

State Public Charter School Authority



Rainbow Dreams Academy Elementary School

2026-2027 Schoolwide and Targeted Assistance Title I Elements Summary

Table of Contents

Schoolwide and Targeted Assistance Title I Elements	3
1.1 Comprehensive Needs Assessment	3
2.1 School Performance Plan (SPP) developed with appropriate stakeholders	3
2.2 Regular monitoring and revision	3
2.3 Available to parents and community in an understandable format and language	3
2.4 Opportunities for all children to meet State standards	3
2.5 Increased learning time and well-rounded education	3
2.6 Address needs of all students, particularly at-risk	4
3.1 Annually evaluate the schoolwide plan	4
4.1 Develop and distribute Parent Involvement and Family Engagement Policy	4
4.2 Offer flexible number of parent involvement meetings	4
5.1 Determine which students will be served by following local policy	4
Schoolwide and Targeted Assistance Title I Elements Personnel	4

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

Rainbow Dreams Early Learning Academy conducts an annual comprehensive needs assessment using multiple data sources including TSG, MAP, and Brigrance data, literacy and language screeners, attendance data, behavioral referral trends, teacher feedback, and stakeholder survey results to identify achievement gaps and prioritize areas for improvement aligned to Nevada Department of Education standards.

2.1 School Performance Plan (SPP) developed with appropriate stakeholders

Staff, families, board members, and community members are included in plan development through surveys, parent meetings, PLC discussions, and leadership team planning sessions. Feedback is solicited in-person during Parent literacy events and town hall meetings, through surveys, and advisory meetings, and input is reviewed by administration to inform goal setting and action steps.

2.2 Regular monitoring and revision

The School Performance Plan is reviewed quarterly by the leadership team and PLCs using formative academic, attendance, and behavior data. Adjustments to strategies, timelines, and resource allocation are made based on documented progress monitoring outcomes and documented in the quarterly status checks.

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

The School Performance Plan is posted on the school's website and shared during parent meetings and governing board sessions in family-friendly language. Translated summaries and interpretation support are provided to ensure accessibility for families whose primary language is not English.

2.4 Opportunities for all children to meet State standards

Title I funds will be used to support student achievement by expanding curriculum to strengthen foundational literacy using evidence-based, Science of Reading-aligned practices. Funds for the upcoming year will be used to support Exact path for literacy and math intervention and UFLI Foundations for a strong phonics foundation. The inclusion of sound articulation visuals (mouth pictures) supports all learners, including students with speech challenges and emerging readers. Funds will also be used to support technological access and expansion of SEL tools available for each classroom. Funding also supports professional development to strengthen Tier I instruction and data-driven teaching practices across classrooms.

2.5 Increased learning time and well-rounded education

Title I funds provide extended learning opportunities through intervention blocks, before- and after-school academic

support, and enrichment programming that integrates literacy, STEM, and social-emotional learning. These initiatives ensure students receive additional instructional time and access to a well-rounded educational experience.

2.6 Address needs of all students, particularly at-risk

Title I resources are used to implement Tier II and Tier III intervention programs, progress monitoring systems, family engagement supports, and behavior intervention services for students identified as at-risk due to academic performance, attendance, disability status, or other risk factors. Services are designed to reduce achievement gaps and accelerate growth.

3.1 Annually evaluate the schoolwide plan

The SPP is evaluated mid-year and at the end of the school year using literacy growth data, developmental benchmark assessments, attendance rates, behavior trends, and subgroup progress reports. Outcomes are compared to established kindergarten readiness and Nevada Ready Standards benchmarks to determine effectiveness and inform next steps.

4.1 Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement Policy is developed annually in partnership with teachers, administrators, and caregivers during a formal town hall style meeting, with an emphasis on early childhood family engagement best practices. The policy is posted on the school website, included in classroom communication through Class Dojo, and discussed formally during our annual Title I meetings. Families are encouraged to provide feedback throughout the year to ensure meaningful collaboration in supporting school readiness and early academic success.

4.2 Offer flexible number of parent involvement meetings

RDELA hosts two annual hybrid Title I meetings, with at least one meeting corresponding with the open house even to reach as many families as possible. Meeting materials are also posted on our school website and available in hard copy on request. RDELA also hosts monthly Parent Literacy Event to ensure that all caregivers are given opportunity for involvement.

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
Irene Andrade	Title I McKinney Vento/Foster Liaison	Rainbow Dreams Early Learning Academy	1
Kristy Borg	Title I Coordinator	Rainbow Dreams Early Learning Academy	1