Kindergartners
- NWEA MAP Assessment
 - During state mandate testing windows, administer the NWEA MAP assessment to all enrolled Kindergartners
- Brigance
 - Within the first 30 days of school, screen all enrolled Kindergartners and Pre-Kindergartners

Additional research-based assessments may be administered to students in Kindergarten and Pre-Kindergarten. This data will be used to qualify a student for RTI process and also used to monitor student progress toward their intervention goal(s).

THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

<p>Are there any changes to any of the responses to the Implementation Roadmap from the 2024-2025 Local Literacy Plan? If yes, please write your updates below. If your LEA has never submitted a plan please fill out the Implementation Roadmap..</p>	<p>Yes</p>		<p>No</p>		<p>Did not submit last year</p>	<p>X</p>
<p>PRIMARY ACTIVITIES (5-7) What action steps will your LEA take to meet the goal(s) of the plan?</p>	<p>OUTCOME MEASURES How do you know the action step met its intended purpose?</p>				<p>Alignm ent to LLP Goal(s) (1, 2, 3, etc.)</p>	<p>ALIGNM ENT TO READ BY GRADE 3 REQUIREME NTS</p>

			(1, 2, 3, or 4)
<p>Implement the RBG3 Literacy Specialist/Designee position at elementary school sites</p>	<p>A licensed teacher will be designated by the school principal as an RBG3 Specialist on or before the first day of instruction each school year. The Designee will have demonstrated the following abilities and skills, as outlined by AB 289:</p> <ul style="list-style-type: none"> • possess an active State of Nevada Teacher License. • the ability to improve the literacy of students. • effective classroom instruction in the area of literacy and administering assessments. • ability to build relationships with teachers, staff, and other adults. • collaboration with administrators to develop a schedule of professional development and assist in providing such professional development. • assist teachers by implementing a system of support that includes various methods to provide intervention services and intensive instruction for students who have been identified as deficient in the area of reading. <p>Active licensure information for the RBG3 Literacy Specialist/Designee will be verified (NDE). Additionally, current and past teacher evaluations and supervisory observations will be used to ensure the chosen teacher meets the qualifications for the position of RBG3 Literacy Specialist/Designee.</p>	1 and 4	1
<p>Establish and maintain the recommended duties and</p>	<p>Before the first day of school, the Rainbow Dreams Early Learning Academy will establish the duties and responsibilities of the RBG3 Literacy Specialist/Designee</p>	1, 2, and 4	1 and 2

<p>responsibilities of the RBG3 Literacy Specialist/Designee role</p>	<p>as outlined in AB 289 (2019) and NAC 388.666. Rainbow Dreams Early Learning Academy will implement these duties and responsibilities throughout the school year. These duties and responsibilities include:</p> <ul style="list-style-type: none"> • Assisting and providing leadership to the board of trustees of the governing body of the Rainbow Early Learning Academy system, in preparing a plan to improve the literacy of students. • Completing professional development adopted by the Nevada State Board of Education. • Providing professional development to teachers based on the Nevada State Board recommendations, which include but are not limited to the Nevada Academic Content Standards for the English Language, the Nevada State Literacy Plan, and evidence-based best practices for instruction and intervention in literacy. • Understanding the Rainbow Dreams Early Learning Academy Dyslexia Referral Process. • Understanding the methods for screening and intervention concerning Dyslexia and other reading disabilities. • Understanding and training staff on assessments approved by the state: Kindergarten Entrance Exam, NWEA MAP Reading, and Brigance. • Understanding and using data from assessments approved by the state to improve literacy instruction: Kindergarten Entrance Exam, NWEA MAP Reading, and Brigance. • Understanding and administering additional research-based assessments designed to help identify students who are struggling with reading. • Using methods for delivering and receiving constructive feedback to teachers and students. 		
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	<ul style="list-style-type: none"> • Demonstrating methods for maintaining collaborative and reflective communication. • Participating in and completing professional development offered through the Nevada State Board of Education. • Identifying students who struggle in reading. • Providing guidance and support for parents/ guardians of students who are not proficient in reading. In addition, the RBG3 Specialist/Designee will communicate with parents in a variety of ways: email, newsletters, phone calls, conferences, parent literacy nights, state resources for parents and families such as “Lexia”, and/or recorded videos. • Assisting the Literacy Plan Team in writing and implementing the Rainbow Dreams Early Learning Academy Board-approved Literacy Plan. • Attending Professional Learning Communities to provide training to grade-level teams. • Providing assistance during state assessments as needed. <p>The RBG3 Literacy Specialist/Designee will receive feedback from the campus administrative team throughout the school year. Site administrators will evaluate the performance of the RBG3 Literacy Specialist/Designee at each site, using the job duties and responsibilities criteria provided by AB 289 (2019) and NAC 388.666, via formal and informal observations. Additionally, site administrators will provide performance feedback related to other site duties of the RBG3 Specialist, as applicable by the school.</p>		
Establish procedures for facilitating collaboration	Throughout the school year, Rainbow Dreams Early Learning Academy RBG3 Specialist/Designee will	1, 2, and 4	1, 2, 3, and 4

