


Listening Circles

YOUTH VOICE MATTERS

Progress we are making at River Oaks towards
personalized learning for all students

Themes From Students, 2017

1. Create more opportunities for me to learn about my future career and/or interests.
 2. There should be more clubs for students.
 3. Students should be given more choice in what they do in class such as Genius Hours or Brain Breaks.
 4. Students want teachers to keep encouraging them and supporting them.
 5. Students want teachers to help them stay more engaged by making learning fun.
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District LCAP Goal 1

- ▶ Implement a personalized learning and **strength-based growth plan for every learner** that articulates and transitions to high school **learning pathways** while closing the achievement gap.
- ▶ <https://youtu.be/68VXAU7FeEY>

District LCAP Goal 2

- ▶ Implement **California State Standards** in classrooms and other learning spaces through a **variety of blended learning environments** while closing the achievement gap.
- ▶ <https://youtu.be/i9UB0KCbv9o>

District LCAP Goal 3

- ▶ Processes and measures for **continuous improvement and accountability** are applied throughout the district, including **personalized evaluation processes** for educators.
- ▶ <https://youtu.be/zXJw42yC8xE>

District LCAP Goal 4

- ▶ **School facilities** are safe, healthy, hazard free, clean and equipped for 21st Century Learning.
- ▶ <https://youtu.be/1FkeFfu84Ps>

Reading by 3rd Grade


- ▶ Taken from Education Week:
- ▶ A study from the American Educational Research Association presents an early warning sign: A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer.

District Reading Assessments

▶ Action Steps:

- ❑ All TK–2 students have 30 minutes of personalized small group SIPPS reading instruction daily.
- ❑ All 3rd graders receive whole class SIPPS Challenge instruction.
- ❑ All TK–3 students not reading at grade level will have a daily intervention group in addition to their SIPPS instruction. Intervention data is recorded in Illuminate.
- ❑ Personalized small group reading instruction for students in 4–5 that did not pass the SIPPS placement test. Intervention data is recorded in Illuminate.
- ❑ “What I Need” language rotation 30 minutes daily in 6th grade.

Extra Curricular Clubs and Extended Learning Opportunities

- ▶ BFLC Clubs–Chess, Legos, Arts & Crafts, Science, Health, Cooking, Minute To Win It, Bird Festival, Young Writer’s Club, Harry Potter, Video Production Club
 - ▶ Rocket Lab Makerspace
 - ▶ Student Council
 - ▶ Peer Tutors
 - ▶ Band
 - ▶ Choir
 - ▶ Gardening Club
 - ▶ Extended Day/Homework Clubs
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Students' Strengths

Strong Students Build Strong Schools

- ▶ All 4th–6th students have taken the GALLUP Strengths Explorer Survey to identify their top 3 strengths. Strengths spotting is happening in TK–3rd.
- ▶ As a school, we use this information to:
 - Guide students on how to apply their talents to school and their everyday life
 - Encourage students to think about their strengths, and not their weaknesses to approach school achievement
 - Assist educators in understanding what motivates their students, resulting in more personalized instruction
 - Build a school culture where students appreciate one another's talents and, in doing so, help build and strengthen relationships

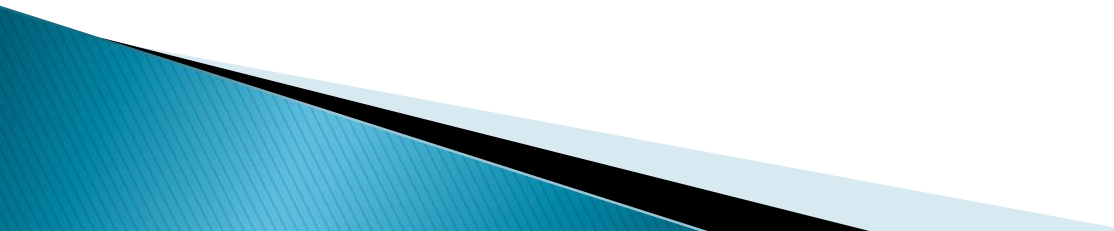
Youth Strengths & Bucket Filling

- ▶ Achieving, Caring, Competing, Confidence, Dependability, Discoverer, Future Thinker, Organizer, Presence, Relating
- ▶ Classroom Displays–Each classroom will have a “strengths display” which may include what each student can do well, future goals and dreams, or what they are passionate about. Strengths might be displayed as writing assignments, art work, collages, group projects, etc...

▶ Bucket Filling Strategies

- ▶ We are a “Bucket Filling” school! We follow the motto that we all have an invisible bucket. When our bucket is full, we feel better about ourselves and our world around us. When our bucket is empty, we feel terrible. We teach children the importance of having a full bucket. We also teach and emphasize how we can fill the bucket of others around us. Students have many opportunities in their classrooms to be a bucket filler.

