

Broadway Learning Center Climate and Culture – Measurable Outcomes



At Broadway Early Learning Center, we prioritize the social emotional needs of students, helping students realize their potential through the academic learning activities and opportunities. In order to offer a robust learning environment, we must first create a hopeful culture of learning while assuring safety. We believe that the most important interaction in a school happens between the student and teacher in the classroom.

We review and analyze our PLC common formative assessment data to guide our work. These common formative assessments are based on the WA State early learning guidelines as well as the Teaching Strategies Gold objectives, which is the WA Kids screening assessment that is mandated for every Kindergarten teacher to utilize, track, and report to the state in October for incoming Kinders. We use best practices, and collaborate to improve our school. Our staff engages in opportunities to improve their instruction.

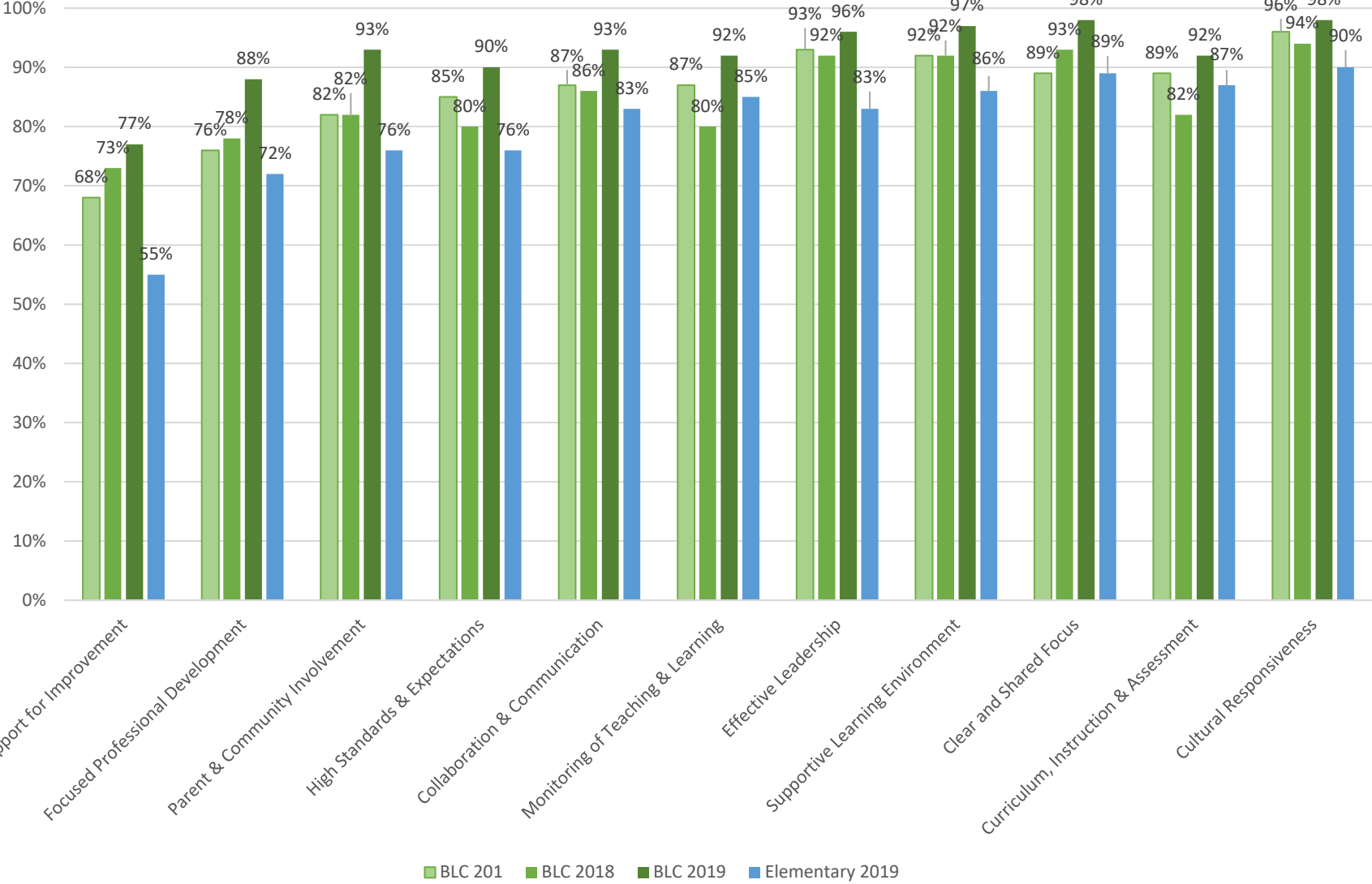
Our PLC team has worked diligently to create an assessment that is developmentally appropriate, and aligns to future goals for student success in elementary school. We have consistently seen this last year that our letter sound generation data needs attention, so we will begin to focus on that area as classroom teachers in our PLC time together. We have been working on a pacing guide, since there has not been one previously created in this setting. Due to being a preschool, federally funded program, we do not have access to district coaches or studios, so we are creating our own version to meet our needs within the building.

