

Act 3 - Reviewing Our Journey

- Directions:**
- Fill in the appropriate cells in the table below.
 - Did we achieve our Goals? **Yes, No.**
 - Do we continue, correct, or cancel our goals/strategies? **Continue, Correct, Cancel.**
 - Identify specific Lessons Learned, Next Steps and Needs.

Note:
The selections you enter will automatically update the accompanying cell on the Master Tracker tab.

↓ ↓

School Name: Rainbow Dreams Early Learning Academy

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP? Why?</i>			
By the Spring exam period for Brigance and MAP testing student proficiency in Math and Reading will increase by 20%.		Yes	Continue (and update)			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our Improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why?</i>	Now (Lessons Learned) <i>How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?</i>	Need <i>What do we need from others in this room and others outside of this room to be successful in taking action?</i>
Weekly targeted reading intervention.	Targeted reading intervention and enrichment will be provided on a weekly basis by an evidence-based reading program. Formative and summative assessment programs will be used to identify deficit skills and develop targeted instruction for individual students.	Yes	Continue	The targeted reading intervention in Kindergarten allows for early identification and intervention for students who may be at risk of falling behind in reading. By addressing these challenges at an early stage, educators can help prevent reading difficulties from persisting or escalating in later grades. Early intervention contributes to improved reading outcomes and supports the development of strong foundational literacy skills. Using an evidence-based reading program ensures that instructional strategies and interventions are grounded in research and proven to be effective. Educators can rely on evidence-based practices and materials to guide their instruction and interventions, increasing the likelihood of positive outcomes for students. This approach promotes a systematic and structured approach to teaching reading.	Differentiate Instruction: Recognize the diverse needs of students and provide differentiated instruction within the reading program. Adapt the instruction to match individual students' skill levels, learning styles, and interests. Use flexible grouping strategies to deliver targeted instruction to students with similar needs. Utilize Technology: Integrate educational technology tools and resources into the reading program. Digital platforms and applications can provide interactive activities, online assessments, and personalized learning experiences. Technology can enhance student engagement and provide additional opportunities for practice and reinforcement.	Increased technology can support differentiated instruction by providing adaptive learning pathways and individualized feedback. Digital platforms can deliver customized content and resources based on students' specific needs and learning profiles. Teachers can assign targeted activities and monitor progress, adjusting instruction as necessary to meet individual student requirements. Gamified elements in reading programs, such as badges, rewards, and progress tracking, can increase student engagement and motivation. Educational games and interactive activities can make reading more enjoyable and interactive, encouraging students to practice their skills in a fun and engaging way.
Teachers will use math manipulatives, materials, and student books through the school-wide curriculum to develop skills in the CCSS and standards for Mathematical Practices. Family engagement will take place to train parents how to work with manipulatives to reinforce classroom concepts	Math manipulatives, materials, and student books through the school-wide curriculum will address the needs of multiple learning types allowing all students develop skills in the CCSS and standards for Mathematical Practices. These instructional tools will be available for home use and family engagement sessions are scheduled to include teaching parents how to better support their early learners in mathematics. Parents will be trained to increase confidence in guiding their learners through the materials at home	Yes	Continue	Manipulatives promote active engagement and participation in the learning process. Students can actively manipulate the objects, solve problems, and explore different strategies. This hands-on approach fosters active learning, encourages critical thinking, and increases student involvement in the learning process. Manipulatives help students develop a conceptual understanding of mathematical ideas rather than relying solely on rote memorization. They allow students to discover and explore mathematical concepts through concrete experiences, leading to a deeper understanding of underlying principles and relationships.	Scaffold the use of math manipulatives gradually. Begin with concrete and hands-on experiences using manipulatives, then gradually transition to more abstract and mental representations of the mathematical ideas. Provide guided practice and support as students gain proficiency and confidence in using the manipulatives independently.	Home engagement with math manipulatives can play a significant role in increasing student success in mathematics. Home engagement can reinforce classroom concepts and foster open lines of communication between teachers and families. Share ideas and suggestions for using math manipulatives at home through newsletters, emails, or a dedicated online platform. Encourage families to share their experiences, ask questions, and seek support as needed.
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Mentorship pairings between seasoned staff and incoming staff. Added professional development in regards to classroom management, behavioral management, and social emotional support for students.		No	Correct			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our Improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need

