

Broadway Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 19647336016125

County: Los Angeles

District (Local Educational Agency): Los Angeles Unified

School: Broadway Elementary School

Demographics

Enrollment: 612 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Broadway Elementary was founded in 1926 as a public school in Venice, CA. Designated a Historic School by Los Angeles Unified School District (LAUSD), the evolution of Broadway's student body has mirrored the transformations of its surrounding community, with its most dramatic growth occurring in the last decade. In 2008, Broadway enrolled 257 students: 81% Latino, 15% African-American, 2% White, 2% other. Currently, our campus is at maximum capacity with 612 pupils from ethnically diverse backgrounds: 24% Asian, 23% Multiracial, 22% Latino, 21% White, 9% African-American, and 1% Filipino. Broadway has also seen growth in academic achievement, teacher collaboration, and parent engagement.

Broadway's transformation dovetailed with the arrival of Principal Susan Wang in 2008. Between 2009 and 2012, Broadway's API increased 137 points to 885. As of 2017, Broadway is one of twelve LAUSD schools that maintains "Very High" marks on the California Model Five-by-Five Grid Placement Report.

In 2010, as a response to local demand, LAUSD launched a pilot, 50/50 dual language Mandarin immersion program at Broadway. A Spanish immersion program was added in 2014. Operating as a one-way 50/50 language immersion model, our students receive all academic subjects in both English and the target language (Mandarin or Spanish) for equal parts of each day. Broadway is unique in that our one-way language model invites students from different language backgrounds to join our program. 7.6% of our students have a home language other than English, Mandarin, or Spanish. In order to consolidate student enrollment in local English-only programs in nearby schools, the district started phasing out the traditional English-only program. As such, in June 2018, the last cohort of 5th graders will culminate from Broadway's traditional program.

Our dedicated teacher teams – one instructing only in English, the other only in the target languages – deliver rigorous standards-based instruction in completely immersive language environments, fostering true bi-literacy and bilingualism. Central to our school's mission is the belief that becoming fluent in multiple languages will promote our students' development as self-confident learners, creative thinkers, problem-solvers, and productive global citizens of the 21st century with respect for cultural differences.

Strong parent engagement is another component that contributes to the successful learning environment of our school. In starting the program, parents played a pivotal role in laying a strong foundation. By helping to recruit students, develop target language curriculum, and establish parent communications, Broadway's first cohort were trailblazers of our dual language model program. This active parent participation continues to foster the growth of our school.

Beginning in 2018–19, Broadway will be the only school wide dual language school in LAUSD led by a Mandarin-fluent principal and a Spanish-fluent assistant principal.

Model Program and Practices

Name of Model Program/Practice: One-Way Mandarin and Spanish Foreign Language Immersion Programs in One School

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Parent, Family, and Community Involvement, Professional Development

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support,

Professional Development, Implementation of Academic Standards
Basics (Teachers, Instructional Materials, Facilities)

Description

Our vision is to grow into a national model for dual-language education that prepares students to be well-rounded and cultured citizens of the 21st century. What differentiates our program from traditional models is that our teaching teams integrate and align Common Core and Next Generation Science standards across all academic subjects in both English and the target languages.

With twice the number of students and half the instructional time, our teacher teams spend an average of 4 hours per week collaborating with colleagues to design lessons aligned in the target languages, with special attention to acceleration and compacting. Moreover, teachers must take into consideration each student's language proficiency, academic achievement levels, and language development goals, as well as each language's cultural components. To enhance our multi-tiered RTI approach and meet the needs of the whole child, teachers attend annual GATE and CAFE conferences, as well as trainings in Thinking Maps and Write from the Beginning and Beyond, Second Step character education, and Restorative Justice practices.

In designing our program curriculum, target language teachers must include all of the grade level standards while exposing students to the target culture. Aligning the English and target language curriculums creates cohesive instruction. For example, when learning social studies standards, students learn about California Indian groups in the English class, while in the target language classes, students learn about indigenous populations of China and Mexico. Standards integration is another important approach to dual language instruction. While learning the target language vocabulary for home environment, students were also learning about measurement. In a culminating project, students designed their dream home, labeling the rooms in the target language while providing area and perimeter.

Broadway's positive school culture is a result of the open lines of communication and partnerships between parents, students, teachers, administrators, and staff. This fosters high family engagement and extremely low rates of chronic absenteeism, suspensions, and expulsions. In addition to the various district implemented school site and advisory councils, parents attend parent education workshops, Back to School Night, parent-teacher conferences, Open House, Science Fair, and Family Learning Night. Parents have volunteered in at least one or more of the following roles: room parents, school newsletter contributors, student recruitment tour leaders, fundraising, organizing academic and/or cultural enrichment activities, campus beautification, classroom assistance, and additional playground safety supervision.

