Three Rivers Charter School Strategic Plan 2015-2021

Soaring With Excellence

THREE RIVERS CHARTER SCHOOL

EDUCATIONAL PHILOSOPHY AND PROGRAM

VISION

Providing exceptional individualized educational opportunities.

MISSION

The mission of Three Rivers Charter School is to educate students in grades K-12 to become well-rounded individuals with a life-long love of learning and the ability to think and act with moral integrity.

<u>How Do We Get There?</u>

Students at TRCS are immersed in a culture shaped by the TRCS REACH values (Respect, Empathy, Achievement, Citizenship, Hard work), which empower TRCS staff to provide a safe and wholesome learning environment for all students at all times. As a result of these values, TRCS strives to:

· Awaken in students a sense of adventure in facing challenges
· Encourage students to become creative problem solvers
· Develop in students and staff an awareness of the importance and the habit of actively seeking to improve moral character for the good of the individual and that of the community
· Develop in students and staff a pride in academic excellence
· Awaken in students a desire to pursue higher education in technical schools and training programs, or colleges and universities
· Provide teachers and students with performance-based accountability systems
· Empower teachers to use different and innovative teaching methods while still adhering to the California State adopted Standards and the National Common Core Standards

REACH GOALS

Connection of School Wide Learner Outcomes to Strategic Plan:

TRCS's REACH goals are designed to satisfy our community's demand for a highly literate, productive, diverse work force for the 21st century. Our Expected School Wide Learner Results (REACH goals) can be applied in all classrooms for success and will prepare students for college and career success.

Three Rivers Charter School Prepares its students to be:

1. **<u>Respectful individuals</u>** who
   - value others' opinions and perspectives
   - communicate and treat others in a positive and constructive way at all times
   - listen actively to others

2. **<u>Empathetic</u>** people who
   - display positive behaviors & attitudes towards themselves and others
   - value kindness and support others through difficulties despite differences

3. **<u>Achievers</u>** who
   - set goals and work towards them independently and collaboratively
   - use their curiosity and creativity to develop new solutions and concepts
   - apply classroom learning to real-life situations
   - develop personal interests and talents

4. **<u>Citizens</u>** who responsibly
   - effect positive change by volunteering and participating in their community
   - participate in democratic processes

5. **<u>Hard Workers</u>** who
   - persevere when faced with challenges
   - overcome obstacles with tenacity
   - apply themselves to the best of their ability

SHARED BELIEFS

We Believe That…

➢ Every person is unique and has equal worth

➢ Everyone can and will learn

➢ People learn in different ways at varied paces

➢ Education is the shared responsibility of students, families, teachers, staff, and community

➢ Quality education expands opportunities throughout a person's life

➢ Challenging people to meet high expectations leads to exceptional learning and remarkable results

➢ Nurturing relationships and healthy environments are necessary for individuals to thrive

➢ Diversity is a valuable asset that strengthens and enriches our community

➢ Personal development and community well-being depend on individual responsibility

➢ Everyone benefits when people willingly contribute to the well-being of others

➢ Honesty and integrity are essential to build trusting relationships

➢ Access to a quality education is essential to our democracy

TRCS General Program Objectives

❖ Each student will successfully complete a challenging personal educational plan at each appropriate level that furthers his or her education AND career aspirations

❖ All students will develop and apply problem solving, critical and creative thinking, collaboration and applications of technology

❖ All students will develop and consistently demonstrate the character traits necessary to become contributing, responsible and caring members of the community

❖ Students will be given the tools and knowledge to progress in mastery of the California State and Common Core Standards in English-language arts, and math

Goal # 1 (Area of Improvement): Raise proficiency levels on California Standards Tests through increased numeracy and literacy.

Rationale:

Three Rivers Charter School wants to prepare students to become well-rounded individuals with strong foundational skills and knowledge for any future that they want to pursue. English language arts and numeracy skills across all grade levels have been examined for student proficiency needs. Self-Study findings indicate a need to improve student achievement in numeracy and literacy in Mathematics, and English/Language Arts for all student groups. State assessments data (CSTs and CAHSEE), Northwest Evaluation Assessment data, discussions & recommendations from all focus groups, and review of student work support this need. In order to provide opportunities for these students to access more challenging academic classes, all teachers must collaborate on designing the most effective instructional approaches in the skills and content needed for proficiency in the critical skills of reading, writing, problem solving and computing. A school-wide focus on reading comprehension and problem solving skills will ensure equitable access for all students to meet state and federal proficiency goals, to successfully complete University of California a-g requirements, and to gain literacy and computational skills to successfully matriculate to colleges and post-secondary educational opportunities.