<p>Creating mentorship and training opportunities to increase confidence in classroom management and organizational culture.</p>	<p>Improve student behavior, improve teacher effectiveness and classroom confidence, reduce number of incident reports and disciplinary actions needed, and create a more cohesive campus community.</p>	<p>Yes</p>	<p>Correct</p>	<p>Employee turn over continues to be higher than expected paired with problems with Autonomy without accountability. The teaching staff being given excessive autonomy may have resulted in inconsistent implementation of classroom management strategies and a lack of adherence to the intended organizational culture. This may have contributed to limited progress. Although the strategy was mildly successful, a more stringently outlined program would be beneficial.</p>	<p>Clarify program objectives and expectations. Clearly define the objectives and expectations of the mentorship program, ensuring that both mentors and mentees have a shared understanding of their roles, responsibilities, and desired outcomes. This clarity will guide the program's development and implementation.</p> <p>Provide mentor training: Offer mentorship training to enhance mentors' skills in effectively supporting and guiding their mentees. The training should cover topics such as active listening, effective communication, goal setting, providing constructive feedback, and problem-solving techniques. By equipping mentors with the necessary skills, they can better support mentees' growth and development.</p> <p>Match mentors and mentees thoughtfully: Implement a thoughtful matching process that takes into consideration the needs, goals, and preferences of both mentors and mentees. Consider factors such as grade level, subject area, teaching style, and areas of expertise to create strong mentor-mentee pairings.</p>	<p>Ongoing Support and Feedback: Ensure ongoing support and feedback throughout the mentorship and training process. Provide regular check-ins and opportunities for mentors and mentees to discuss progress, challenges, and successes. Encourage open communication and create a safe space for mentees to seek guidance and ask questions.</p> <p>Reflection and Growth Opportunities: Promote reflective practice among mentors and mentees. Encourage them to reflect on their teaching practices, identify areas for improvement, and set goals for growth. Provide resources and guidance to support their professional development journey.</p> <p>Collaborative Learning Communities: Foster collaborative learning communities where mentors and mentees can share experiences, ideas, and resources. Establish regular meetings, workshops, or online forums for mentorship program participants to engage in dialogue, learn from one another, and build a supportive network.</p>
<p>Increased training to Behavioral and classroom management techniques.</p>	<p>Improve student behavior, improve teacher effectiveness and classroom confidence, reduce number of incident reports and disciplinary actions needed, and create a more cohesive campus community.</p>	<p>Yes</p>	<p>Continue</p>	<p>Teachers may have learned a range of effective behavior management strategies to address challenging behaviors in the classroom. This could include techniques such as positive reinforcement, proactive classroom management, clear expectations and rules, consistent consequences, and building positive relationships with students.</p> <p>Individualized Approaches: The training may have emphasized the importance of individualized approaches to behavior management. Teachers may have learned to consider students' unique needs, backgrounds, and learning styles when implementing behavior management strategies. Understanding that what works for one student may not work for another can lead to more tailored interventions and support.</p> <p>Prevention and Proactive Measures: Teachers may have gained insights into the value of prevention and proactive measures in behavior management. They may have learned strategies to create a positive and structured classroom environment, set clear expectations from the start, and employ preventive techniques to minimize disruptive behaviors.</p>	<p>Collaborative Professional Learning Communities: Foster collaborative professional learning communities where teachers can share their experiences, insights, and challenges related to behavior and classroom management. This can involve regular meetings, study groups, or online forums where teachers can discuss best practices, problem-solve together, and learn from one another's experiences.</p> <p>Ongoing Professional Development: Provide ongoing professional development opportunities focused on behavior and classroom management. This can include workshops, seminars, or webinars that delve deeper into specific topics or address emerging issues. Staying updated with current research and evidence-based practices will enable teachers to continuously enhance their skills and knowledge.</p> <p>Data-Driven Approach: Encourage teachers to collect and analyze data related to student behavior and the effectiveness of the implemented strategies. This can involve tracking behavior incidents, analyzing student engagement levels, or conducting surveys to gather feedback. Data analysis can provide valuable insights into the impact of the training and help identify areas for further improvement.</p>	<p>More thorough and inclusive professional development training on behavioral issues especially as their pertain to special needs population and trauma informed teaching.</p>
<p>Inquiry Area 3 - Connectedness</p>		<p>Did we achieve our Connectedness goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			
<p>To see an increase in family engagement and positive growth as measured by the Brigance Social and Emotional Health assessment and stakeholder feedback.</p>		<p>Yes</p>	<p>Continue (and update)</p>			
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</p>
<p>Students, families, and staff will increase their sense of school and community belonging, increasing their overall engagement by taking part in culturally sensitive and diverse training.</p>	<p>Improve teacher awareness of student diversity needs in order to develop a stronger SEL program for the early learning population. Teachers will take part in no fewer than 4 professional development sessions on diversity training. RDELA will help to develop student leaders who demonstrate understanding of diversity by concentrating on incorporating a growth mindset.</p>	<p>Yes</p>	<p>Continue</p>	<p>We have also noticed variances in the level of engagement and participation among different groups within the campus community</p>	<p>It is important to address these gaps and ensure that all individuals have equal access to the training and opportunities for growth. Additional strategies such as targeted outreach, diverse representation in training materials and facilitators, and ongoing dialogue can help bridge these gaps and ensure that the training reaches and benefits all members of the campus community.</p>	<p>Community partnerships in order to increase family engagement with multicultural and diverse learning opportunities.</p>