<p>between the RBG3 Specialist and administrators, classroom teachers, and Interventionists (as applicable)</p>	<p>collaborate with administration, classroom teachers, and interventionists (as applicable):</p> <ul style="list-style-type: none"> • RBG3 Literacy Specialist/Designee and administrator(s) will meet once a month to discuss intervention services that students are receiving and best practices for teachers. • RBG3 Literacy Specialist/Designee will help train teachers on best reading practices and instructional reading support. • RBG3 Literacy Specialist/Designee will collaborate with teachers to help ensure students are receiving appropriate interventions directly related to the students' deficits. • RBG3 Literacy Specialist/Designee will help train teachers and administer optional research-based assessment measures that will help determine if a student is proficient in reading. This additional data will be kept in the students' RTI folder. • RBG3 Specialist/Designee will meet with teachers once a month to discuss the RTI Process and student progress monitoring. RBG3 Literacy Specialists/Designee and site administrators will prioritize and facilitate ongoing collaborations amongst all colleague groups at the school site throughout the school year to support optimal student literacy outcomes. The effectiveness of these collaborations will be measured using qualitative (team discussions, feedback) and quantitative (agendas, sign-in sheets, data) measures. 		
<p>Ensure that all elementary teachers employed at Rainbow Deams Early Learning Academy receive the</p>	<p>Elementary teachers will receive professional development in the area of reading throughout the school year. Training opportunities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • RBG3 Specialists/designees and teachers (as applicable) will attend 	<p>1 and 2</p>	<p>2</p>

<p>required training or professional development in reading</p>	<p>professional development offered by the State Board of Education, which includes but is not limited to:</p> <ul style="list-style-type: none"> ○ The Nevada Academic Content Standards for English Language ○ The Nevada State Literacy Plan ○ Evidence-based best practices for instruction and intervention in literacy ● Classroom teachers (as applicable) will attend professional development sessions provided by the RBG3 Literacy Specialists/designees on topics approved by the State Board. ● Kindergarten teachers and staff will attend training on the administration and analysis of the Kindergarten Entry Assessment. ● Kindergarten and Pre-Kindergarten teachers and Special Education teachers, who will be proctoring the NWEA MAP Reading assessment, will attend training on the administration and analysis of the NWEA MAP Reading assessment. ● Kindergarten and Pre-Kindergarten teachers will attend RTI process training that includes notifying parents of their child's reading deficiency, providing interventions, and monitoring student progress toward reading proficiency. ● Kindergarten and Pre-Kindergarten teachers and RBG3 Literacy Specialist/designee will be provided with appropriate professional development that will help with teaching and understanding best practices to ensure students are being provided the correct services and instruction. ● Kindergarten and Pre-Kindergarten teachers and RBG3 Literacy Specialist/designee will be provided with professional development regarding applicable interventions that help students who are working below the 		
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	<p>40th percentile reach grade-level proficiency.</p> <ul style="list-style-type: none"> • Kindergarten and Pre-Kindergarten teachers will be provided training on the Rainbow Dreams Early Learning Academy RTI process, including how to track students' academic and intervention progress. • Elementary teachers will be provided professional development in the areas of phonological awareness, phonemic awareness, phonics, vocabulary, fluency, and comprehension. Professional learning session sign-in sheets and agendas will be created for each training to support educator attendance and any needed follow-up regarding training topics. Sign-in sheets will also be used to verify professional learning hours earned by each participant. Additionally, pre and post-training professional learning surveys will be used by the RBG3 Literacy Specialist/designee to measure professional learning needs/outcomes and to plan ongoing, specialized support for educators and site administrators. 		
Assess the reading proficiency of elementary students	<p>Throughout the school year, Rainbow Dreams Early Learning Academy will assess the reading proficiency of elementary students and will utilize data to determine how instruction/intervention will be differentiated to meet the needs of students.</p> <ul style="list-style-type: none"> • All teachers and testing staff will be trained in the purpose and administration of all state-mandated and other research-based reading assessments. • Utilizing the Kindergarten Entry Assessment, all students in kindergarten will be screened within the first 30 days of school. • Three times a school year, within the state-mandated testing windows, all Kindergarten students will be 	1, 2, and 4	4