Through the last year and half, we have seen an increase in local referrals across our city from other early learning centers. Many students who are expelled from other environments come to Broadway; thus, we continue to serve students of various needs. Focusing on the social and emotional aspect of a child is essential to them developing the skills to function in a General Education setting. As we know, our specialized programs in Longview are very full and at capacity, thus, if we can continue to build skills in the early learning realm, our goal is to move students to a least restrictive environment with peer models without identified disabilities.

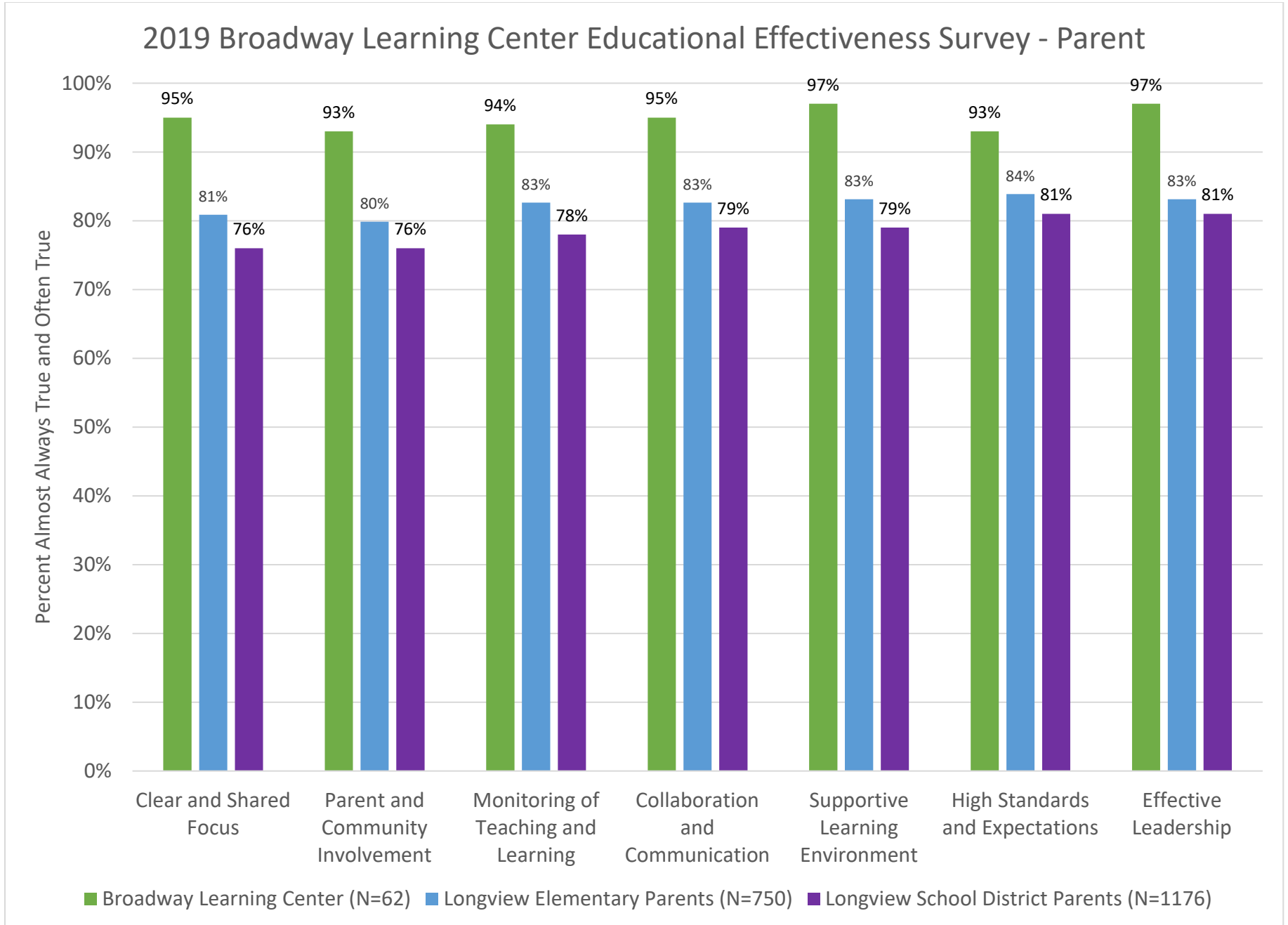
One major new goal this year at Broadway is pertaining to attendance. We averaged our attendance from the beginning of the year with 90% attendance. Our goal is for our students to be at school 95% of the time. The Site Based Leadership Team will develop ways to celebrate students who attend 95% and higher as well as celebrate classrooms with an average daily 95% attendance and higher! We are excited for this new focus as a school, because we know that early intervention is the best intervention.

