

Act 2 - Status Check 1

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

[Directions and Resources for Status Check 1](#)

**Status Tracker Directions:**

← Before completing this tab, follow the directions to set up the Master Sheet.

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

**Note:**

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



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

School Name: Rainbow Dreams Early Learning Academy

**Inquiry Area 1 - Student Success**

By the Spring 2025 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	<b>Status</b> <i>Are we implementing the improvement strategy as planned?</i>	<b>Now (Lessons Learned)</b> <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 implementation are we facing?</i>	<b>Next (Next Steps)</b> <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	<b>Need</b> <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	Base testing has been completed with MAP and Brigance identifying students needing additional targeted support. Preliminary data from both the formative assessments and progress monitoring indicate the interventions are starting to close the skill gaps. Teams continue to make adjustments to intervention strategies or groupings based on early feedback and performance. Parents Have been kept informed of their child's progress, receiving updates on initial assessments and ongoing intervention plans, along with recommendations for supporting literacy at home.	Continuous progress monitoring to track student improvements and ensure the interventions are effective.  Adjust interventions: For students not making expected progress, modify the instruction by trying different strategies, adjusting the intensity of the intervention (e.g., increasing session frequency), or providing additional resources.  Challenge advanced students: For students in enrichment who are progressing quickly, consider advancing them to higher-level reading materials, incorporating more complex texts, or fostering independent reading projects to keep them engaged.	Implement more structured and regular progress monitoring, using tools such as running records, fluency checks, and comprehension quizzes to continue identifying student needs and celebrating gains. Have literacy specialists (like Ms. Clark and Ms. Martinez) and the Read by Grade 3 coordinator (Ms. Dennis) meet with classroom teachers regularly to review student progress and refine intervention strategies. Highlight and celebrate small milestones in student progress, such as improvements in fluency rates or comprehension, to build student confidence and motivation.
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.	Strong	Hands-on learning with manipulatives has increased student engagement in math, particularly for visual and kinesthetic learners. Students are more actively involved in problem-solving and conceptual understanding. Multiple Learning Styles Addressed: The manipulatives and materials have effectively catered to various learning types, allowing students with different learning preferences (visual, auditory, kinesthetic) to better grasp key concepts aligned with the CCSS (Common Core State Standards) and Mathematical Practices. Family Engagement Sessions: Initial family engagement sessions have been well-received, with parents expressing enthusiasm about learning how to use math manipulatives to reinforce classroom concepts at home. These sessions have begun to build parent confidence in supporting their children's learning.	Not all families have attended the training sessions or fully utilized the materials at home. Some parents may need additional support to feel confident in using the manipulatives with their children. Schedule more family engagement sessions at various times to accommodate more parents, offering flexible options (e.g., virtual or evening sessions). This will ensure broader family participation and more opportunities for parents to gain confidence in using the manipulatives. Offer teachers additional professional development sessions focused on the effective use of math manipulatives to align with CCSS standards. These workshops can include examples of best practices for different age groups and strategies for integrating manipulatives into daily lessons.	Expanded Home-Use Resource: Check-Out Program: Develop a system that allows parents to check out a wider range of additional manipulatives and resources from the school, ensuring that all families have access to materials for practice at home. Online Resources for Families: Develop an online platform or resource hub where parents can find activities, lesson extensions, and video tutorials on how to use the manipulatives with their children, allowing for ongoing support.