In addition, Self-Study findings indicate a need for continued growth and support with 21st Century technology skills in order to support student achievement on State and Common assessments. The technical support to present instruction in the most current mode, so that all students can be more successful, is needed. Through technology teachers can prepare our students to be successful in the 21st century job market.

Finally, Self-Study findings also revealed the need for much stronger support for English Language Learners (ELLs) in all grade levels in order to enable EL students equitable access in meeting state and federal proficiency goals and completing challenging academic classes. This support necessarily includes increasing and strengthening communication and teamwork with EL families.

Supporting Data:
- School-wide student data from the following assessments: - California State Standardized Testing (CST & CAASPP)   - California High School Exit Exam (CASHEE)   - Northwest Evaluation Association (NWEA)   - California English Language Development Test (CELDT)   - Teacher Observation of computer based California Statewide Testing

Growth Targets:
- By 2018, the number of students who are performing at the Proficient or Advanced levels in English language arts or math will be increased by at least 50 percent over the scores from Spring 2013.   - All English Language Learners will perform at the advanced level on the CELDT test within three years of having enrolled in Three Rivers Charter School.

REACH Goals (ESLRs) Addressed:	3. Achievers, 5. Hard workers

What will be different/improved for students (based on identified metric)?	Seeing progress in learning will have a positive impact on students, increasing confidence and encouraging them toward continual progress on their academic and REACH goals.

Monitor Progress Tools	Report Progress
School-wide student data from the following assessments: - California State Standardized Testing (CAASPP) - California High School Exit Exam (CASHEE) - Northwest Evaluation Association (NWEA)	➔ Track NWEA scores on Individual Student Academic Plans twice a year (once per semester) in grades 7-12 ➔ Review California State test score reports annually

• California English Language Development Test (CELDT) • Teacher created assessments • Curriculum assessments • Teacher created technology rubrics	➔ Quarterly Board workshops reviewing both standardized testing and classroom assessment data ➔ Quarterly progress reports and/or report cards

Tasks Action Plan Goal #1	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline
1. Collect data on those students who are performing below "Standards Met" and plan appropriate support and interventions	• Teaching Staff • Resource and Special Education Teachers	• Standardized test reports • Staff meeting time for planning and research • Professional Development in English, math, and technology	• Staff meeting agendas • Standardized test reports • NWEA test score reports • Student Individual Academic Plans for Grades 7-12 • SST minutes	• Completed by September of each year • Update as needed
2. Establish a literacy team to focus on school-wide reading and writing strategies to implement	• School Director • Grades 1-6 Teachers	• Staff meeting time	• Roster of team members • Staff meeting agendas	• Team formed in June/July of each year
3. Research similar school programs and other resources for student improvement strategies in reading and writing	• School Director • Grades 1-6 Teachers	• Professional Development in English • School Director's mentoring program	• Itemized list of chosen TRCS programs and resources that meet the needs of each grade level	• The initial list was completed in 2013 • Updated list of proposed strategies developed by August each year

4. Implement use of programs and resources for student improvement in reading and writing	• Teaching Staff	• Curriculum materials • Professional development	• Classroom assessments • NWEA score reports • Standardized tests score reports	• Initial implementation was completed by June of 2014 • Implementation of updated strategies/programs to be completed by December annually
5. Establish a numeracy team to focus on school wide problem solving and computing	• School Director • Grades 7-12 Teachers	• Staff meeting time	• Roster of team members • Staff meeting agendas	• Team formed in June/July of each year
6. Research strategies for student improvement on problem solving and computing (critical and abstract thinking)	• School Director • Grades 7-12 Teachers	• Professional Development in math • TenMarks Teach • School Director's mentoring program	• Itemized list of chosen TRCS strategies that meet the needs of each grade level	• The initial list was completed in 2014 • Continue research with advent of state adoption of common core materials through 2015-16 school year • Updated list of proposed strategies developed by August each year
7. Implement use of programs and resources for student improvement in problem solving and computing	• Teaching Staff	• Curriculum materials • Professional development	• Classroom assessments • NWEA score reports • Standardized test reports	• Initial implementation was completed by June of 2015 • Implementation of updated strategies/programs to be completed by December annually

