

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 Learning Center Vision Statement

Believe Every Learner Can succeed!

Part 1A – Student Achievement Data and Goals

1. Acadience Early Literacy Data and Goals

Data collected from the first cohort of students who attended the Kinder Bridge pilot program indicates significant growth as compared to non-KB students entering Kindergarten and the fall Acadience literacy assessment. The 2022-2023 cohort did not include students on an IEP. Twenty-one percent of students in the 2023-2024 cohort are identified as needing special education services and supports. Of the twenty-one percent of students needing special education services, almost half of that population qualified for communication only services.

School	No TK		Yes TK		Total District K	
	Acadience At or Above	Total Number of Students	Acadience At or Above	Total Number of Students	Acadience At or Above	Total Number of Students
Longview School District	34.20%	386	53.97%	63	36.97%	449

2. Kindergarten Inventory of Developing Skills (WaKIDS)

The WaKIDS assessment 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 Early Learning Center, IDEA part B program is not required to collect this data as other forms of

assessment are used. However, the **Kinder Bridge** program administers this assessment and is required to report WaKIDS data to the Office of Superintendent and Instruction. This data will provide the district comparison data for TK students and non-TK students who enter Kindergarten at the age of 5 related to these developmental milestone domains.

22-23 WaKIDS Readiness	Attended Broadway IDEA part B Met Readiness entering Kindergarten	Attended Broadway Kinder Bridge Met Readiness entering Kindergarten	Not Attended Broadway Met Readiness entering Kindergarten	Spring 2024 Goal IDEA part B	2024 Kinder Bridge Goal
Social Emotional Readiness	34.0%	90.32%	71.2%	50%	95%
Physical Readiness	46.0%	98.32%	78.4%	50%	100%
Language Readiness	38.0%	91.94%	72.8%	45%	95%
Cognitive Readiness	28.0%	91.94%	63%	35%	95%
Literacy Readiness	50.0%	87.10%	67.6%	50%	95%
Mathematics Readiness	9.5%	77.42%	60.1%	30%	85%

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

1. Action Steps for Early Literacy

- Kinder Bridge (TK) will be implementing a rigorous Literacy curriculum, Joyful Discoveries, which based on the Science of Reading instructional pedagogy. Joyful Discoveries pedagogy grounds itself in developmentally appropriate instructional practices such as learning concepts through play and games.
- The Kinder Bridge team will be implementing FUN-dations curriculum components which align to what elementary schools are implementing for Phonemic Awareness.
- Broadway ELC Principal will visit classrooms regularly to assure that implementation is progressing.
- Kinder Bridge will be using the Preschool Early Literacy Indicators [PELI] assessment, which is the preschool version of the Acadience, to plan for small group interventions and instruction.

2. Action Steps for Numeracy

- Kinder Bridge (TK) will be focusing on early numeracy skill acquisition: 1:1 Correspondence and counting 1-20.
- Kinder Bridge will be developing a scope and sequence with input from the six program teachers across the district that targets the necessary math skills for Kindergarten Readiness and success!
- Kinder Bridge team will spend dedicated Professional Enrichment Time to identify core standards, learning targets, and activities that are developmentally appropriate with lots of repetition.

3. Action Steps for WaKIDS

- Launching the Pilot Program for Kinder Bridge (TK) this year, we aim to meet all of the TS gold WA Kids objectives at 75% of students meeting all areas when they leave the Kinder Bridge program to ensure success in Kindergarten and being “Ready” to learn.

- IDEA part B programming is focusing their PLC team goal on student engagement as it relates to stamina and attention to instructional tasks.

4. Action Steps for IDEA part B programming:

- Longview School District’s Developmental Preschool is implementing Creative Curriculum this year, which is a pilot curriculum to ensure quality instructional alignment across classrooms and the program as a whole.
- Our Special Education Preschool Teachers’ Professional Learning Community (PLC) is focusing on student engagement. The team will be sharing their lesson plans, activities, and instructional strategies to grow students’ instructional engagement in order to be successful in a least restrictive environment when they enter Kindergarten.
- Our SPED Professional Learning Community (PLC) will be conducting a “Studio” this year where they are able to visit a colleagues’ classroom to gain insight on student engagement instructional strategies with their demographic of students they serve.

Part 2A – Climate and Culture Data and Goals

1. **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 with information on the 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.

Culture of Hope Staff Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=20)	2023-2024 Goals	2026 Goals
Belonging	95.7%	98%	100%
Optimism	96.8%	98%	100%
Pride	91.3%	95%	100%
Purpose	86.7%	95%	100%
Resiliency	93.8%	95%	100%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=24)	2023-24 Goals	2026 Goals
Belonging	94.1%	99%	100%
Optimism	95.8%	99%	100%
Pride	94.7%	99%	100%
Purpose	91.3%	99%	100%
Resiliency	93.4%	99%	100%

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

- Broadway ELC will be implementing regular attendance checks across the school and utilizing their family liaison as a way to encourage families to send their children to school to access their programming.
- The Principal will also be making personalized phone calls to families for connection and encouragement.

2. Action Steps for Improving Perception Data

- Our goal this year is increase access and participation of the parent surveys so we can gauge our stakeholders perception through a wider audience as we only had twenty-four parents participate. We will plan to have parent surveys available at the school during Spring conference time (March 2024) and available before or after school as well. We meet with all of our preschool families for each parent conference time as we value that family first model.
- A couple of Broadway ELC Staff meetings will be dedicated to reviewing staff “purpose” and “pride” surveys to analyze the data to authentically engage in dialogue about our program’s purpose, as well as pride, and how it relates to a the greater K-12 system. Many teachers at Broadway ELC have expressed that the transition process from Broadway to Elementary schools could be redefined and have a more collaborative approach.