

The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these plans are geared toward increasing student achievement and improving the climate and culture within our schools.



All of this work is accomplished by focusing on results: through a partnership of students, staff, parents, and community; in a supportive, caring, innovative environment; and with a commitment to challenge each learner to reach their potential.

In the information to follow, you will find specific goals and action steps designed to help meet these goals in the coming year. At the end of the year, the data we collect is analyzed and used in our goal setting process for the following year’s school improvement planning.

Broadway Learning Center Mission

Broadway Early Learning Center supports the development of young children through high quality instruction, services, and partnerships with families and community organizations. Our goal is to guide the development of skills and behaviors necessary for success in school, and in life, while providing developmentally appropriate opportunities through an enriching and caring environment based on individual needs.

Broadway serves students who qualify for Specially Designed Instruction (SDI) using standardized early childhood assessments for ages 3-5 based on Washington Administrative Code (WAC) and Federal guidelines. Children qualify in one of five areas: cognitive (pre-academic), communication, social/emotional, gross motor, and adaptive skills (dressing, self-feeding, transitions, etc.)

Broadway Learning Center Vision Statement

Broadway	Believe
Early	Every
Learning	Learner
Center	Can Succeed

Part 1A – Student Achievement Data and Goals

1. Washington Kindergarten Inventory of Developing Skills (WaKIDS)

The Washington Kindergarten Inventory of Developing Skills is not a test but instead an observation protocol for measuring student’s readiness on a variety of important skills: social-emotional, physical, cognitive, language, literacy, and mathematics). The Broadway Learning Center does not administer this assessment; this assessment is completed by the Kindergarten team at the elementary school where that child attends the following school year. The data was collected in the fall the student attended kindergarten.

2020 Fall WaKIDS Readiness	Attended Broadway Met Readiness	Not Attended Broadway Met Readiness	Spring 2022 Goal
Social Emotional Readiness	34.0%	62.2%	50%
Physical Readiness	46.0%	71.4%	50%
Language Readiness	38.0%	72.5%	50%
Cognitive Readiness	28.0%	64.7%	45%
Literacy Readiness	50.0%	78.6%	65%
Mathematics Readiness	46.0%	61.1%	60%

2. Increase the number of students who transition out of Broadway's self-contained program, and move into accessing the general education environments in Kindergarten

The purpose of early intervention services is truly to have students acquire the necessary skill set to manage being in a larger class size in the general education setting compared to a self-contained special education classroom setting. Broadway staff have collaborated and calibrated to re-focus our practices towards social / emotional skills and instruction while integrating academic learning because we know that is what aids a child in being successful in a general education, inclusive setting. Research has proven time and time again that students with identified disabilities typically achieve higher standards and benchmarks when they have consistent access to neuro-typical peers in their educational environment.

The table below demonstrates the percent of time students with disabilities spend in a general education environment which is determined by an IEP team. These IEP teams are always looking to place students in inclusive environments given the benefits for those with disabilities and for those without disabilities. Those students who spend 0-39% of their time in a general education setting would be considered largely self-contained as they spend the majority of their day in a more restrictive setting.

Our ultimate goal in early intervention [preschool] is to provide the specially designed instruction in the early years (3-5) so children can gain those necessary skills to successfully access a larger class size in Kindergarten. Meaningful access to inclusive environments has widespread benefits for children.

Type of Kinder Programming	Broadway 2019-2020	Broadway 2020-2021	Broadway 2021-2022	Spring 2022 Goal
Gen Ed 80-100%	76%	54%	70%	75%
Gen Ed 40 – 79%				
Gen Ed 0-39% (Self-contained)	24%	44%	30%	25%

Part 1B – Action Steps for Student Achievement through Focused Intervention, Rigor & Relevance

1. Action Steps for Early Literacy

- Continue to implement Learning without Tears curriculum
- All certified SPED teachers are completing LETRs training this school year
- Collaborate and calibrate instructional practices across classrooms
- Provide families with materials that they can be practicing at home before their child enters Kindergarten the next school year

2. Action Steps for WaKIDS

- Increase social / emotional instructional focus to adequately prepare students for Kindergarten
- Classroom teachers are dedicating their Professional Learning time to collaborate and calibrate their Mathematics instruction
- Data focused conversations in Professional Learning Communities which lead to instructional practices that positively impact students
- Build upon our language instructional practices for students with Communication Disorders

3. Action Steps for Early Mathematics

- All certified staff have a shared Student Growth Goal to intentionally focus on instructional practices
- See Mathematics as an avenue for students to access their brilliance and demonstrate knowledge (numbers sometimes can be easier to show cognitive skills children have rather than early literacy skills due to communication deficits of the children we serve)
- Improve instruction through frequent walk through and classroom visits
- Increase manipulatives in classrooms for student tasks and demonstration of learning
- Use formative data to guide instructional planning and implementation

4. Action Steps for Social / Emotional health and well being

- Use common data forms and share practices across classrooms
- Use data to make informed decisions and backwards plan gradual release towards independence
- Collaborate and train para-educators on appropriate, positive reinforcement of expected behaviors
- Recognize that each child is unique and has their own individualized accommodations for success

Part 2A – Climate and Culture Data and Goals

Staff, Student and Parent Perception Data – As part of a district effort to address school climate and culture, a new survey tool was developed. This survey was based on the work of Robert D. Barr and Emily L Gibson: *Building A Culture of Hope* and *Building the Resilient School* and provides schools information on five seeds of hope: Belonging, Optimism, Pride, Purpose, and Resiliency. This survey contains 45 questions and is administered to students, staff and parents in the fall and again in the spring.

The table below highlights data for Broadway which identifies that above 95% of staff who responded either agree or strongly agree across all “seeds of hope” in their climate and culture.

Culture of Hope Staff Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=15)	2021-22 Goals
Belonging	98.3%	99%
Optimism	95.2%	98%
Pride	94.7%	98%
Purpose	93.9%	98%
Resiliency	95.6%	98%

Culture of Hope Parent Survey		
Seeds of Hope	Percent Agree and Strongly Agree Fall 2021 (N=11)	2021-22 Goals
Belonging	98.2%	100%
Optimism	100%	100%

Pride	99.4%	100%
Purpose	98.5%	100%
Resiliency	100%	100%

Part 2B – Action Steps for Attendance and Climate & Culture**1. Action Steps for Attendance**

- Connect with every family, every day when parents do not call regarding their students' absence
- Principal sending encouraging letters to families who have at least 90% attendance
- Teachers checking in with parents as well
- Convene family conferences and conduct home visits

2. Action Steps for Improving Perception Data

- Continuing to implement our school family structures for staff celebrations and encouragement
- Continue to offer spaces where feedback is welcomed by the staff to Administration
- Initiate a Dad's & Doughnuts group for parent participation and feedback
- Increase family volunteering at the school
- Attend to physiological, safety, and belonging needs of students and families
- Continue to refine quality Kinder transitional practices with families at the center