

## **Marshall Lane Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 43693936046619

County: Santa Clara

District (Local Educational Agency): Campbell Union

School: Marshall Lane Elementary School

### **Demographics**

Enrollment: 553 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: Yes

### **Overview**

Welcome to Marshall Lane Elementary School, a proud Campbell Union School District (CUSD) school. Located in Saratoga, California, we educate approximately 550 students in preschool through fifth grade. At Marshall Lane (ML), we pride ourselves on developing the whole child through rigorous academic, cultural, and social-emotional learning experiences. We emphasize academic achievement within a nurturing, all-inclusive environment. Over the past few years, we have reviewed and revised our mission and vision statements, established core values, and created our definition of collaboration. These have been presented to our community for their input and have been revised accordingly.

Our success is attributed to a dedicated and hard-working staff, a well-rounded challenging curriculum, active parental involvement, and a community devoted to supporting education. Our Mission Statement is: "Marshall Lane is a community that is committed to inspiring and empowering life-long learners who possess the mindset and skills necessary to thrive in a changing world." Our Vision Statement is: "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." Recently, as a result of a bond measure being passed in our district, our school has undergone a renovation that has increased the beauty and functionality of our school site.

At the heart of ML is our focus on meeting student needs. Our agreed upon Core Values are: Effective Communication, Safe Learning Environment, Collaboration, Collegiality and Relationships, and Educating the Whole Child. Our school has earned several awards in past years including the National Blue Ribbon Award and the California Distinguished School Award. In addition, Marshall Lane was recently awarded the prestigious Project Cornerstone Caring School Climate Award.

The dedicated, hard working staff at Marshall Lane is a Professional Learning Community (PLC). We believe that "Collaboration is the sharing of ideas, strategies, challenges, and solutions in a safe and trusting environment. We do this in order to reflect on and meet the academic and social needs of our learning community." Teachers spend time in the PLC process planning instruction, designing common formative assessments, and analyzing data to find ways to meet the needs of our students.

Our focus on excellence in instruction has resulted in high academic achievement for our students and dedication to doing all we can to assist them in their educational journey, especially in the area of reading, which is foundational to every subject area. Our Every Child a Reader program is one way that we are working together to provide a solid reading foundation for all students, remediation for those who are struggling, and enrichment for students who are achieving at higher levels.

## **Model Program and Practices**

Name of Model Program/Practice: Every Child a Reader

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Education Supports

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: Data-Driven Decision Making, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

Reading is a fundamental skill and learning to read by 3rd grade helps to ensure students' success. Our main focus and model program is to have Every Child a Reader by 3rd grade. Teachers at Marshall Lane (ML) have a laser-like focus on providing all students with multiple opportunities to enhance their reading skills. A Multi-Tiered Systems of Support (MTSS) model, a class-size reduction program, common prep periods, and equity coach support are used to help reach this goal.

A MTSS approach to reading instruction is used at ML. Ongoing data is gathered to determine each child's needs. At Tier 1, all students receive high quality reading instruction by qualified professionals in their classrooms using CCSS-aligned curriculum. To provide support for students who are at, above or below grade level, teachers cluster children into reading groups for targeted instruction. In addition, two intervention programs exist for our Tier 2 students. They are the Partners Advancing Literacy Skills (PALS) program and our Reading Intervention Program. These programs are described in Practice Results and Outcomes. A Resource Specialist Program is also available for those students who qualify.

One program that distinguishes ML from our district overall and enhances reading instruction is our class size reduction physical education program. This is unique to our school. A talented and highly qualified teacher is funded by our PTA to teach P.E. Teachers divide their classes into two groups and each group attends P.E. two days a week for 50 minutes per day allowing the teacher the opportunity to work with smaller reading groups on literacy skills. This has greatly benefited all of our students since teachers can provide remediation or enrichment in a small group setting during these times. Data shows that this enhances achievement for all students since needs are addressed at their level.

Another aspect of the Every Child a Reader program that distinguishes ML is our common planning time to determine individual student needs and progress as well as celebrate growth. This is also unique to our school. Two days per week, four prep period teachers work with entire grade level groups of students. This allows for teacher collaboration time within the school day. Each teacher receives between 50 to 100 minutes of shared prep time per week allowing for enhanced communication and collaboration between staff members in order to meet the needs of students.

Our full time equity coach assists teachers by providing PD in the area of ELA, helping to analyze data, providing instructional coaching, and helping in the classrooms. She also works with individual teachers to improve instruction. In addition, she runs reading centers in several classrooms delivering phonics and reading instruction to students who demonstrate need in this area. Her expertise and support have been invaluable in helping teachers deliver high quality instruction and in helping students learn to read.

