

Act 3 - Reviewing Our Journey

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

Directions and Resources for Act 3

Status Tracker Directions:

- Select from the drop-down list:
Did we achieve our goals - **Yes, No**.
Should we continue, correct, or cancel our goals/strategies - **Continue, Correct, Cancel**.
- Identify specific **Lessons Learned, 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		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?</i>			
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.		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?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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.	Yes	Continue	We have learned that earning centers that revolved around games or projects were significantly more effective than general small group learning. The students needed the targeted intervention commonly had deficits in receptive language understanding or processing time. We integrated activities that specifically target receptive language skills and processing time, such as language games, listening exercises, and structured conversation practices. Additionally, intervention class students were more prone to summer slide learning loss following extended breaks such as winter or spring or extended absences. Pairing high achieving students with struggling students for peer assistance was also particularly effective of a strategy. Baseline assessments were used for initial placement including observational data and scored from MAP and Brigance tests. Students were pulled for a targeted intervention class 3 times a week. Additional resources incorporated in before and afterschool care will greatly improve efficacy. Technology was also highly effective for this learning group, specifically those with progress monitoring software.	Increase Intervention Frequency and Resources Increase Intervention Sessions: Consider increasing the frequency of targeted intervention classes from three times a week to daily if possible. Incorporate Before and Afterschool Care: Expand the use of before and afterschool care for additional intervention opportunities, providing targeted support and resources during these times. Leverage Peer Assistance Structured Peer Tutoring: Formalize the peer assistance strategy by setting up a structured peer tutoring program, pairing high-achieving students with struggling students and providing guidelines and support for both groups. Monitor Peer Interactions: Ensure that peer interactions are positive and productive by regularly monitoring and providing feedback. Enhance Learning Centers Expand Game-Based and Project-Based Learning Centers: Continue to develop and refine learning centers that incorporate games and projects, as these have proven to be significantly more effective. Regular Rotation and Updates: Keep the activities fresh and engaging by regularly rotating and updating the games and projects to maintain student interest and address varying skill levels.	Additional staffing for extra duty interventions before or after school. Access to learning tools for home use especially as it relates to extended absences and long vacations to avoid "summer slide."
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. 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.		Yes	Continue (and update)			
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 with increased training in 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. 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>No</p>	<p>Correct</p>	<p>From this experience, we have learned several important lessons about the effectiveness and sustainability of mentorship and training programs aimed at improving classroom management and organizational culture: The increased training in behavioral and classroom management techniques was highly effective, indicating that providing structured, ongoing professional development in these areas is crucial. Mentorship programs initially helped new staff gain confidence and integrate into the organizational culture. The mentorship's impact waned mid-year, suggesting the need for ongoing support and possibly more structured mentorship programs. The formation of cliques indicates that social dynamics and inclusivity need to be addressed to maintain a positive, collaborative culture.</p>	<p>Complete redesign of mentorship program with clear guidelines and expectations. This needs to incorporate evaluation and consequences for those who drop out. Develop clear guidelines and expectations for mentors and mentees, including the duration of the mentorship, frequency of meetings, and specific goals. Provide mentors with training on effective mentoring techniques and strategies to maintain engagement and support throughout the year. Regular Check-Ins and Monitoring Ensure that mentors and mentees have regular, scheduled meetings to maintain consistency. Implement a system to track the progress and success of mentorship relationships, including regular feedback from both mentors and mentees including a forum to comment on uncomfortable situation.. Rotate mentorship pairs or groups periodically to prevent the formation of cliques and ensure diverse perspectives. Inclusivity Workshops: Conduct workshops on inclusivity and team-building to foster a more collaborative and inclusive environment. Team-Building Activities including Regular Social Events. Encourage collaborative projects and cross-team initiatives to enhance cooperation and reduce the formation of cliques.</p>	<p>Effective monitoring and evaluation to track progress. Mentorship support training quarterly. External consultation. Budget expansion to Allocate funds for recognition programs, such as awards, certificates, or other forms of acknowledgment for outstanding contribution and funds to engage in team-building activities, workshops, and social events.</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. 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>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>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>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>Yes</p>	<p>Continue</p>	<p>From our experience, we have learned several key lessons about fostering family engagement, addressing diversity, and improving social-emotional learning (SEL) for our early learning population.</p> <p>While we made strides in addressing broad cultural groups, it became evident that we also need to consider and include more unique family situations such as single parents, foster parents, same-sex parents, and religious diversity. Improving teacher awareness of student diversity needs has laid a foundation for a stronger SEL program, but continuous efforts are necessary to keep this awareness active and effective. Expanding diversity training to include specific family situations and planning activities that recognize and celebrate the diversity of all family types will help foster a more inclusive environment. Continuous professional development for teachers on diversity, inclusivity, and SEL, along with programs that encourage students to become leaders in understanding and promoting diversity and a growth mindset, will further enhance our efforts.</p> <p>Parent engagement improved initially and saw a resurgence before the end of the year, indicating that engagement strategies can work but need to be consistent and ongoing. Required events saw increased attendance, suggesting that parents are willing to participate when clear expectations and requirements are communicated. To sustain and increase parent engagement, we need to maintain regular communication with parents throughout the year, not just before required events, and offer a variety of events and activities that cater to different interests and schedules. Creating support groups or networks for specialized family situations and enhancing cultural competence among staff will also help foster a sense of belonging.</p> <p>Continued challenges with contacting some caregivers highlight the need for diverse communication strategies. The presence of</p>	<p>To measure and monitor progress, we should conduct regular surveys and assessments to monitor the effectiveness of SEL programs and family engagement strategies. Collecting and analyzing feedback from all stakeholders, including parents, teachers, and students, will help identify areas for improvement. Using data from the Brigance Social and Emotional Health assessment and other tools to track progress and make informed adjustments to programs will foster a culture of continuous improvement. By implementing these recommendations, we can build on the successes and address the challenges identified, leading to improved family engagement, a stronger SEL program, and a more inclusive and supportive school community.</p>	<p>Expanded training in cultural sensitivity. Increased resource library of community supports targetted at specific groups. A more coordinated calendar to spotlight a variety of student situations and needs. Expanded budget for parent and guardiant outreach.</p>
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