

Act 2 - Status Check 2 (Plan of Operation Requirement)

****Only type in the yellow cells.****

[Directions and Resources for Status Check 2](#)

Status Tracker Directions:

1. Rate the overall status of each improvement strategy:

Strong - on track;

At Risk - requires some refinement and/or support; or

Needs Immediate Attention - requires immediate support

2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



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 <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>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?</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
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	Status Check 2 Update: Progress Monitoring Data: Our progress monitoring data continues to show promising improvements in the math and reading skills of our early learners. The implementation of targeted interventions, including learning games and small group interactions, has resulted in increased engagement and motivation among students, leading to enhanced learning outcomes. More students are meeting or exceeding their benchmarks, indicating progress toward our goal of improved academic performance. Expanding Early Literacy Program: We are pleased to announce that our Early Literacy program has been expanded through the ECILP grant. This grant has provided funding for expanded tools and services, allowing us to further enhance the program and reach more students and families. The expansion is expected to have a positive impact on student outcomes and further support our goal of improving literacy skills among our youngest learners. Learning from Implementation: As we implement these improvement strategies, we are learning that incorporating interactive and gamified learning experiences has a profound impact on student motivation and participation. Students thrive in small group settings, often looking to their peers for guidance and support, which enhances their learning experience and fosters a sense of community within the classroom. Overall, we are encouraged by the continued progress and positive outcomes of our improvement efforts. We remain committed to providing our students with the support and resources they need to succeed academically and thrive in a collaborative learning environment.	Addressing the needs of students with disciplinary issues. These students may struggle academically due to difficulties with focus and a reluctance to engage in directed tasks. Balancing the gamified approach with ensuring the coverage of essential curriculum content also remains a challenge. Moving forward, we will continue to adapt our strategies to cater to the diverse needs and learning styles of our students.	Access to ECILP grant funding will allow us to further expand our resources and staffing to better serve our student population.

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.	Strong	<p>Progress Monitoring Data: After implementing a peer mentorship program, we have seen significant improvements in classroom management and organizational culture. The remaining staff, who have been trained in behavioral management, have shown increased confidence in their ability to manage classrooms effectively. This has contributed to a more cohesive campus community and has led to a reduction in the number of incident reports and disciplinary actions needed.</p> <p>Learning from Implementation: The implementation of the peer mentorship program has taught us that providing training and mentorship opportunities can greatly enhance teacher effectiveness and confidence in classroom management. The program has also improved communication and collaboration among staff, leading to a more supportive educational environment.</p> <p>Challenges and Performance Gaps: Despite these positive outcomes, challenges remain, particularly regarding staffing stability. The high turnover rate at the beginning of the year has impacted the continuity of mentorship and training efforts. Additionally, power dynamics and a reluctance to accept peer direction have presented obstacles in matching staff appropriately. Addressing these challenges will be crucial in sustaining the progress we have made and ensuring the long-term success of our improvement strategies.</p>	<p>Develop strategies to improve staffing stability, such as enhancing recruitment efforts, offering incentives for retention, and providing ongoing support for new staff to reduce turnover.</p> <p>Continuously evaluate and enhance the peer mentorship program to ensure it is effective in supporting new and existing staff. Provide additional training for mentors to help them better support their peers.</p> <p>Offer ongoing training opportunities for all staff, focusing on classroom management, cultural sensitivity, and effective communication to further improve teacher effectiveness and confidence.</p> <p>Enhance communication channels among staff to facilitate information sharing and collaboration. Encourage regular meetings and feedback sessions to address concerns and share best practices.</p> <p>Continue efforts to foster a positive and inclusive organizational culture, recognizing and celebrating achievements and promoting a sense of belonging among staff.</p> <p>Implement proactive measures to support student behavior, such as implementing SEL programs, restorative practices, and positive behavior interventions and supports (PBIS).</p>	<p>Funding for ongoing professional development opportunities for teachers and staff to enhance their skills in classroom management, cultural sensitivity, communication, and peer mentoring.</p> <p>Funding to implement additional proactive behavioral supports for students, such as SEL programs, restorative practices, and PBIS, including training and resources for staff.</p>
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

<p>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.</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>Strong</p>	<p>Second Status Check:</p> <p>We have observed a significant increase in parent and guardian engagement at events such as Parent-Literacy gatherings and Donuts with Grownups. Direct contact with teaching staff through School Messenger and Class Dojo has also shown improvement. Moreover, there has been a rise in Social-Emotional Learning (SEL) programs that encourage cultural exploration.</p> <p>Progress Monitoring Data: Our progress monitoring data indicates a positive trend towards achieving our school goal of enhancing family engagement and improving social-emotional health, as measured by the Brigance assessment. Attendance at school events has substantially increased, and the development of culturally responsive resources reflects a growing sense of belonging within the school and the community.</p> <p>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.</p> <p>Incorporating social stories has been particularly effective in advancing social-emotional learning among the age group served.</p> <p>Challenges and Performance Gaps: Despite our progress, we face challenges in 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, maintaining 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.</p>	<p>Effort will be made to diversify and increase opportunities for stakeholders to share cultural experiences and histories both during core hours and during extracurricular and family engagement opportunities such as Parent Literacy Nights. Weekly storytelling featuring community partner programs including the West Las Vegas Library, UNLV, and Kappa Alpha sorority.</p> <p>Creation of a parent and teacher diversity advisory committee.</p>	<p>Increased permission for parent engagement during core teaching hours or involvement in before and afterschool programming.</p> <p>Look at trends in social emotional needs as they relate to cultural confidence in our students, and continue to educate our staff to look for trends.</p> <p>Address inappropriate language issues in student interaction and train parents in how to best support their child's cultural development.</p>
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