

SSCS ANNUAL REPORT

Overview





Four Rivers Community School
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Executive Director
Chelle Robins



A State of Oregon Sponsored Public Charter School

December 7, 2012

Dear Members of the Oregon State Board of Education,

As the co-founder and Executive Director, I write this letter with excitement and a commitment to education. Thank you for allowing us to share the celebrations that have been accomplished at Four Rivers Community School in the last 10 years.

To begin and offer some background, the school is a start-up, brick and mortar, dual language immersion program designed by teachers. The school strives to recruit underserved populations, promote a culture of biliteracy, provide students with the skills needed to attend institutions of higher education and build partnerships with parents.

In the fall of 2003, FRCS began in a big open cinderblock warehouse with 25 half day kindergarteners and 25 full day first graders. We had two teachers and 1 instructional assistant. In the summer of 2007, FRCS was able to secure funding and purchased two buildings totaling 26,000 square feet on 4.5 acres. We completely renovated the buildings and have an amazing state of the art facility for the most deserving families! Today the school serves 255 students in grades K-8. The demographics of our learners are reflected with 76% Hispanic and 24% Caucasian. Thirty-eight percent are identified as English Language Learners. Four Rivers Community School is a School Wide Title I school with 79% of students qualifying for free and reduced lunches. We proudly have 26 employees and strive to have employees that reflect our student population. With sixty-four percent of our employees are Hispanic and 36% Caucasian, we feel that we offer families an educational experience that fosters trust, cultural appreciation and place high values on college education through our teacher models.

In working toward our goal of getting our students to college, we have a partnership (MOU) with Eastern Oregon University. The Center for Teaching and Learning, located on our campus, provides opportunities for pre-service teachers, FRCS faculty, EOU research faculty, and students. In addition to our work with EOU, students visit colleges and universities every year beginning at fourth grade. By the time they graduate from our program in 8th grade they have visited 8 institutions of higher education. FRCS graduates have great incentive to go to college with approximately 85% of our 8th grade graduates receiving 12-24 college credits through CLEP. These college credits also allow our students to receive high school credit and provide them with an opportunity to take other courses in preparation for college. Upon graduation from FRCS, students are presented a certificate of admission from EOU that provides a fastrack to EOU after high school graduation.

We are still tracking our students and our first graduates are now sophomores. We still keep in contact with and their families and are beginning to host informational nights focused on college options and requirements.

Four Rivers Community School strives to be a leader in whole family education and has committed to working toward a new Family Education Facility on our campus. This facility would help us share dual language literacy with our Head Start neighbors, current families and other community members. We understand that our role in education is bigger than educating children ages 5-13, we have an obligation and social responsibility to increase literacy skills in our preschoolers, our parent population and our community.

We appreciate the support of the State Board of Education and the Oregon Department of Education. We are continually growing through professional development and feel inspired to continue our important work! It is our hope that you will be able to visit our school in the near future.

Sincerely,

A handwritten signature in blue ink that reads "Chelle Robins". The signature is fluid and cursive, with the first name "Chelle" and last name "Robins" clearly legible.

Chelle Robins

Executive Director

Four Rivers Community School

Overview

Misión: La Escuela Comunitaria Cuatro Ríos está dedicada a proveer instrucción progresiva en dos lenguas y educación familiar. Nuestros alumnos y personal muestran orgullo, propósito y representación por medio de actividades habituales en el aula y participación comunitaria. Valoramos la diversidad y la apreciación cultural por medio de la instrucción y práctica.

Mission:

Four Rivers Community School is dedicated to providing progressive dual-language instruction and whole family education. Our students and staff demonstrate Pride, Purpose and Performance through everyday classroom activities and community involvement. We embrace diversity and cultural appreciation through instruction and practice.

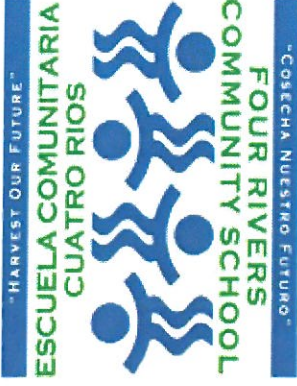


Visión:

Construir generaciones de alumnos biliteratos y comprometidos culturalmente al aprendizaje con una visión de posibilidades para el futuro.