<p>RDELA will align curriculum to address a variety of culture backgrounds each month in order to expose children to a broader understanding of the community they are a part of</p>	<p>RDELA will include a curriculum specifically designed to highlight, educate, and celebrate a different culture on a monthly basis. Increased student involvement, increased cultural awareness, increased sense of community.</p>	<p>Yes</p>	<p>Continue</p>	<p>Cultural Appreciation and Understanding: By intentionally incorporating diverse cultural backgrounds into the curriculum, children have the opportunity to develop an appreciation and understanding of different cultures. They learn about the customs, traditions, languages, and values of various communities, fostering empathy, respect, and a broader worldview.</p> <p>Celebrating Diversity: Exposing children to a variety of cultures helps them recognize and celebrate the diversity within their community. They learn that diversity is a strength and that everyone has unique experiences and perspectives to contribute. This understanding promotes inclusivity and creates a welcoming and accepting classroom environment.</p>	<p>Family Involvement and Cultural Exchange: Incorporating diverse cultures in the curriculum provides opportunities for family involvement. Families can share their cultural traditions, artifacts, or stories with the class, fostering a sense of pride and ownership. This cultural exchange allows children and their families to learn from one another and further strengthens the connection between home and school.</p> <p>Holistic Development: Learning about different cultures supports children's holistic development. It promotes cognitive growth as they engage in inquiry-based learning, develop critical thinking skills, and make connections across cultures. It also nurtures their social and emotional development by fostering empathy, promoting self-awareness, and building positive relationships.</p> <p>Promoting Global Citizenship: By exposing children to a variety of cultures, they develop a sense of global citizenship. They understand their place in a diverse and interconnected world, and are more likely to embrace cultural differences, work towards social justice, and act as responsible global citizens in the future.</p>	<p>Community partnerships. By exposing children to a variety of cultures, they develop a sense of global citizenship. They understand their place in a diverse and interconnected world, and are more likely to embrace cultural differences, work towards social justice, and act as responsible global citizens in the future.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------	-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------