8. Integrate fully teacher use of assessments (including common assessments like NWEA, and placement testing at the end of each year) and assessment data to plan instruction.	● Teaching Staff	● Test score reports ● Staff meeting time ● Professional Development ● NWEA data use trainings ● CAASPP Data use trainings	● Staff meeting agendas ● NWEA student goal setting sheet ● Student Individual Academic Plans for Grades 7-12	● Ongoing
9. Implement Common Core Standards instruction and materials in ELA and Mathematics.	● Teaching Staff	● TenMarks ● Common Core aligned curriculum ● Professional Development ● Budget money	● List of textbook and curriculum materials that are being used and that are aligned with the Common Core standards	● September 2015 ● Update annually
10. Research intervention strategies/programs for students struggling with numeracy, literacy, and technology.	● Teaching Staff ● Resource and Special Education Teachers	● Professional Development ● Staff meeting time ● RTI	● List of intervention strategies and programs chosen by TRCS ● Staff meeting agendas	● Initial list created by December 2015 ● Ongoing updating of list as appropriate to meet student needs
11. Research and implement direct instruction in test taking strategies for all students.	● Teaching Staff	● The Internet ● Professional Development ● Common Core test taking strategies and	● NWEA score reports ● Standardized test reports	● Initial implementation completed by January of 2016 ● Implementation should be ongoing

		● associated trainings for both students and staff		
12. Implement direct instruction in use of technology to enhance student achievement in the 21st century.	● School Director ● Teaching Staff	● Computers and associated hardware for students ● Improved Internet access for classrooms ● Technology use curriculum	● Technology skills curriculum for each grade level ● Technology skills rubric ● Ratio of students to computers available for student use	● Purchase of computers, hardware, and upgraded internet access completed by September of 2015 ● Purchase of additional computer in order to reach a school-wide ratio of one-to-one completed by 2021
13. Create and implement plan for provision and use of appropriate technology for state and NWEA assessment.	● School Director ● Teaching Staff	● Computers for students ● Improved Internet access and network reliability for classrooms ● Technology use curriculum ● Testing site ● Testing schedule and support systems ● Google for the Classroom & Google for Education	● Assessment implementation plan ● Anecdotal evidence from teaching staff regarding ease of testing implementation in 2015-16 compared to previous years ● Ratio of students to computers in each classroom ● Testing incidents reports due to internet/network issues	● Completed by January 2016 ● Additional computer purchased for grades 1-4 classrooms to reach one-to-one ratios by 2021

14. Create environment conducive to testing	● School Director ● Teaching staff	● Classroom space ● Teacher collaboration on testing schedules ● Network and internet accessibility ● Computers, hardware, and necessary software for testing ● Staff to act as test proctors/test administrators ● IT support ● Budget money	● Number of test incidents due to insufficient test space or technology and IT support compared to previous testing years ● Comparison of student test scores after implementation of improved testing environment elements to previous testing cycles	● January 2016 ● Ongoing upgrades implemented as necessary
15. Monitor progress on improving English and math student test scores.	● School Director ● School Board ● Teaching Staff	● Board workshops ● Board training in data analysis ● Staff meeting time	● Board agendas and minutes showing Board findings ● Staff meeting minutes	● Completed annually

Goal # 2 (Area of Improvement): Increase elective and extra-curricular class/program offerings to increase student engagement.

Rationale:

Three Rivers Charter School stakeholders believe that students who have had an opportunity to explore and develop a wide variety of interests and skills become more well-rounded individuals capable of making more knowledgeable decisions about both post high school plans for career development as well as for pursuit of interests that provide personal fulfillment. Such students also are better able and more likely to become involved in their communities at a greater level, and are better prepared to participate in a diverse society

Schools which provide students a wide variety of options for personalizing their education and exploring possible career paths attract more students and have higher student retention rates.