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Broadway Learning Center Staff Educational Effectiveness Survey 11 Characteristics



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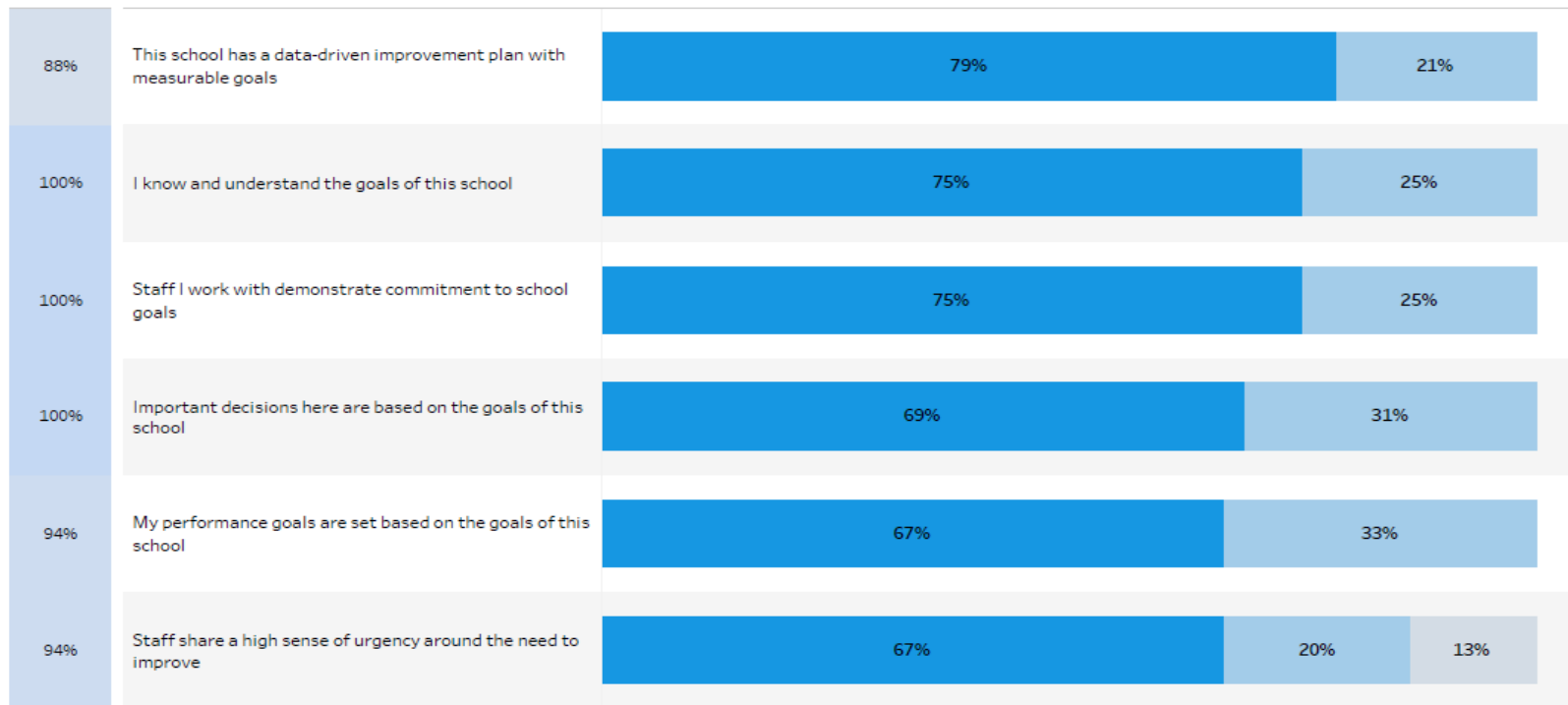


