



Three Rivers Charter School

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MENDOCINO COLLEGE CAMPUS

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Form C - Application Narrative

Section 1: Need (250 words max)

1.1 Describe the LEA's need to participate in Technical Assistance (TA) that will develop, align, and improve: standards-based, universally designed instruction; and academic, behavioral, and social-emotional* interventions using an MTSS Framework.

We are currently working on improving our entire curriculum delivery processes and reviewing and realigning our entire curriculum to the state standards. We brought in a curriculum/operational consultant and have engaged him for at least two years. Besides the new text materials we are in the process of finishing adopting, we have implemented a new math assessment and instructional tool to locate and to help provide information regarding existing gaps in all of our students math backgrounds. One of the chief areas of concern is our delivery methods in the classroom. We have identified that the communication from the teacher to the student is weak, partially due to poor projection and minimal interaction between the students and the material being displayed. In order to remedy this, we would like to purchase and install Smart Boards, projectors, bring in a Curriculum Implementation Specialist, Technical Specialist to install equipment and to help us upgrade our internet system, and to provide Professional Development for the teachers on the new curriculum. In addition to the above, we would like to provide Professional Development for our school counselor in order to perform social-emotional interventions using an MTSS Framework. Our current level of service provides tutoring support and social counseling, but does nothing to really provide social-emotional intervention.

Section 2: Objectives and Planned Approach (3000 words max)

2.1 Describe all of the applicant's existing resources, programs, initiatives, partnerships, and areas of specialty and how they will be used and/or leveraged to scale up MTSS using evidence-based academic, behavioral, and social-emotional* programs, practices, and interventions. (450 words max)

Currently, we have a consultant in place reviewing our program and delivery systems and our practices regarding the Smarter Balanced Testing. This along with our operational processes. We would like for our consultant to continue with this process, however, to look at our practices in regards to our behavioral and social-emotional programs and our intervention practices. Using Smarter Balanced results, along with data from the NWEA testing, and our ALEKs (Math intervention program) system we have a lot of data in which we can determine areas of needs and approaches to improvement. I have hired two aides that are providing pull-out services for every class to address EL and RTI needs. They would need to be provided PD and we should have a cohesive program in place that allows the students to be provided the proper services as needed. Because the Support Aides would be in a position to determine if the student they are working with is in need of services they cannot provide, they should be trained in how to determine that along with the teachers. As mentioned above, our school counselor has very little expertise on how to deliver intervention practices for behavioral or social-emotional issues. She is wonderful at providing support for the students for social issues, and with a little more training and alignment, she would be able to take this to the next level. We exist in a rural area, and the services are extremely limited. Our students and families have very few options for social-emotional assistance, unless they drive for 3+ hours. It becomes impractical for them. Whatever help we can provide at school will be welcomed and helpful. Some students obtain minimal services if they are part of the Special Ed program, but that is less than 10% of our population. Our suicide prevention programs are currently operating at a minimum, and because we provide programs from 1st to 12th grade the needs are becoming more frequent for more in depth services. We do have some services provided by the local Children's Services group, but only if driven by the parents. They occasionally come onto the campus.

2.2 Describe in detail how participating in Technical Assistance (TA) will support the LEA in developing, aligning, and improving standards-based, universally designed instruction (i.e. UDL) and academic, behavioral, and social-emotional* interventions. Describe how participation in TA will assist the district in scaling up the use of MTSS. Specifically, describe how the district will:

- Demonstrate how the use of MTSS might assist the LEA in the development and improvement of their LCAP. (300 words max)

The use of MTSS might assist us with our LCAP for a few different reasons: One, it would provide a support system for all of our students. Not just academically, but with social-emotional intervention as well. Two, our LCAP focuses on the well being of our students, not just in testing, but in how they are doing at school, and how engaged they are in the programs at school. MTSS would assist them in feeling confident that they are able to do the school work, but that they also are happy with their school environment and their relationships with their peers. If the students are feeling successful at school, they will do better in their home lives as well. Three, our LCAP calls for the students to have access to technology and have the support they need for that. Four, our LCAP calls for an improvement in testing and in class performance, the MTSS will ensure that is occurring, and five, Our LCAP calls for our foster youth and homeless students to be better connected to school and community services; the MTSS would catch the services needed and help to bridge that gap.

- Identify, select, improve and tailor existing evidence-based resources and professional learning activities. (300 words max)

We would have to do a complete review of all of the resources we use and what professional learning activities we would need to complete. As with our classroom curriculum, we have a hodge-podge of various programs that have been pieced together over the years and I'm sure there are gaps as well as systems and resources underutilized. We would go through our entire process and determine what needs are not being met and what is needed to make the processes more effective, efficient, and cohesive. One of the practices that would need to be addressed is although it is important to tailor the training to the individual. Training a team on the entire process and working together as a group would mean a stronger program and would ensure that the resources the group needs are being provided. It would be a new model for the Support Aides to consider themselves on the same team as our school counselor, but I can see how that would work.

- Determine which types of evidence-based practices, resources and programs will receive greater focus and attention. (300 words max)

Our existing resources include the CAASPP system, ALEKS (math) and the NWEA. We are interested in finding a system for our ELA programs. By developing a cohesive MTSS program, we can shape these systems to work in conjunction with each other. By bringing the various groups of individuals that are providing the services of the MTSS together, we could be looking for ways that pieces fit together and how to utilize the data that we are seeing. From this, new needs for programs that address various issues and identifying parts of programs or programs in their entirety that need to be eliminated because they are ineffectual or not needed would be identified. So, part of the process would have to involve review, analysis, and implementation of the process itself. Our Support

Aides providing the daily tutoring and intervention support would be identifying needs and the program would be undergoing a continuous improvement process.