While elective opportunities in the high school level are satisfactory, grades 1-8 are limited to art and music. All grade levels, however, lack sufficient after school and extra-curricular programs. TRCS therefore needs to enrich the number and variety of extra-curricular opportunities for students in order to increase student enjoyment at school, and provide greater opportunities to explore interests and careers since the existing number of such opportunities has shrunk compared to previous years. TRCS stakeholders also believe that increasing these opportunities will increase overall attendance rates and student achievement as students become more excited about their overall educational experience.

Supporting Data:

- Number and diversity of the electives and extra-curricular programs offered in the past
  - Current list of electives and extra-curricular programs offered
- Enrollment data for past and present elective and extra-curricular programs
  - Student retention rates

Growth Targets:

Expand the number and diversity of the electives and extra-curricular programs offered at TRCS by 30% by 2021

REACH Goals (ESLRs) Addressed:	3. Achievers, 4. Citizens

What will be different/improved for students (based on identified metric)?	Students will have more and a wider variety of elective and extra-curricular opportunities to individualize their education further and explore interests and possible career paths. These opportunities will also help students add well-rounded programs/activities to their resumes to improve their employment opportunities. Students will have an increased number of options for after-school activities at TRCS.

Monitor Progress Tools	Report Progress
- Records of number of students enrolled in electives and extra-curricular programs each semester - Student retention rates measured annually - Student surveys	- Report enrollment numbers by program/elective each semester - Report retention rates annually

Tasks Action Plan Goal #	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline
1. Create list of potential electives and extra-curricular programs to offer TRCS students.	- TRCS staff - Parent-Teacher Network	- Parent Network - Community programs such as 4-H, Noyo Marine Science Center, and ToastMasters	Increase in number of elective and extra-curricular program offerings	Completed by March annually to include in outreach materials for the re-enrollment process for the following year.

		● Meeting time ● Alternate Education (AE) Week		
3. Survey students to ascertain popularity of proposed electives and extra-curricular programs.	● School Director ● Parent Network	● Survey Monkey ● Pencil/Paper surveys ● Software & systems for documenting results	● Completed surveys	● Completed by February annually
4. Schedule TRCS Board, Parent-Teacher Network and Staff workshops to analyze report data in order to identify most successful electives and extra-curricular programs to guide budget decisions.	● School Director ● TRCS Board of Directors ● TRCS Parent-Teacher Network	● Meeting time ● Survey and other report data gathered	● Minutes of all associated meetings ● Approved TRCS budget	● Completed by June annually
5. Survey 11th and 12th grade students regarding post high school goals in order to identify possible extra-curricular needs to prepare them for their goals.	● School Director ● Parent Network	● Survey Monkey ● Pencil/Paper surveys ● Software & systems for documenting results	● Completed surveys	● Completed by April annually

6. Collect and analyze student retention rates.	● School Director	● PowerSchool	● Completed retention data charts	● Completed by June annually for previous year's data
7. Adjust list of elective and extra-curricular program offerings based on data collected.	● TRCS staff	● Meeting time ● Volunteer program leaders ● Community programs such as 4-H, Noyo Marine Science Center, and ToastMasters	● Student enrollment numbers in updated list of electives and extra-curricular program offerings ● Subsequent years' student retention rates	● Completed by June annually
8. Increase opportunities for cross-grade mentoring	● Teaching staff ● School Director	● TRCS students ● Instructional time	● Report of number of students participating in cross-grade mentoring	● Plans and scheduling completed by September annually ● Implementation should be ongoing
9. Create opportunities for service learning projects	● Teaching staff ● School Director	● TRCS students ● Instructional time ● Professional Development time ● Community resources such as Noyo Marine Science Center, and State Parks, and other non-profit organizations	● Report of number of students participating in service learning projects ● Surveys of student/parent satisfaction with service learning project experience	● Plans and scheduling completed by September annually ● Implementation should be ongoing

Goal # 3 (Area of Improvement): Increase positive behavior in students.

Rationale:

TRCS teachers and school director recognize a correlation between student behavior and student academic success as well as personal growth. Students with frequent infractions or other behavioral issues also miss out on a significant amount of instructional time, struggle to master coursework, and in addition struggle to maintain healthy social relationships with others and themselves.