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Clear and Shared Focus

Broadway Learning Center

% Answered 50% 100%



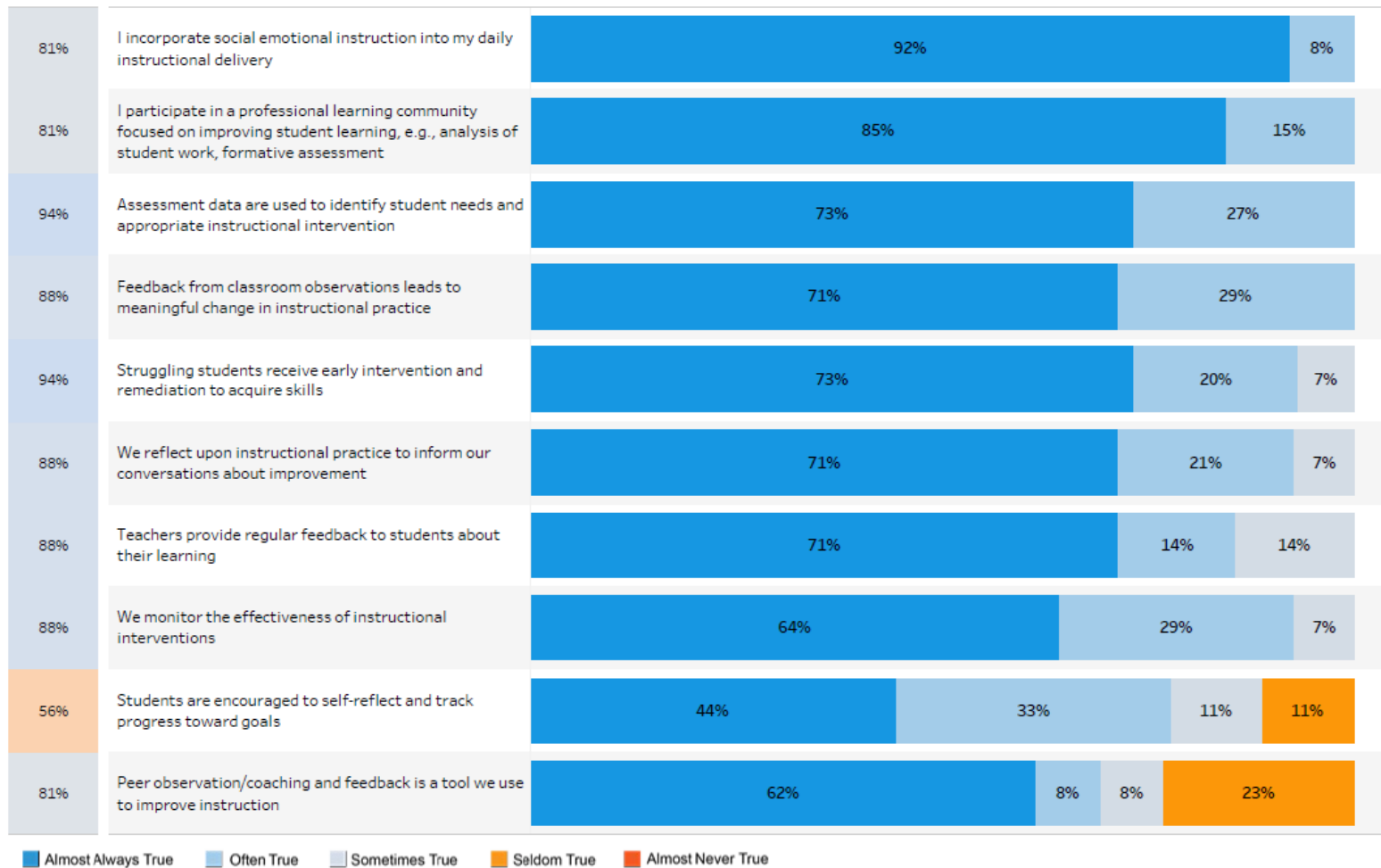
■ Almost Always True
 ■ Often True
 ■ Sometimes True
 ■ Seldom True
 ■ Almost Never True

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Frequent Monitoring of Teaching and Learning

Broadway Learning Center

% Answered 50% 100%



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2018 – 2019 Common Formative Assessment Scores – Uppercase letter ID, lowercase letter ID, letter sounds, rote counting, 1:1 correspondence

Growth Fall to Spring ~ <u>PM students only</u>	% at Goal in Fall	% at Goal Spring
Uppercase letters	41.22%	72.73%
Lowercase letters	33.94%	65.45%
Letter Sounds	43.64%	63.64%
Rote Counting	28.08%	43.64%
1:1 Correspondence	12.73%	72.73%

Teacher	% Met in Fall	% Met in the Winter	% Met Goal Spring	Growth from Fall to Spring – <u>AM students only</u>
J	0.00%	16.67%	8.33%	8.33%
L	9.09%	9.09%	50.00%	40.91%
B	9.09%	9.09%	10.00%	0.91%
A	0.00%	18.18%	27.27%	27.27%
K	22.22%	50.00%	50.00%	27.78%
Totals	9.52%	20.41%	29.82%	20.30%

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2019-2020 Building Climate and Culture Goal:

“Celebrating diversity” and “Frequent Monitoring of Teaching and Learning” were the lowest scoring items on the CEE data collection in February of 2019. Due to the nature of our services, collaborating with the entire team in relation to progress on students’ IEP (individual education plan) is vital to our work, and in fact, a legal aspect. “Celebrating diversity” is an aspect we have been discussing at our site based leadership meetings; providing a family night at a local business would be a great way to get families out in the community and celebrate our students.

“Frequent Monitoring of Teaching and Learning” is another aspect we can narrow our focus on as an entire staff. The PLC team has been refining their assessments to align to Kindergarten standards and readiness skills so that the instructional outcomes at Broadway match the skill progression for students. One aspect this year that will assist with growth in this category is teachers will be sharing their student growth goal information during conference week with parents to gain their insight and collaboration to meet those goals. For example, if the student growth goal is letter naming fluency, then we will provide activities for families to do at home and practice as well. We are also collecting and analyzing data to pass along to Kindergarten teachers for a smooth transition from the PreK environment into a Kindergarten setting. In addition, teachers will participate in a bi-annual “studio” where they observe one another teaching and develop school action plans around needed professional development.