- Develop plans, processes, and strategies for identifying and making necessary infrastructure adjustments to support a continuous improvement cycle and local sustainability. (300 words max)

We would have to sit down with the teachers and the MTSS team, to figure out what changes would have to be made to the infrastructure. For instance, scheduling for the students would have to be worked out, and of course, finding the PD needs and then working that out would be an issue. Feedback coming back to the teachers and to the MTSS team would be important, so developing a method and process for doing that would be important. I have already looked at using our email and Document Control system to create a “real time” feedback loop and ensuring that everyone is looking at that information.

- Apply/incorporate the principles of Implementation Science (See Appendix A: Description of Terms for Implementation Science). (300 words max)

Once the process, resources (including schedule and people), and materials are put into place, then implementation can occur. This would have to involve the identification of what needs to be done, who will deliver, and where that would happen. My plan would be to have an initial meeting and determine exactly what the program would involve and how it would be written. I would write it with input from all of the team and then once we reviewed and agreed upon it we would identify what actions prior to implementation would be required and get those action items completed. That would involve some training, materials, and more action items. Since part of the plan would involve some involved PD and some consulting, we would probably have to implement the plan initially and continue to modify it as more information came in. So the plan would be written, as a work in progress. We would use our existing programs and mold them as needed.

- Assist in supporting all students with the most inclusive learning environments. (300 words max)

Since the entire point of this process is to provide support for the entire student body, every step of it would be designed with that in mind. The reason we want to purchase and install the Smart Boards is because a significant portion of the students struggle to see what the teacher is presenting, and their ability to interact is somewhat limited. So our program would provide support for academics, social-emotional, behavioral, and provide a better classroom learning environment. And this would be applied in all of the classrooms, throughout the entire school, for all teachers and all students.

- Incorporate training and support in the principles of UDL as foundational to Tier 1 level instruction in MTSS. (300 words max)

The principles of UDL are exactly what we are working on creating at our school. The beauty of the Aleks Program for instance is that it assesses every child, but it develops a math intervention program for each child based upon their own needs and their own level. A child can move at their own pace. The NWEA assessments provides the teacher the data required to develop a program unique to every child. As a student shows signs of not understanding a concept or being able to keep up on a topic, the Support Aide can pull that student and work with them on that concept. The MTSS will allow us to be able to take the program to the next level by providing training, equipment, and the expertise to improve our system.

2.3 Describe how the LEA district team will be the point of intervention to (a) develop an infrastructure for ongoing support for school-wide transformation; (b) establish a community of practice or Professional Learning Community (PLC) protocols that will support the LEA in meeting the objectives of this initiative; (c) function as the support agent for this community of practice or PLC, which will serve as a critical feedback loop to inform, support, and enhance the use of MTSS and evidence-based programs and practices. Describe any previous successes or challenges with developing/supporting a community of practice(s) or Professional Learning Communities. (450 words max)

Our team will be the point of intervention for this entire process. Since we are a single school site, and I run the school, everything will go through me. There are not multiple-layers of hierarchy to deal with and I will be directly involved with every step. I believe strongly in the feedback loop and since this program aligns with what we are already trying to do, there will be a perfect fit between the MTSS, our LCAP, and our current school improvement program we are working on. We have implemented various programs in the past including the support RTI program (easy but constant issues are being identified and new processes are being put in place as we learn. A work in progress.); the new curriculum adoption program (which required new policies, training, review, and utilizing several outside resources,) and the Facilities Development action. This have been an ongoing process for almost 3 years, and has yet to be successful. It has required many Board actions, actions from our Authorizer, plan development, various community resources and a number of State Agencies. It has been extremely difficult, but the team has held together and we are still working towards a solution. It has involved nearly every staff member in the school, and most of our parents.

Section 3: Budget Summary and Budget Narrative (Forms D and E)

3.1 Complete the following forms:

Form D, Proposed Initiative Budget Summary Form E, Proposed Budget Narrative

See Attached forms.

Section 4: Initiative Team (200 words max)

4.1 Describe the governance or management structure of the initiative. Describe initiative leadership and their assigned roles as well as other initiative staff roles. Describe how these roles will serve to accomplish the tasks described in this Request for Application (RFA). Include resumes for all initiative leaders. (For joint applicants, include how LEAs will prevent duplication of effort by detailing both inter-COE and intra- COE governance relationships. If applicable, describe any previous joint county office collaborations.)

See attached for resumes. We are extremely small so we have very few resources. My team would be myself, Roger Coy the School Director (Leader); the School Counselor, Marsha Bartholomay(Leader); Elisa Solis, Student Support and Mariza Rocha, Student Support.

Resume
Roger Coy

Work Experience:

April 2015 - Present: School Director, Three Rivers Charter School.

July 2005 - March 2015: Co-Founder and Elementary School Teacher for Three Rivers Charter School.

February 2003 - July 2005: Substitute Teacher and Business Manager for Parents and Friends, Inc.

Sept 1999 - Feb 2003: VP of Operations for Contract Office Group

October 1983 - Sept 1998: Director of Corporate Facilities Services for Fujitsu Microelectronics, Inc. North America

Education:

Administrative Services Credentialing Program - Northern California

Teacher Credentialing Program - University of Phoenix

Masters Business Administration Degree - San Jose State University

Bachelors of Science, Business Degree - San Jose State University

Associate of Administration Degree - Riverside City College

Credentials:

Administrative Services Credential

Teaching Credential