We believe that students need to develop healthy communication skills and an awareness of and respect for individual differences in order to become positive contributors inside and outside of school. Furthermore, in order for students to be successful as adults, we believe that the positive character traits embodied in the TRCS REACH goals are as important as academic growth and success. In particular, students who work to attain the REACH goals increase their awareness of the importance of empathy for others as well as their self-respect – two traits TRCS staff consistently notice are lacking in students struggling behaviorally. Creating a positive learning community where each student can succeed academically and socially, depends on TRCS's ability to help all students develop behavior traits.

Supporting Data:

- Disciplinary Data (Expulsion/Suspension Rate, Detentions, etc.)
    - Student deficiency notice rates
        - Course failure rates
    - Attendance/tardy/truancy rates
    - Citizenship grades on report cards
        - Osprey buck totals
- Weekly behavior reports (Grades 1-2)

Growth Targets:

- Increase positive behavior incidents as documented by the following measures:

● Osprey Buck system ● Community service logs	

REACH Goals (ESLRs) Addressed:	1. Respectful individuals, 2. Empathetic people, 3. Citizens

What will be different/improved for students (based on identified metric)?	Students will have fewer disciplinary incidents, especially in the Junior High classroom where we notice the highest number of incidents of minor bullying and other disciplinary infractions. Students will actively demonstrate REACH goals more often, which will in turn lead to higher student achievement rates on both in-class coursework and standardized assessments.

Monitor Progress Tools	Report Progress
● PowerSchool ● Osprey Buck system ● Community service logs ● Surveys of Parent & Student Perceptions of Safety	● Report number and types of student disciplinary incidents ● Provide disaggregated data on Osprey Buck program ● Provide disaggregated student coursework performance data ● Provide student attendance/tardy/truancy rates ● Report Parent & Student Perceptions Survey results ● Report aforementioned data to TRCS Board in order to shape disciplinary systems annually

Tasks Action Plan Goal #	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline
1. Continue documentation of student behavioral	● School Director ● Teaching Staff	● PowerSchool ● Meeting time	● Report findings to TRCS Board	● Ongoing

incidents (especially in the Junior High program)				
2. Research successful disciplinary programs used at schools similar to TRCS.	● Teaching staff	● Professional development time ● Visits to other schools	● Completed list of proposed systems to increase positive behavior while discouraging negative behavior	● Initial list of proposed programs to try completed by August annually
3. Present findings on current efficacy of existing discipline policy to TRCS Board.	● School director	● Meeting time	● Board agenda and minutes	● Completed by June 2016
4. Implement adopted strategies & programs.	● TRCS Staff	● To be determined based on strategies & programs chosen	● Osprey Buck program statistics ● Power School data on disciplinary actions ● Teacher Surveys	● Implement new strategies & programs as they are identified annually
5. Increase counseling/support group options for students to process social/emotional issues.	● School Director ● TRCS Staff ● TRCS Board of Directors	● Community counseling resources ● Programs such as Second Step that can be implemented by	● Updated list of resources available to students compared to list of resources available in	● Completed by 2021

			2014-15 School Year	
		teachers within the classroom ● Social Emotional Learning (SEL) ● Budget money	● Counseling support schedules ● Surveys of Parent & Student perception of available support resources for social/emotional issues	
6. Continue to increase targeted REACH assembly activities to teach REACH values.	● TRCS Staff	● Project materials to be determined ● School assembly time ● Staff meeting time	● REACH activity plans ● Lists of REACH activities completed each year compared to previous years	● ·Ongoing
7. Increase student engagement opportunities that specifically encourage positive behavior and provide opportunity to develop REACH skills.	● TRCS Staff ● Parent-Teacher Network	● Community resources such as: ● Big Brothers Big Sisters ● Senior Center ● Sherwood Oaks ● Dietrich Center ● Other volunteer opportunities	● Comparison of updated list of student engagement opportunities aimed at developing REACH skills to lists from previous years	● Ongoing

Goal # 4 (Area of Improvement): Campus Safety and Facilities

Rationale:

 All TRCS stakeholders understand the importance of a safe school campus so that students can focus on learning. Students also need to have sufficient facilities for each of the courses in which they are participating. Having sufficient and safe facilities is essential in creating and maintaining a viable school. In order for TRCS to make long range plans for the future success of the program, TRCS stakeholders need a campus that they know they will be able to use indefinitely and that will be of sufficient size for the existing program and any growth of course offerings that they anticipate. Current facilities are limited in both of these respects.