2019-2020 Focus Areas:

- **Rigor and Relevance**
 - A set time twice weekly for Baby Doll Circle Time (SEL)
 - “Learning without Tears” curriculum to scaffold writing letters as well as the development of body awareness through “mat man”
 - Implement and teach “Making a Difference Literacy Toolkit” with a focus on early literacy skill sets
 - Classroom teachers will conduct “studios” where they observe each other teach for an entire day
 - A focus on letter sound generation for our students who will transition to Kinder next year 2019-2020
 - A goal of an average of 95% attendance across our classrooms and with individual families

- **Focused Intervention**
 - Autism Specialists hired this year with a BCBA certification to work with Broadway and students who transition onto Elementary
 - PLC data regarding the common formative assessments
 - Use para-professionals in small group instruction intentionally
 - Train para-professionals use in implementation of curriculum
 - Assess 5 categories for pre-academic skills: **Uppercase letter ID, lowercase letter ID, letter sounds, rote counting, 1:1 correspondence**
 - Use data as a catalyst for differentiation and guidelines of instruction – Common Formative Assessments

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- **Student Connectedness**

- Children are greeted at the door as they come into the classroom by their teacher
- Conscious Discipline safe place in classrooms versus a “time out”
- Break-down Routines with visuals
- Inclusion ECEAP classroom in partnership with Broadway Early Learning Center
- Transition meeting with Kindergarten teachers in April/May
- Parent conferences in November and March for every student
- A focus on “Belonging” from our authors of the Culture of Hope by focusing on students who transition to Elementary School

- **Whole Child**

- Baby Doll Circle Time – Conscious Discipline curriculum – building attachment and attunement
- Teachers are implementing this Social and Emotional learning curriculum at least 2 times per week
- Daily schedule sets time aside for social and emotional learning everyday
- Cooperative play
- Teacher and para-educators “coach” into the conflicts that occur naturally with students
- Continuum of services for students diagnosed with Autism
- “clinic” evaluation style where students are being referred much more frequently – our screenings are booked out a month in advance
- Evaluation slots are booked out until December 1st

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LEEP (Longview Early Learning Partnership) programming



The Longview Early Learning Partnership program has been implementing similar strategies with our 16 centers, 38 classrooms, and with about 375 pre-K students across our city. Last year, we focused on the building blocks of the Literacy and using information presented by Jill Thomasson, K-5 Reading Specialist, to align our work. All of the centers were provided a “Making a Difference” Literacy toolkit with over 30 interactive games for their students in their centers.

This year, the group has expressed an interest in focusing more on the social and emotional health and well-being of the children they serve. The LPS early learning coordinator went to Rotary last November and presented on the need for a curriculum for our early learning centers across Longview. The Rotary group donated \$2,500 so the coordinator could purchase materials and curriculum for the LEEP partners. On September 21st, 2019, one of the Broadway teachers presented the Baby Doll Circle Time curriculum to all of the centers as well as provided books and baby dolls for implementation. The coordinator also secured a presenter from the SEL Company Sanford and Harmony to train early learning centers and staff on their FREE kits provided from the companies’ philanthropist. The ultimate goal this year to develop alignment in curriculum, implementation, and instruction of SEL standards so students come Kindergarten Ready.

OSPI published a document that makes a direct correlation between 3rd grade reading scores and a child’s Kindergarten Readiness as measured through TS Gold Strategies standards:

<https://www.k12.wa.us/sites/default/files/public/wakids/pubdocs/linkingkindergartenand3rdgradeassessmentresultsdatabrief2018.pdf>

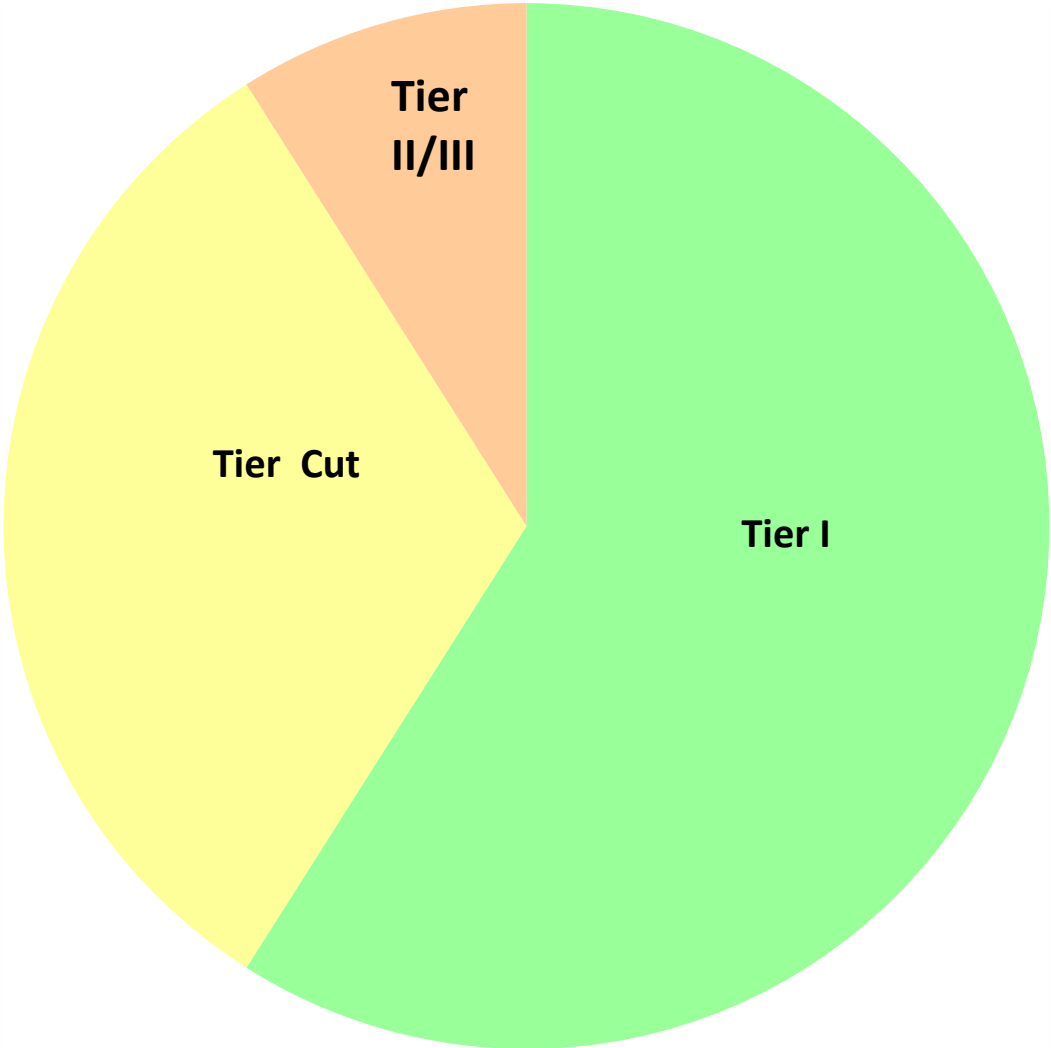
In addition, we will focus on instructional, academic strategies throughout the monthly meetings and bi-annual Saturday workshops. Through our spring data collection in LEEP, we noticed that sound generation is a challenging area for our students, so we will dedicate portions of time to discussing activities and opportunities for students to engage in developmentally appropriate activities to meet that objective.