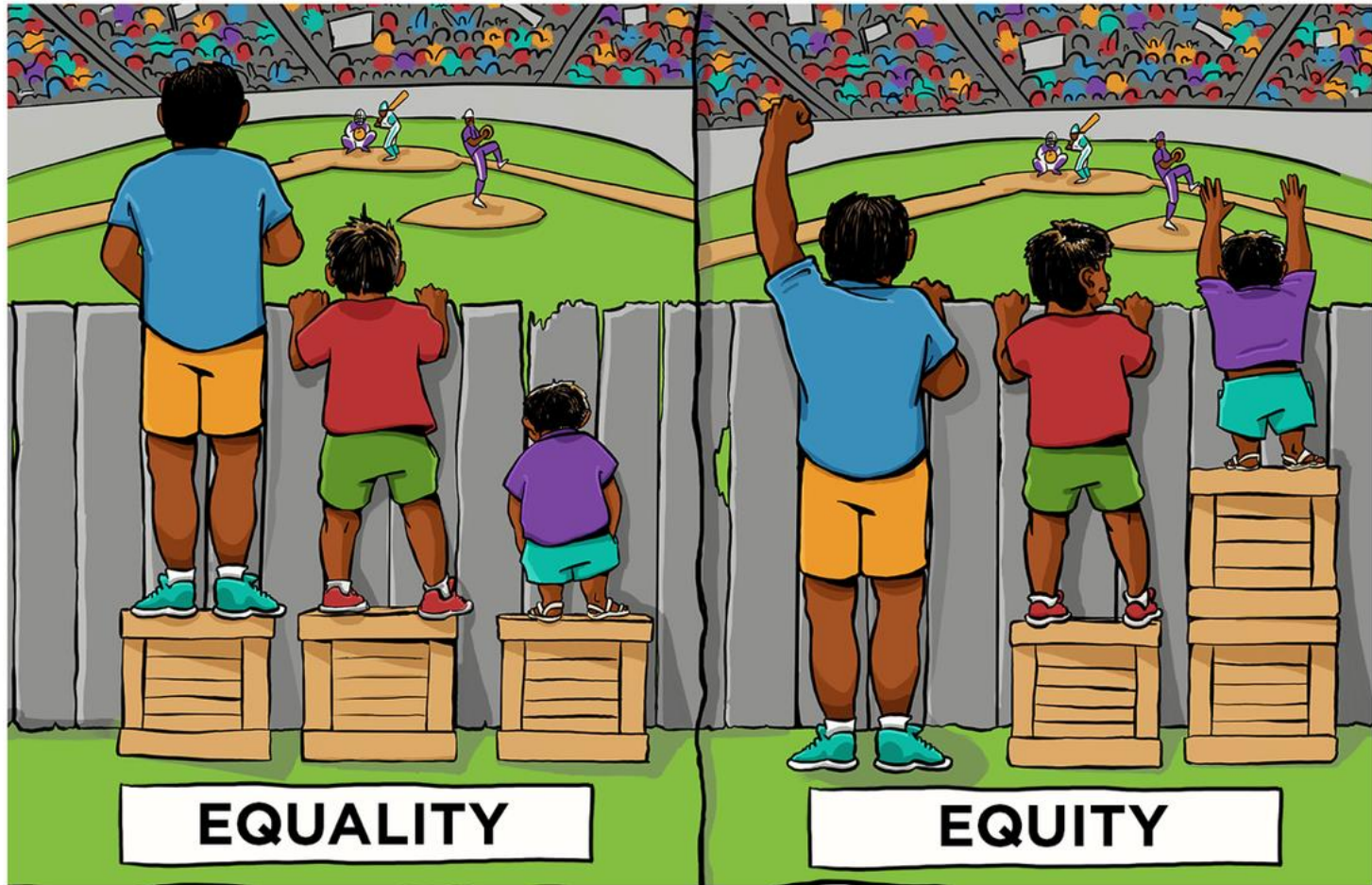
Growth Mindset In the Classroom

- ▶ Approximately 75% of achievement is contributed to psychosocial skills (perseverance, resiliency, and grit) and 25% to innate intelligence or IQ.
 - ▶ Neuroplasticity - The brain has the ability to make neural connections that help us to learn.
 - ▶ Praise for effort, not intelligence
 - ▶ The power of “YET”
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Service Learning Opportunities

- ▶ All grade levels will participate in service learning projects. Projects include:
 - ▶ School Gardens
 - ▶ Raising Salmon
 - ▶ Clothing Closet
 - ▶ SPCA Pet Drive
 - ▶ Cosumnes River Preserve
 - ▶ Cal Waste Recycling Classes
 - ▶ Making Blankets for Shriners Hospitals for Children
 - ▶ Pennies for Patients
 - ▶ Food Drives

Equality vs Equity For All



Student Presentations

- ▶ Welcome 4th graders Liliana Magana and Jason Bradley – Rocket Lab (Maker Space)

- ▶ Welcome 6th graders Daisy Diez and Eli Yount– Video Tech Club

- ▶ <https://www.wevideo.com/view/1063087578>