Since TRCS is currently located in leased facilities on the local community college campus, and since there is a transfer of ownership of that campus occurring from College of the Redwoods to Mendocino College, there is no assurance that the TRCS lease agreement for these facilities will be renewed when it expires in 2018. TRCS stakeholders, therefore, need to proactively plan for the possible necessity of a relocation to more suitable facilities in the next three years.

In the meantime, due to the progress of the transfer of the community college program on the campus to Mendocino College, Mendocino College continue to increase their course offerings and programs to the public each semester. They have also leased out space to local community resource providers on the campus in addition to that which is leased by TRCS. This has resulted in a much greater presence of the general public on the campus as a whole. Therefore TRCS stakeholders need to proactively examine the impact of the Mendocino College programs and partners on the campus, on the student body and programs of TRCS. In addition TRCS stakeholders need to anticipate and plan systems and solutions that would resolve any friction and/or safety concerns that could arise from this increasing presence..

Supporting Data:

- WASC Self Study Findings & Visiting Committee Report
- Incident reports (student injury, harassment complaints, etc)

● Stakeholder surveys including Staff, Parent & Student Perception of Safety surveys
● Insurance Facility Audit
● TRCS Safety Committee Reports & Findings

Growth Targets:
● Creation of a Safety Plan which addresses all identified concerns (both potential and existing) for current TRCS facilities ● Facilities secured that provide designated space for music program, whole-school assemblies, library resources, 5 additional pull out spaces, rainy day activities, and increased storage.

REACH Goals (ESLRs) Addressed:	4. Citizens 5. Hard Workers

What will be different/improved for students (based on identified metric)?	Students will have class space for each program in which they enroll, such as those for music classes and after school programs. Students will also have access to a multi-purpose space for breaks and rainy days. Students will experience a greater sense of safety while on campus and freedom from fear of bullying, or harassment both from other TRCS students as well as from community members who are on the larger Mendocino College campus.

Monitor Progress Tools	Report Progress
● Surveys of Parent & Student Perception of Safety ● Insurance Facility Audit ● TRCS Safety Committee Findings	● Report number and types of safety concerns from Safety Committee Findings ● Report Insurance Facility Audit Findings ● Report number and types of campus incidents ● Provide update on plan for securing alternative and/or additional facilities ● Report Parent & Student Perceptions Survey results ● Report aforementioned data to TRCS Board in order to shape campus safety and facility policies annually

Tasks Action Plan Goal #	Responsible Person(s) Involved	Resources	Means to Assess Improvement	Timeline
1. Create a Safety Committee & set baseline of safety concerns being reported	● Teaching staff ● School Director	● Friday Staff Meeting time ● 2015 Insurance Audit Report ● Safety incident reports from previous school years (2013-2015)	● Is committee formed? ● Comparison of baseline for safety concern reports to ongoing safety concern reports.	● Initiate in September 2015. ● Meet monthly.
2. Write a Safety Plan	● TRCS Safety Committee	● Computer ● Safety Committee findings	● Safety Plan is written and approved by TRCS Board of Directors	● Initial Safety Plan written by December 2015 ● Updates to Safety Plan made annually or as necessary
3. Create Facilities Planning Committee	● Staff members ● Board members ● TRCS stakeholders ● (Committee should possess skills in grant writing, city planning, legal, architecture, etc.)	● Members and space to meet	● Is committee formed?	● Fall 2015

4. Write a Facilities Strategic Plan	● Facilities Committee	● Computer ● Volunteer hours ● Space to meet ● Community fact finding resources such as the City Planning	● Facilities Strategic Plan is written and committee has included a plan for initial steps	● Initial plan written by June 2016 ● Updates made to plan as appropriate - 2016-2018
5. Negotiate lease renewal with Mendocino College	● TRCS Board of Directors ● School Director	● Current lease agreement between TRCS and College of the Redwoods ● Legal counsel ● Meeting space/time ● Budget money for travel expenses and legal counsel	● Lease renewal is secured	● Negotiations concluded by October 2017