



MARSHALL LANE'S LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

JUNE 21, 2018

Instructional Services
Governing Board Presentation

Marshall Lane

Vision/Mission/Collaboration/Core Values

Vision Statement

Marshall Lane will be a school where educators and parents collaborate to provide a rigorous and meaningful educational experience for all students in a supportive school environment.

Mission Statement

Marshall Lane is a community that is committed to inspiring and empowering life-long learners who possess the mindset and skills to thrive in a changing world.

Definition of Collaboration

Collaboration is sharing ideas, strategies, challenges, and solutions in a safe and trusting environment. We do this in order to reflect on and meet the needs of our learning community.

Marshall Lane's Core Values

Effective Communication
Safe Learning Environment
Collaboration, Collegiality and Relationships
Educating the Whole Child

Marshall Lane School Celebrations

SBAC Achievement

- English Language Arts=80% of Marshall Lane students were at / above standard
- Increase of 3% overall since 2016
- Math=81% of students were at / above standard based on the 2017 results
- Increase of 2% overall since 2016

iReady Results

- ELA Baseline=69% proficient / advanced overall
- Current ELA=86% proficient / advanced overall (Increase of 17% overall)
- Math Baseline=58%
- Current Math=87% (Increase of 29% overall)

One Year of Growth Target

- ELA=118% growth
- Math=97% of students met the goal of 100% growth (17 students did not)

California Distinguished School Award

#1: Ensure High Quality Instruction Aligned to Standards

- Created a definition of High Quality First Instruction
- Staff worked as a Professional Learning Community
 - Examined grade level standards
 - Planned instruction
 - Developed curriculum maps
 - Created Common Formative Assessments
 - Analyzed data
- Maintained high standards and expectation for all students
- Increased access to STEAM Lab

#2: Ensure All Students Learn at High Levels and Close the Achievement Gap

- Highly skilled reading intervention teacher
- Created a new reading intervention called Partners Advancing Literacy Skills (PALS)
- Hired a STEAM Lab aide 3 days per week to provide increased access. Will rehire for the 2018-2019 school year for 3 or 4 days per week.
- Instituted a before school writing program for English Language Learners
- Class-size reduction P.E. four days per week.
 - Students are grouped by level and teacher work with smaller groups on reading and writing
- Ongoing assessment of progress

#3: Provide Tiered Supports that Promote Social/Emotional Development

- Piloted a new program for social-emotional learning for students called Toolbox
- Project Cornerstone implemented in all classrooms
- Active Expect Respect student group
- Supported a counselor from Skills for Kids, Parents & Schools
- Yoga instruction as one of our prep periods

#4: Engage Parents/Guardians in Child's Education

Parent and Family Events

- *Back to School Family Picnic
- *Parent/teacher conferences
- *Pumpkin Walk
- *Family BINGO Night
- *Site STEAM Night
- *"Stories, Songs, & Sketches"
- *Walk-a-thon
- *School BBQs.
- *PTA collaboration with staff
- *Volunteer opportunities in classrooms and at site

On-Going Progress Monitoring

- Frequent classroom visits
- Professional Learning Communities
- Supported data analysis sections
- PALS Program & Reading Intervention

Next Steps for Areas of Need

Continue to have high expectations for all

Ongoing teacher support

Commitment to the PLC process