Vision:

To build generations of bi-literate and culturally engaged learners who envision of a future of possibilities



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<p>Core Values of All Stakeholders Board, Staff, Parents, Students, Community</p>	<p>4 Matching "I can reasonably say my actions match the description listed here."</p> <p>I am interested and participate positively in collaboration with my team. I support and value the contributions of all members. I enjoy working with others and feel that collaboration leads to a better product.</p>	<p>3 Nearly Matching "I'm close on most of this description, but need to improve in....."</p>	<p>2 Partly Matching "I read this description I realize that I need to watch myself closer. My actions reflect only a little of what is here."</p>	<p>1 Not Matching "I can't say that my actions are anywhere close to these descriptions."</p> <p>I have a difficult time collaborating with others. I have worked to support my team but find it difficult to value all member contributions. I prefer to work alone.</p> <p>All learning takes place in the classroom closely monitored by educational professionals. Parents are advocates for home and assist with the important work of supporting the educational environment at school. (ie. Homework, signing reading logs</p>
<p>Foster positive collaboration and reflection amongst small, integral stakeholder groups</p>				
<p>Promote educational opportunities for parents to become integral members of the educational team</p>	<p>I believe that parent involvement is crucial in creating an effective instructional team leading to the highest form of student achievement.</p>			

<p><u>Honor students' native language and knowledge while assisting them in acquiring a second language</u></p>	<p>I believe that students need to understand academic content first and foremost in the language that they are most competent. My role in the educational process is to create learning environments that promote second language acquisition. I believe that the acquisition of two languages enhances student's abilities to fully understand themselves and others.</p>	<p>etc).</p> <p>I believe that students should be instructed in a second language using a foreign language model.</p>
<p><u>Develop bi-lingual, bi-literate, bi-cultural individuals who can build community bridges</u></p>	<p>I believe that students who learn a second language have an opportunity towards understanding a more global perspective and that this respect enhances their personal character.</p>	<p>Schools have a responsibility to develop students who are individuals who are competent community members.</p>
<p><u>Provide innovative, engaging, relevant and multi-disciplinary coursework</u></p>	<p>I believe that students are highly successful when they are faced with challenges that reflect relevant educational expectations.</p>	<p>Students learn best with structured scripted instruction that is developed through texts that are relevant and current.</p>

<p><i>Integrate Pride, Purpose, and Performance as a supporting pillars of personal character</i></p>	<p>I believe that personal responsibility is learned through character modeling in all that I teach and expect. These three pillars are cornerstones of early personal development and should be evident throughout my work.</p>			<p>Personal responsibility is the responsibility of the family. I am responsible for content knowledge and personal safety of my students.</p>
<p><i>Provide access to advanced educational opportunities that assist students in envisioning their potential future</i></p>	<p>I believe that the pathway to a child's future is built day by day through educational experiences that are modeled and nurtured through a comprehensive K-8 experience.</p>			<p>I believe that students should be met to their current educational level and future visions are developed and nurtured in later high school years.</p>
<p><i>Technology</i></p>	<p>I believe that students should be immersed in advanced technology driven curriculum with continuous assigned tasks that demonstrate the students 21st century literacy. Advanced technology proficiency will provides students global access and the opportunity to become leaders of our their future.</p>			<p>I believe that curriculum is best delivered through teacher instruction, which can be augmented with technology opportunities.</p>
<p><i>Integrity</i> <i>Hold a strong commitment to personally furthering the mission/vision of Four Rivers.</i></p>	<p>I find joy in collaboration, modeling the vision, mission and core values which can be seen by visitors and is talked about by students, staff and parents. Without a doubt, school and students are of paramount interest.</p>			<p>I feel alone, miserable and afraid and this shows in signs of absenteeism by students and myself. I find myself focusing on the staff, students, parents and board in a negative fashion which often leads to external criticism.</p>