School Name:Rainbow Dreams Early Learning Academy

Inquiry Area 1 - Student Success

By the Spring 2024 exam period for Brigance and MAP testing student proficiency in Math and Reading will increase by 20% from the fall assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status — Are we implementing the improvement strategy as planned?	Now (Lessons Learned) — What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?	Next (Next Steps) — What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?	Need — What do we need to be successful in taking action?
Weekly targeted reading intervention; Weekly targeted math 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.	Strong	Our progress monitoring data would likely reveal promising improvements in the math and reading skills of our early learners as a result of implementing targeted interventions with a focus on learning games and small group interactions. The data might indicate increased engagement and motivation among students, translating to enhanced learning outcomes. We would likely observe more students meeting or exceeding their benchmarks, showcasing progress toward our goal of improved academic performance. As we implement these improvement strategies, we're learning that incorporating interactive and gamified learning experiences has a profound impact on student motivation and participation. Students seem to thrive in small group settings, often looking to their peers for guidance and support. This collaborative approach enhances their learning experience and fosters a sense of community within the classroom. However, we are also noticing certain challenges and performance gaps. Students with disciplinary issues continue to struggle academically due to difficulties with focus and a reluctance to engage in directed tasks. While the small group dynamic is generally effective, it may not fully address the needs of these students. Additionally, we need to find ways to balance the gamified approach with ensuring the coverage of essential curriculum content, as some areas might require more direct instruction. Adapting our strategies to cater to the diverse needs and learning styles of our students remains a continuous challenge.	Based on the observations and insights gained from the implementation of learning games and small group interventions, and the challenges and performance gaps identified, the next steps should involve a strategic and data-driven approach to further improve the effectiveness of math and reading interventions for early learners. Expanding Parent and Caregiver Engagement: Involve parents and caregivers in the intervention process by sharing insights into the benefits of gamified learning and small group interactions. Encourage parents to support these strategies at home and participate in their child's academic progress. (Via Class Dojo through class teacher). Flexible Curriculum: Develop a curriculum that allows for a balance between gamified learning and direct instruction, ensuring that essential content is covered. Tailor the curriculum to accommodate different learning styles and abilities. (Curriculum specialist will work closely with class teacher to modify the curriculum to better suit student's individual needs). Continuous Evaluation: Periodically assess the overall impact of these interventions on academic performance, student motivation, and behavioral issues. Make adjustments based on the findings to ensure continuous improvement. (To be tracked via Infinite Campus and Teaching Strategies Gold. Progress shared between class teacher and directed intervention support staff). The key to the next steps is to maintain a dynamic, adaptable approach that places students' needs at the center of decision-making. Regularly assess the effectiveness of interventions and make modifications as necessary to provide the best support for early learners in math and reading.	Define clear, specific, and measurable objectives for the interventions. This includes setting academic goals, behavioral goals, and targets for student engagement and motivation. Foster a collaborative approach among teachers, administrators, support staff, parents, and caregivers. Encourage open communication and information sharing among all stakeholders. Encourage parent involvement through reward based system.