	<p>administered the NWEA MAP Reading assessment.</p> <ul style="list-style-type: none">• Additional research-based assessments may be administered to students in grades Kindergarten and Pre-Kindergarten.• All data will be analyzed and used to qualify, monitor student progress, or exit a student for the RTI process.<ul style="list-style-type: none">○ Qualification for RTI process in grades Kindergarten and Pre-Kindergarten:<ul style="list-style-type: none">■ NWEA MAP Reading: 1st - 40th percentile <p>Qualification for RTI process in grade Kindergarten</p> <ul style="list-style-type: none">■ NWEA MAP Reading: 41st percentile or higher and• All Kindergarten and Pre-Kindergarten students will be expected to grow at least 5 RIT points on the NWEA MAP Reading assessment between the fall and spring benchmarks.• All K-3 students will be expected to maintain the 65th growth percentile on the NWEA MAP Reading assessment between the winter and spring benchmark. Upon ensuring fidelity with the preparation and implementation protocols for each administered assessment, RBG3 Literacy specialists/Designees will support site and team data evaluation opportunities. Data teams will determine which students qualify for RTI services and whether or not students are on track to meet their NWEA MAP Reading RIT point growth and growth percentile goals. Each student's individualized RTI team will determine if a student is making adequate progress toward grade-level expectations and whether or not a student will continue in or exit from RTI services. An analysis of data from multiple sources will be used to make intentional decisions regarding next steps for each student. RBG3 Literacy Specialists/Designee will lead to the implementation of effective literacy practices related to instructional planning and differentiation to meet		
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<p>Establish Positive Reading Culture</p>	<p>the needs of students.</p> <p>As a Rainbow Dreams Early Learning Academy system we believe in partnering, not only with our teachers and staff, but our community as well. Rainbow Dreams Early Learning Academy plans to host literacy nights to help promote the love of reading and provide parents with resources to help remediate or accelerate their child. Additionally, Rainbow Dreams Early Learning Academy of Nevada is utilizing the policies and practices set forth by the RBG3 legislation to create a school-wide culture of reading through the Rainbow Dreams Early Learning Academy “WIN” initiative. Campuses will provide opportunities for students to “WIN.” – What I Need throughout the school year. “WIN,” opportunities will be strategically designed to meet students at their level and provide them with individualized and authentic reading experiences. Examples of “WIN.” opportunities include, but are not limited to:</p> <ul style="list-style-type: none"> • Series Reading • Monthly/Quarterly Reading Challenges • Community Literacy Events <p>To effectively establish a positive reading culture, the following will be implemented:</p> <ul style="list-style-type: none"> • Teachers will be provided professional development in the area of effective teaching strategies (examples: Science of Reading, English Language Development). • Teachers will be provided training on the “WIN.” initiatives (examples: series reading, reading challenges, positive parent communication). • Family Literacy Nights will be implemented. • Parents of struggling readers will be provided with 	<p>3</p>	<p>1</p>
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	<p>resources they can use to help their student at home.</p> <ul style="list-style-type: none">• School staff and parents will be encouraged to engage in active reading practices as a method of modeling reading engagement and promoting the reading process with students (examples: teacher and/or parent read-aloud, literacy-themed site activities). <p>The overarching success of these endeavors will be measured through an analysis of the established literacy goals and data outcomes throughout the school year. Additionally, outcomes will be measured via site participation surveys/feedback from community stakeholders and will be used to support the planning of future site literacy activities and/or initiatives.</p>		