Here are a few examples from our tri-annual screening through myIGDIs in which we analyze the data, and target areas of growth:

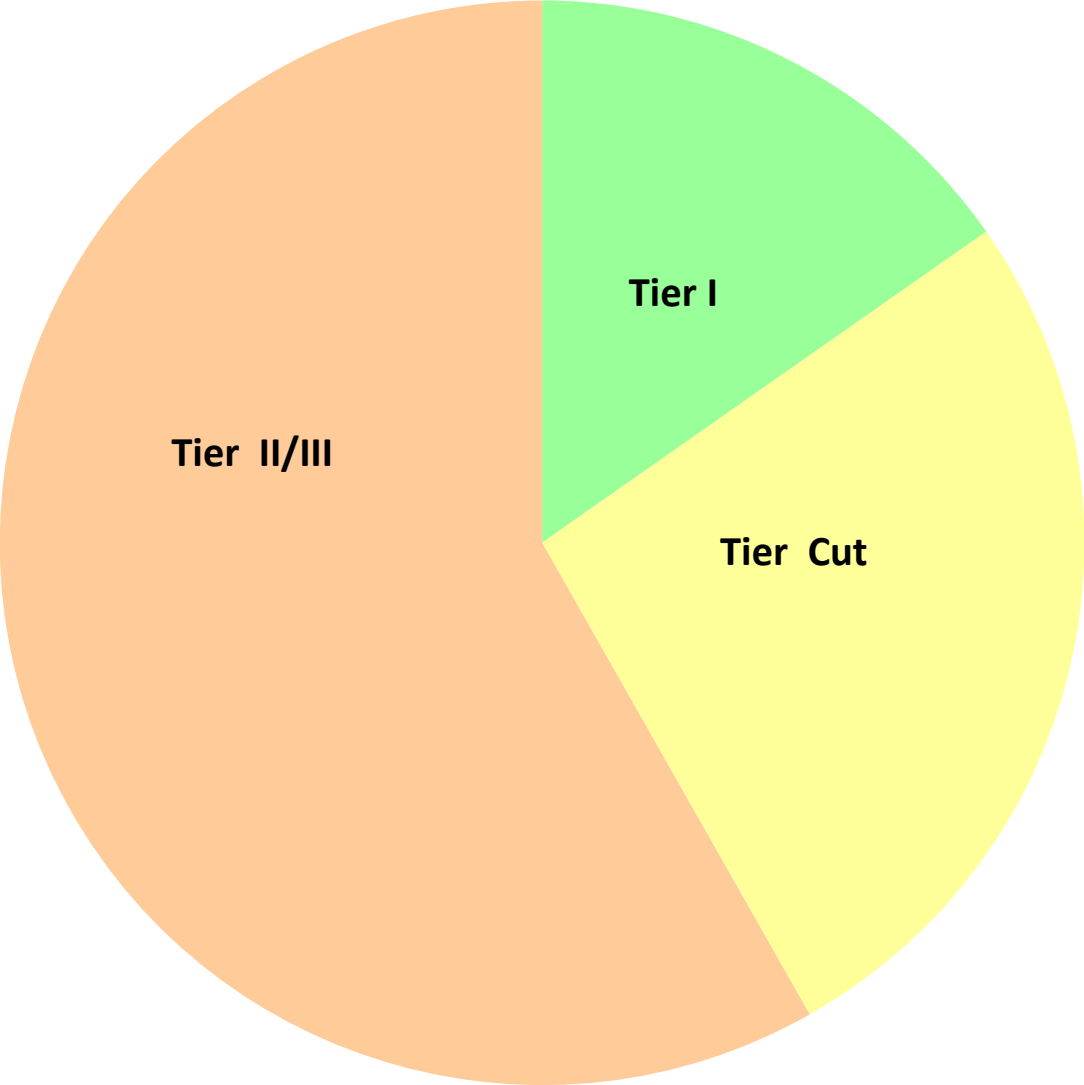
myIGDIS Early Literacy Data Spring 2018-19