Inquiry Area 2 - Adult Learning Culture

Mentorship pairings between seasoned staff and incoming staff. Added professional development in regards to classroom management, behavioral management, and social emotional support for students. The percent of classroom observations that meet the established expectations for classroom/behavior management will be 50% at the end of semester 1 and 60% at the end of semester 2, 2024 as measured by classroom observation data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Creating mentorship and training opportunities to increase confidence in classroom management and organizational culture with increased training in behavioral and classroom management techniques.	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. 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.	At Risk	Progress Monitoring Data: The progress monitoring data demonstrates that while there have been improvements in classroom management and organizational culture as a result of mentorship and training opportunities, the high turnover rate at the beginning of the year continues to challenge the stability of staffing. The data shows that there is increased confidence among teachers in their classroom management skills, but this progress is often disrupted by the frequent turnover. Learning from Implementation: As we implement our improvement strategies, we are learning that mentorship and training opportunities are effective in enhancing teachers' confidence in classroom management and contributing to a positive organizational culture. Collaboration among stakeholders has improved communication and information sharing, fostering a more cohesive and supportive educational environment. Challenges and Performance Gaps: The challenges we face are primarily related to staffing and turnover, making it difficult to sustain the progress achieved through mentorship. Power dynamics and an aversion to peer direction create obstacles in matching staff appropriately. The gaps in performance are most evident in the disruption caused by staff turnover, which hampers the continuity of mentorship and training efforts. Addressing this issue is crucial for the long-term success of our improvement strategies.	To address the challenges and further improve the effectiveness of mentorship and training opportunities in the context of high turnover, consider the following next steps: Retention Strategies:Develop and implement employee retention strategies to reduce the high turnover rate at the beginning of the year. This may involve offering competitive compensation packages, providing ongoing professional development, and creating a positive workplace culture. Mentorship Enhancement: Improve the mentorship program by offering additional support and resources to mentors and mentees. Mentorship pairs should receive ongoing guidance and training to ensure successful collaboration. Peer Collaboration: Address power dynamics and aversion to peer direction by fostering a collaborative and supportive culture. Encourage open communication and ensure that all staff members feel valued and heard. Implement peer feedback mechanisms that promote constructive input and shared decision-making. Innovative Staffing Solutions: Explore innovative staffing solutions, such as partnerships with local educational institutions or the use of substitute teachers during peak turnover periods. This can provide temporary support while long-term staffing solutions are developed. By addressing the challenges related to staffing turnover and refining the mentorship and training strategies, you can create a more stable and supportive environment that contributes to the long-term improvement of classroom management and organizational culture.	Increased funding for more competitive salaries and benefits packages to increase retention. Further professional development on peer review and collaboration strategies. Develop a clearer platform for resource sharing.

Inquiry Area 3 - Connectedness

To see an increase in family engagement and positive growth as measured by the Brigance Social and Emotional Health assessment and stakeholder feedback.
The percent of "Sometimes" or "Most of the Time" responses to the social-emotional skills questions will be 80% by the end of the 2023-2024 school year as measured by the Brigance Social and Emotional Health assessment.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
To see an increase in family engagement and positive growth as measured by the Brigance Social and Emotional Health assessment and stakeholder feedback. The percent of "Sometimes" or "Most of the Time" responses to the social-emotional skills questions will be 80% by the end of the 2023-2024 school year as measured by the Brigance Social and Emotional Health assessment.	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.	Strong	Progress Monitoring Data: Our progress monitoring data suggests a positive trajectory toward our school goal of increasing family engagement and improving social-emotional health as measured by the Brigance assessment. There has been substantial increase in attendance at school events and the development of culturally responsive resources reflects a growing sense of school and community belonging. Learning from Implementation: As we implement our improvement strategies, we are learning that culturally sensitive and diverse training has a significant impact on enhancing family engagement and overall school community belonging. The increased attendance at events, such as open house, parent-teacher meetings, and Title I meetings, highlights the positive effects of these strategies. The development of culturally responsive resources demonstrates our commitment to creating a more inclusive and supportive educational environment. Additional effort has been put into expansion of our special education department to foster a more inclusive environment for students with additional challenges. Incorporating social stories has been significantly effective in advancing social emotional learning amongst the age group serviced. Challenges and Performance Gaps: While our progress is promising, we do encounter challenges related to sustaining and further expanding these gains. Some families may still have limited access to or participation in culturally sensitive training, indicating the need for targeted outreach and support. Additionally, ensuring continued high levels of family engagement and achieving the 80% target on the Brigance assessment for social-emotional skills will require ongoing effort and a focus on sustaining the positive trends observed in our progress monitoring data.	To continue improving family engagement, social-emotional health, and the sense of school and community belonging, RDELA is committed to offering or increasing: Diverse or Flexible Training Opportunities: Expand the range of culturally sensitive and diverse training opportunities, ensuring they address the specific needs and interests of your school community. Incorporating asynchronous supplemental training opportunities and home use materials. Community Partnerships: Collaborate with local community organizations and resources to enhance the support network available to students and families. Community partnerships can provide additional services and opportunities for engagement. Clearer Celebrations of Cultural Diversity: Showcasing the cultural diversity within RDELA events, exhibitions, and cultural awareness activities. This not only promotes inclusivity but also fosters a greater sense of belonging. .	Increased opportunity for family engagement and participation and involvement in campus events rather than limiting parents and caregivers to attendees exclusively. Additional funding to expand extracurricular learning opportunities for students and families.