**Inquiry Area 2 - Adult Learning Culture**

Our goals include establishing strong mentorship pairings between seasoned staff and incoming staff to ensure consistent support, knowledge transfer, and professional growth. Additionally, we aim to implement comprehensive professional development programs focused on classroom management, behavioral management, and social-emotional support for students to enhance teacher effectiveness and student well-being. We are committed to improving classroom management, with a target to increase the percentage of classroom observations that meet the established expectations for classroom and behavior management to 50% by the end of Semester 1, 2025, and 60% by the end of Semester 2, 2025, as measured by classroom observation data. By achieving these goals, we aim to create a supportive, well-managed, and nurturing educational environment that fosters both student success and teacher confidence.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	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>The intended outcomes of these goals are multifaceted. First, by establishing strong mentorship pairings between seasoned staff and incoming staff, we aim to ensure consistent support, knowledge transfer, and professional growth, which will help new teachers acclimate more quickly and effectively to their roles. Second, the implementation of comprehensive professional development programs focused on classroom management, behavioral management, and social-emotional support for students is expected to enhance teacher effectiveness and improve student well-being. This will create a more positive and productive classroom environment.</p> <p>Furthermore, improving classroom management is anticipated to lead to more structured and efficient classrooms, where learning can occur with fewer disruptions. By increasing the percentage of classroom observations that meet the established expectations for classroom and behavior management to 50% by the end of Semester 1, 2025, and 60% by the end of Semester 2, 2025, we aim to create a more consistent and high-quality educational experience for all students. Overall, these efforts are intended to foster a supportive, well-managed, and nurturing educational environment that promotes both student success and teacher confidence.</p>	<p>At Risk</p>	<p>Inconsistent Mentorship: Due to teacher turnover, many new staff members have not been consistently paired with seasoned mentors. This has delayed the planned knowledge transfer and support, making it harder for new teachers to acclimate to the school's organizational culture and expectations.</p> <p>Limited Mentor Availability: Turnover among more experienced staff has also limited the availability of qualified mentors, leaving some new teachers without the guidance they need to improve classroom management practices. Teachers, in particular, are struggling to build confidence in their classroom management skills without the intended mentorship and professional development. This has contributed to additional resignations and low morale among staff who remain.</p>	<p>The program will need to address the root cause of teacher turnover to stabilize mentorship pairings and ensure professional development sessions are effective. Immediate strategies may include reassigning existing staff for temporary mentorship roles, increasing administrative support for classroom management, and offering additional, targeted training sessions. If turnover continues to be a challenge, further adjustments may be required to meet the long-term goals of the program.</p>	<p>Fostering a Collaborative, Supportive Environment:</p> <p>Community-Building Initiatives: Create opportunities for staff to bond and build relationships, both within and outside the professional setting, to strengthen a positive school culture. Team-building exercises, staff socials, and informal check-ins can help foster camaraderie.</p> <p>Recognizing Teacher Efforts: Establish recognition programs to celebrate successes, such as a "Teacher of the Month" award or acknowledgment of improved classroom management during staff meetings. This helps to boost morale and reinforce positive behaviors. More specialized recruitment programs focusing on professionals actually passionate about early learning. Partnerships with local college programs.</p>

**Inquiry Area 3 - Connectedness**

We aim to substantially increase family engagement and achieve measurable positive growth in students' social and emotional health. This will be tracked through the Brigance Social and Emotional Health assessment and feedback from stakeholders. Our specific target is for 80% of responses to the social-emotional skills questions to indicate "Sometimes" or "Most of the Time" by the conclusion of the 2024-2025 school year.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<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>Strong</p>	<p>Positive Family Involvement: Family engagement has significantly improved, with a higher number of families participating in social-emotional learning (SEL) activities and training sessions. Parent feedback indicates greater confidence in supporting their children's SEL at home, contributing to the overall success of the program.</p> <p>Active Communication: Regular communication with families through workshops, newsletters, and feedback loops has created a strong partnership between parents and the school in fostering students' social-emotional growth.</p> <p>Emerging Student Leaders: Early identification of student leaders who are demonstrating strong social-emotional skills and a growth mindset has been a success. These students are beginning to serve as positive role models for their peers, leading by example in promoting inclusivity and resilience.</p>	<p>Gather More Feedback: Implement a more thorough feedback system (e.g., surveys or focus groups) to ensure the school understands the evolving needs of families and can tailor future SEL programming to better serve them.</p> <p>Increase Peer-to-Peer Support: Encourage students to participate in more group activities where they can practice SEL skills, such as collaborative learning projects or peer mentoring, reinforcing the importance of empathy, diversity, and emotional regulation.</p> <p>Growth Mindset Projects: Develop projects or activities that encourage students to demonstrate leadership skills and embrace a growth mindset. For example, organizing peer-led diversity awareness events or class discussions on resilience and inclusivity.</p> <p>Recognize Student Leaders: Continue to identify and support student leaders who exemplify SEL and diversity principles, offering them opportunities to lead group activities, mentor younger students, or assist in classroom responsibilities.</p>	<p>Additional Family Support Resources: Develop easy-to-access resources, such as online toolkits, video tutorials, and written guides, that parents can use at home to support their children's SEL and academic growth. Providing these resources in multiple languages can improve inclusivity. More thorough partnerships for wrap-around services. Additional targeted funding: Ensure that there is sufficient budget allocated for necessary resources, including SEL materials, manipulatives, professional development, and family engagement activities. Additional funding might be needed to sustain growth in these areas.</p> <p>Investment in technology that supports SEL, such as interactive apps or online platforms for both teachers and families, where SEL-related activities, assessments, and communications can be centralized.</p>

