



## Setting the Stage...

# A Personal Approach to Student Learning

Local Control Accountability Plan

Single Plan for Student Achievement

Hope, Engagement, Entrepreneurial Aspiration,  
Career/Financial Literacy

Personalized Learning

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# LCAP Focus Area Expectations

- Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap
  - KRA's:
    - Increase rigor for every learner
    - Implement key strategies for English learners more consistently
    - Strengthen special education to align with state direction – Multi-Tiered System of Supports (MTSS)
    - Implement restorative practices with common components district-wide
- Implement California State Standards in classrooms and other learning spaces through blended learning environments while closing the achievement gap
  - KRA's:
    - Increase rigor for every learner
    - Implement key strategies for English learners more consistently
    - Balance mathematics pacing with learner needs
    - Implement ELA/ELD resources
    - Strengthen special education to align with state direction – Multi-Tiered System of Supports (MTSS)

# LCAP Focus Area Expectations

- Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators

- KRA's:

- Implement key strategies for English learners more consistently

- Balance mathematics pacing with learner needs

- Strengthen professional learning cycle

- Strengthen special education to align with state direction – Multi-Tiered System of Supports (MTSS)

- Implement restorative practices with common components district-wide

- School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning

- KRA's:

- Increase rigor for every learner

# Single Plan for Student Achievement

- Develop and implement a personalized learning and strengths-based growth plan for every learner that articulates and transitions to high school learning pathways while closing the achievement gap
  - Annual Measurable Objectives (20 total) Key Areas:
    - PLP growth for all learners
    - Annual growth for EL's
    - Attain English proficiency – Reclassification
    - Reduce truancy
    - Improve behavior – Reduce suspension/expulsion
    - Improve district reading scores
    - Improve student fitness – Healthy Fitness Zone

# Single Plan for Student Achievement

- Implement California State Standards in classrooms and other learning spaces through blended learning environments while closing the achievement gap
- Annual Measureable Objectives (7 total) Key Areas:
  - ELA/ELD adopted materials are taught in all classes
  - Math materials aligned to CCCSS / Eureka Math
  - NGSS Professional development for teachers
  - Technology resource utilization
  - Service learning opportunities

# Single Plan for Student Achievement

- Processes and measures for continuous improvement and accountability are applied throughout the district, including personalized evaluation processes for educators
  - Annual Measurable Objectives (6 total) Key Areas:
    - Home Connection – Illuminate Portal
    - Community Surveys and feedback through SSC, ELAC, DAC
    - Personalized growth plans for all adult learners
    - Professional learning opportunities for all teachers

# Single Plan for Student Achievement

- School facilities are safe, healthy, hazard free, clean and equipped for 21<sup>st</sup> century learning
- Annual Measurable Objectives (4 total) Key Areas:
  - The school campus will maintain a good rating
  - Maintain zero Williams facilities complaints
  - Healthy habits will be promoted: nutrition, exercise, and awareness

# Student Strengths

- Strength spotting in grades k-3
- Strength assessment given to 4<sup>th</sup> graders
- Strength development in grades 4-6
- Strength activities in grades 4-6
- Strength recognition for K-6 each month

**“We are Monarch Strong!”**



# Gallup Student Poll

- Anonymous survey given each year to all 5<sup>th</sup> and 6<sup>th</sup> graders
- 20 item survey to gauge student perspective on:
  - Hope – Ideas and energy for the future
  - Engagement – Involvement and enthusiasm for school
  - Entrepreneurial Aspiration and Career/Financial Literacy

# Hope

- The ideas and energy we have for the future. The Hope dimension addresses students' belief that they can, and will succeed in school and beyond, making them more likely to bring positive energy and creativity to the learning process.
- Hopeful – 58% to 57%
- Stuck – 26% to 29%
- Discouraged – 14% to 14%

# Engagement

- Students' emotional engagement at school is also linked to academic achievement. When students are engaged, they are involved in and have enthusiasm for school.
- Engaged – 67% to 83%
- Not engaged – 22% to 13%
- Actively disengaged – 10% to 4%

# Entrepreneurial Aspiration and Career/Financial Literacy

- Focus Areas: Growth in all areas
  - I will invent something that changes the world
  - I plan to start, learn to start, or have my own business
  - I have a paying job
  - I have a bank account or am learning how to save money
  - I am involved in at least one activity

# Personalized Learning Plans

- PLP's are developed collaboratively with students
- Parent/Teacher/Learner Conferences
- My Personalized Learning Plan
  - Future College and Career Aspirations, Civic Responsibility, Dreams, Hopes, Qualities
  - Student Strengths
  - Goals: Focus, Responsibility, Measurement, Reflections
  - Growth and Achievement Status

# Personalization

- With a sustained vision of Growing and Learning Together, learner strengths, needs, interests and aspirations are acted upon to maximize personalized growth and achievement
- Our goal is to “Inspire Learners – One plan at a time.”

# Galt Bright Futures Videos

- <https://www.youtube.com/watch?v=68VXAU7FeEY>
- <https://youtu.be/i9UB0KCbv9o>
- <https://youtu.be/zXJw42yC8xE>
- <https://youtu.be/1FkeFfu84Ps>
- 21<sup>st</sup> Century Learning Exploration