Center	Picture Naming			Rhyming			Sound Identification			Doesn't Belong			Alliteration		
	I	C	II/II	I	C	II/II	I	C	II/II	I	C	II/II	I	C	II/II
Rose Valley	18	4	0	16	5	1	1	3	18	13	8	1	9	12	1
LCC East	6	8	2	5	2	8	2	1	12	4	8	3	5	8	2
Calvery	14	7	2	18	2	3	7	6	10	13	9	1	16	4	3
SonShine	33	2	0	16	1	7	2	8	25	21	14	0	24	10	1
Polly's	23	3	0	20	3	3	7	7	12	17	8	1	17	8	1
WeeCare Kelso	2	2	1	1	2	2	0	0	5	1	3	1	1	2	2
TRCS Ridge	3	4	1	5	1	2	1	0	7	3	1	4	2	6	0
St. Rose	4	3	1	2	3	3	2	2	4	5	3	0	5	3	0
Kids World	36	8	2	25	1	9	9	1	23	32	12	2	22	21	3
Memorial Park HS	16	9	2	9	7	11	0	5	22	7	12	8	10	12	5
Lil' Red Barn	0	5	1	4	1	1	0	3	3	4	2	0	3	2	1
Kids Ranch	1	1	0	0	0	2	0	0	2	2	0	0	0	2	0
Three Rivers	23	12	0	19	8	8	9	4	3	15	16	4	21	1	4
HOFL (ELC)	14	5	0	15	1	3	2	7	8	12	5	2	13	3	3
WeeCare Longview	9	4	2	11	4	0	2	2	11	6	8	1	7	5	3
Smart Start	20	40	19	36	7	18	9	2	31	24	28	9	23	26	12
WeeCare Catlin	1	4	1	1	0	5	0	0	6	2	3	1	1	4	0
Total	223	121	34	203	70	86	53	92	202	181	140	38	179	129	41