## **Implementation and Monitoring**

Implementation of the Every Child a Reader program at Marshall Lane (ML) is distinguished from instruction in our district in several ways by meeting and exceeding district expectations in this area. High quality first instruction, teacher experience and expertise, Professional Learning Community collaboration on a regular basis including common prep periods, and teacher release days are all part of an overall effort to focus on teaching our students to achieve at the highest possible levels in the area of reading.

Support for students at ML begins by providing quality first instruction in all of our classrooms. Teachers use a variety of instructional strategies including guided reading, use of high level academic vocabulary, and phonics instruction to meet student needs in the area of reading. Our district has adopted Benchmark & Core Knowledge in Language Arts (CKLA) as our Common Core State Standards-aligned programs. In examining our data regarding student achievement in reading, we identified a need at our school for enhanced phonics instruction. Therefore, a comprehensive, systematic phonics instructional program was added to our reading program in order to fulfill this need. Data shows that this is helping our students.

One aspect of our implementation of the Every Child a Reader program that distinguishes our school from CUSD is that our staff consists of professionals who have a wealth of experience and knowledge and who have worked together as a team. As such, teachers are able to employ approaches that they have found to work well in the past such as Guided Language Acquisition and Development (GLAD) strategies, guided reading, and project-based learning. These strategies are part of a comprehensive overall approach and, when combined with CCSS curriculum, provide high quality reading instruction for all of our students and appropriate supports and remediation for those who are struggling.

As part of our PLC process, teachers collaborate on a regular basis to plan instruction and discuss remediation and enrichment in the area of reading. This takes place during staff meetings, before and after school, and during common prep periods. These common prep periods are unique to our school and take place four days per week. They provide teachers with time to collaborate during the instructional day.

Another aspect of our program that distinguishes Marshall Lane from CUSD is that four all-day releases are funded by our PTA throughout the year to provide entire grade level teams of teachers with time to collaborate, discuss student needs, as well as review and analyze data. This dedicated period of time every eight weeks allows teachers the gift of time to enter into discussions resulting in planning responsive instruction. Time is used wisely and our administrator and equity coach support the work. This positively impacts instruction at our school by providing time for extensive PLC collaboration.

## **Results and Outcomes**

On standardized tests, the majority of our students perform well in the area of ELA. On the 2017 SBAC tests, 80% of students overall scored at or above grade level. Ninety-

one percent of 3rd graders, 77% of 4th graders and 70% of 5th graders scored at or above grade level. However, we are concerned about those students who did not achieve at the expected levels and the Every Child a Reader model program is also focused on remediation for these students. Two intervention programs are currently in place to assist students who are not achieving at the expected levels in the area of reading. The results have been very promising.

A dedicated reading intervention teacher works full time with students who are struggling in 1st to 5th grades. This is partially funded by our district, but is also supported by our school site budget and PTA funds. The teacher has shown excellent results with her program that employs Leveled Literacy Intervention (LLI), the Sunday System, Read Naturally, and Lindamood-Bell strategies. The teacher is highly trained and is able to use student diagnostic assessments to determine the programs that match the individual needs of each student.

Data from the 2016–2017 school year shows 50 students in 1st to 5th grades attended reading intervention. Of these, 50% of the students overall exceeded expectations for the amount of time that they were in the program and 38% met expectations for the amount of growth for an overall total of 88%. Grade level results show that 90% of 1st graders, 80% of 2nd graders, 86% of 3rd graders, 100% of 4th graders, & 80% of 5th graders met or exceeded expectations. This rate of growth allows students to catch up with their peers. Students who do not make progress are referred to special education to be assessed.

Last year, our reading intervention teacher assessed 84 students who were recommended by their teachers, or who scored below grade level on assessments. Only 50 were able to be served, leaving 34 children without targeted intervention to meet their needs. In response, a new program has been implemented this year for students who did not qualify for our regular program but are still demonstrating a need for additional assistance. Partners Advancing Literacy Skills (PALS) is a customized reading intervention program. Our reading intervention teacher researched a variety of intervention programs and chose one to meet the needs of our struggling readers.

PALS is a combination of other successful approaches to intervention. Retired teachers and trained volunteers work one-on-one with students who did not qualify for our regular program. To maximize success, volunteers are supported by the teacher and the reading intervention teacher. Currently, this program is assisting many students. We will continue to assess the impact and expand it. This is truly a uniquely distinguished program that sets Marshall Lane apart from CUSD in our efforts to meet the needs of all of our students.