Through our combined and coordinated efforts, Broadway's community works together to create a rigorous, enriching, and safe learning environment for students to develop – academically, socially, culturally, emotionally, and thrive in their elementary years.

Implementation and Monitoring

Broadway's immersion programs necessitate more planning, coordination, and support for teachers, in order to effectively deliver rigorous standards-based instruction in two languages. Teachers must create and adapt their own curriculum because a published standards-based program does not exist for the 50/50 dual language model. The majority of our teachers' planning and curriculum development occurs outside of school hours. Teachers meet before and after school, on weekends, and during vacation to ensure that our students' needs are met and instruction is cohesive among the languages. Grade-level chairs facilitate instructional coherence and vertical articulation. For example, in writing, all teachers collaborate to ensure program continuity and that all students are prepared to be successful in the next grade level.

Broadway's instructional teams rely heavily on data to translate assessment figures into effective instructional plans. Every other week, grade-level teams utilize an extra hour to plan instruction and analyze data, including SBAC, DIBELS/TRC, interim assessments, and writing samples with the support of the administrators and the Instructional Coach. In the target languages, student progress is measured using guidelines from the American Council on the Teaching of Foreign Languages. This helps teachers develop a common understanding of how to monitor proficiency levels and provide differentiated instruction.

As a means to support teachers in meeting the rigorous demands of the dual language programs, the principal began holding additional monthly meetings with teachers. The goal of these meetings is to discuss topics such as classroom management strategies, grading, organization, and parent communication. Teachers also have the benefit of observing each other. This system of mentorship is another mechanism by which the principal can implement robust, quality instruction while keeping her teachers—and ultimately the students—engaged. When surveyed in 2016, 98% of Broadway's staff felt the school was a supportive and inviting place for student to learn and 90% reported that they get the help they need to communicate with parents. 91% of parents reported that overall, they are satisfied with the support provided by the school's staff. 90% of students reported that their teachers work hard to help them with their school work when they need it.

While the school team implements standards-based instruction in two languages, parents bring additional academic and cultural enrichment to our students. Some of our parent-organized/supported activities on campus include: Dia de los Muertos Festival, Chinese New Year Festival, annual Book Fair, Black History Month gallery walk, and Hispanic Heritage Month exhibition. Our parents also helped to spearhead an array of afterschool enrichment classes such as PlayWell Robotics, CodeRev, STAR Galaxy, as well as other grant- and fee-based STAR offerings.

Results and Outcomes

Since 2008, Principal Susan Wang has promoted the vision to raise academic expectations and build strong teacher-student-parent collaboration through the

innovative dual language model at Broadway Elementary. As the only public school in Los Angeles to house both Mandarin and Spanish immersion programs under one roof, the hard work, mutual support, and commitment to educational excellence is clearly reflected in the data.

In 2016–17, Broadway’s students exceeded district standards for English Language Arts at 79% (LAUSD 40%) and for Math at 79% (LAUSD 30%). As indicated on the California School Dashboard, our 2017 academic performance was “Very High” for “all students” in ELA and math. Meanwhile, our English Learner reclassification rate in 2016–17 was 31%, which exceeded the district’s expectation at 22%. In our first two culminating classes, 63% and 40% of students earned the LAUSD Biliteracy Award which recognizes students who are proficient in reading and writing in both English and the target languages.

Similar to the high student achievement figures, our student attendance rate surpasses the district’s average. In 2015–16, Broadway’s attendance logged in at 81% (LAUSD 68%). Chronic absences were kept to 4% (LAUSD 13%). Staff attendance rate was 81% (LAUSD 74%). Since 2011, Broadway’s suspension rate has been 0%. This is a point of pride for the administration, who, along with the teachers, go to great lengths to be sensitive to issues that students or their families may experience inside and outside of the classroom, and directly address any challenges before they negatively manifest themselves in chronic absenteeism, suspension, or expulsion.

Because of the culture of excellence created by the staff, there is a higher level of parent involvement on campus. In the 2009 School Report Card, 54% of parents reported being involved at school. This has grown to 89%, as reported in the 2015–16 School Experience Survey. Broadway parents volunteer daily to support staff and students in many ways. For example, every class has room parents who coordinate communication between parents and teachers. Parents help to set up and decorate classrooms, copy instructional materials, teach arts lessons, lead campus beautification, and help to maintain campus safety. To promote our dual language program, parents are strong advocates at the district, school board, and local government levels.

When asked about their experience at Broadway Elementary, 5th graders stated, “I learned how to make better decisions here. Broadway is an important step for me to go to college. I grew up at this school.” These statements embody the reasons why our model program is successful: rigorous implementation and monitoring of academic standards, impressive student outcomes, a healthy school-family partnership, and a robust and connected school community.