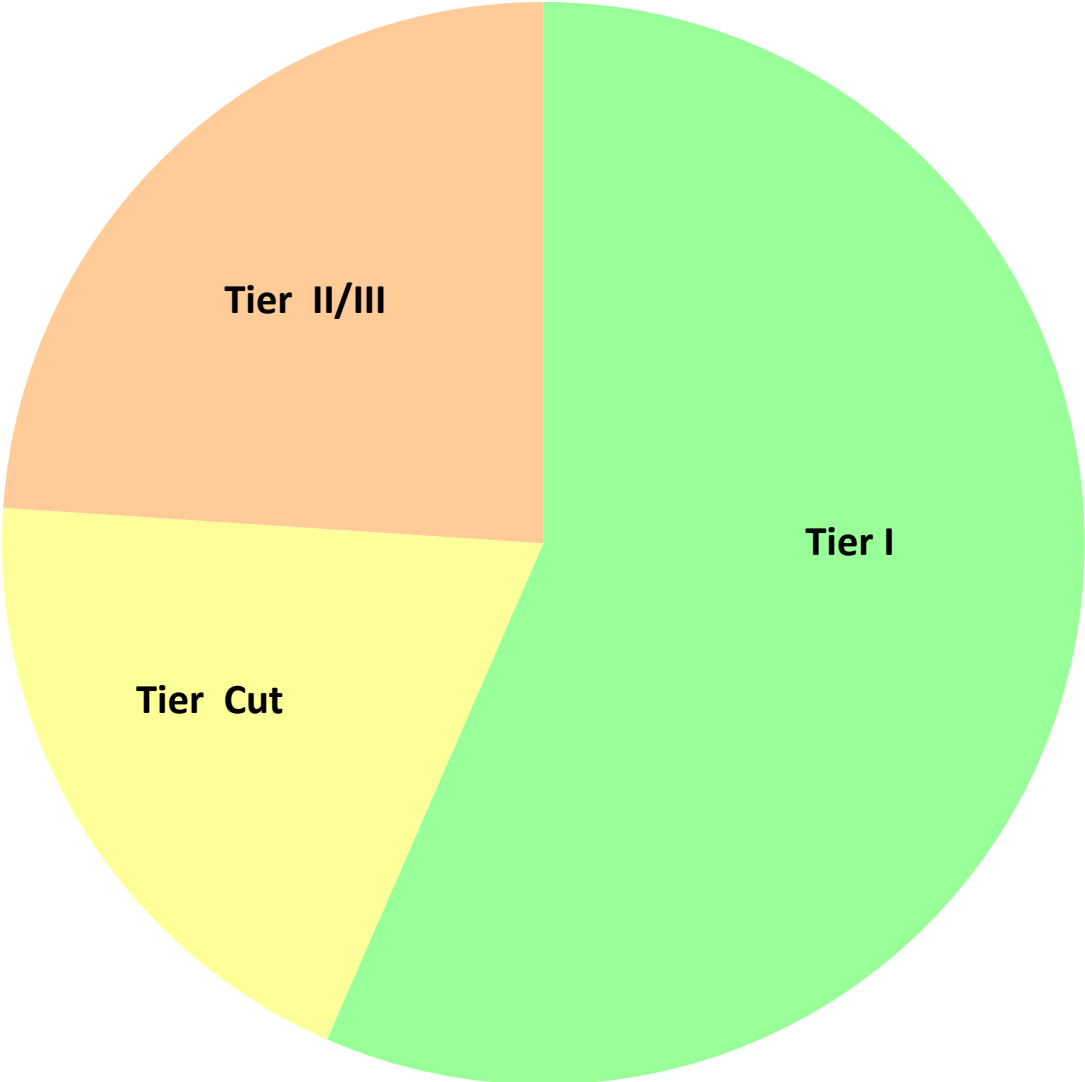
Picture Naming



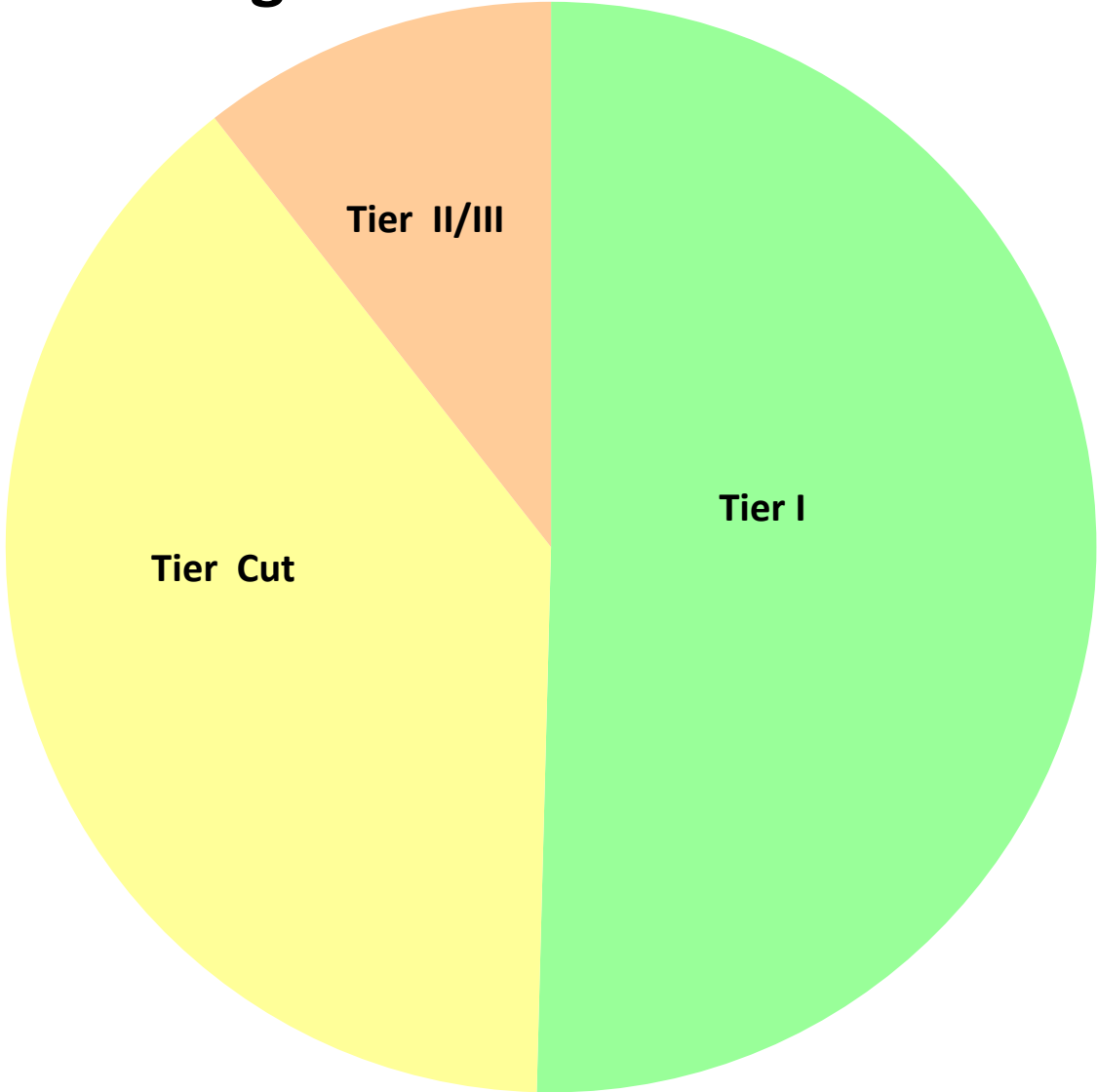
Sound Identification



Rhyming



Which One Doesn't Belong



Alliteration

