

2024-2025 ANNUAL REPORT



A K-8 Public Charter School



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2025 State of Mosier Community School

Dan Watson - MCS Board Chair

The 2024/25 school year has been one of many successes, stability in leadership, and resourcefulness in uncertain times for Mosier Community School.

Welcoming our Executive Director, Michelle Dawkins, to our little school has been a pleasure that has allowed us all to breathe a sigh of relief. Her steady, experienced leadership and vision have enabled the board to look to the future for our school. We are working closely together on our strategic plan.

The MCS board has worked as a cohesive unit to get us to where we are today. We could see the future we felt was attainable, and we are making steady progress toward that future, achieving results.

- I am happy to report that our school enrollment is increasing at a time when many schools are seeing a decline. Almost all of our students, staff, administrators, and teachers will be returning to MCS next year.
- We are making improvements to our indoor and outdoor facilities. Working together, we created a new Middle School campus, implemented new playground upgrades, finalized a new fence, planted a school garden, upgraded the school's electrical wiring, and installed electric heat and air conditioning in the classrooms. Additionally, we made improvements to the preschool program and music classrooms.
- We have had a steady drumbeat of parent and volunteer-led workdays, fundraisers, class field trips, and club activities.
- We are hiring a new business manager and expanding our Middle School.
- We are planning for MCS's first school bus and transitioning our school to a 4-day school week, with Friday offerings for our families starting in Fall 2026.

It feels really good to see these results after such hard work.

As your board chair, I continue to focus from the student outward and from the top down. Any successful organization must adhere to these principles. What matters most is what you deliver at the student level, and how you go about doing that comes from the leadership and vision at the top. As a charter school, we have the benefit of being flexible in how we reach our goals, but we also have the challenge of delivering these things on a constrained budget. We have spent the last few years focusing on valuing our administrators, teachers, and staff by increasing their pay to match or exceed that of our neighboring school districts and working to improve their benefits. We are in another contract negotiation year, and we will continue to work towards those goals.

This year and into the next, we are also focused on investing in our facilities. While we champion the work done by our parent volunteers, we acknowledge that challenges related to federal funding and uncertainty surrounding the stability of our Renew America grant, which Brent Foster, Jill Maynard, and many others have

worked so hard on, will continue. Despite that uncertainty, we will move forward knowing that our campus needs this investment.

Those who work and volunteer here every day, as well as all the parents who drop off their kids at the school, have seen the equipment and the flurry of activity outside. Our school's HVAC project is moving full speed ahead. This is an investment in the future and in the health and safety of our community. The school will have a conditioned environment that will have not only heating and cooling, but also air filtration.

The current budget cycle is challenging for most of the schools in the state. Costs are rising in all areas, and we anticipate that the coming year will also be financially tight for us. The expected increase in enrollment and the long-term fiscal strategy of past years will aid us in navigating these challenges and give us the ability not only to manage current needs but also to continue looking towards the future.

We have added additional positions in our school over the last year, with a dedicated Preschool and Music program. We will continue to work to grow these programs. Next year, we will see our music program move out of its humble room downstairs and into its own dedicated space, where students will be able to learn and explore music in a specialized classroom. Our middle school is expanding to three teachers, with our Assistant Principal aiding teachers in management at the middle school campus.

Our playground has received a new swing set, and our garden, thanks to the help of staff and community engagement, has been revitalized. We look forward to the continued upgrading of our school campus this year and into the next.

We will continue to work hard to improve the school experience at MCS for our students. We believe that our combination of staff, administrators, and board is well-positioned to build on this year's successes.



CORE VALUES of MOSIER COMMUNITY SCHOOL

Adopted by the MCS Board of Directors on December 4, 2019

1. Focus on the whole child (holistic approach)—At The Mosier Community School, we believe it is important to focus on the whole child. This focus entails attuning to different learning styles and abilities, having students work both collaboratively and individually, and considering their social, emotional, and physical well-being alongside their academic growth.

This includes:

Relationships: We foster supportive relationships to enhance engagement and performance. Creating and maintaining strong, positive relationships within our class, team, and community is a central focus of our time and energy. We believe in collaboration and compromise to reach a consensus. Respecting and promoting confidentiality, civility, and individual dignity are essential for creating positive relationships.

Relevance: Multidisciplinary learning allows students to create connections, find significance, and prepare for future challenges. Integrated learning enables students to make connections between multiple subjects, encompassing both the arts and sciences. Inquiry-based learning and/or Thematic units create relevance for students and encourage differentiated learning. We believe in learning subjects in depth, which enhances success in educational challenges.

Wellness: We cultivate strong, healthy minds and bodies. We choose to model and promote healthy behaviors within the school's community. Good nutrition and exercise are essential values for students and adults, which we believe form a foundation for educational success. We support the health of our community and the world.

Celebration of Success: We value and honor the celebration of educational excellence in achievement as a vehicle to acknowledge and motivate learners. Celebration is a step toward developing intrinsic learning patterns.

2. Developing and sustaining a focus on community (valuing community)—As a community school, we place high value on the role of community. This involves inviting the larger community into our school, serving as a community hub, and utilizing the Mosier community and its surroundings as a primary topic of study for a school with a Place-Based focus.

This includes:

Supportive Community: We seek to work collaboratively and respectfully with the school community. We willingly put time and effort into Mosier Community School. We embrace the Core Values and use them to guide and support our educational practice, learning, and growth as individuals and as a community.

High Expectations and Growth for All Students: We set high expectations and standards to foster academic excellence and reach maximum potential. We constantly monitor and adjust educational expectations and standards to incorporate new learning. We do this for ourselves and those we will impact in the school's community.

Multi-Age Learning Environment: We believe that students access information differently, regardless of their age. Students in multi-age environments can visualize a path of progression, allowing them to explore their next learning steps. This leads to an ever-expanding horizon not limited to age or grade expectations.

Flexible Skill Level Core Instruction: We support the value of differing environments for different learners. We assess student abilities on an ongoing basis to determine continued growth and ensure that current placement is appropriate.



STRATEGIC PLAN GOALS 2025 - 2030

- **Design a comprehensive school curriculum that emphasizes critical thinking skills, the creative arts, and outdoor, place-based learning.**
- **Increase reading, math, and science achievement and engagement across all grade levels.**
- **Create a school culture where everyone feels a sense of voice, a love of learning, a sense of belonging, and a feeling of safety.**
- **Maintain strong financial health by developing and implementing effective operational policies and procedures.**
- **Develop a long-range facility/campus plan that prioritizes human and environmental health.**
- **Be the hub for community engagement, connection, and lifelong learning.**

2024-25 Strategic Plan Committee:

William Noonan - Facilitator

Emily Stranz - Board Member

Tiffany Stranz - Board Member

Michelle Dawkins - Executive Director

Jen Langley - Assistant Principal

Daun King - Facilities/Nutritional Services

Lisa Stevenson - SEL Teacher

Mary Ellen Holmes - 2/3 Teacher

Jonathon Moch - Parent

Danielle Weitzel - Parent



ENROLLMENT

Class Size - June 2024

Grade	KG	1	2	3	4	5	6	7	8	Total
Students	13	16	21	25	18	24	17	16	17	167

Enrollment Characteristics

<i>Characteristic</i>	<i>Median Class Size</i>	<i>Economically Disadvantaged</i>	<i>Students with Disabilities</i>	<i>English Language Learners</i>	<i>Attendees who are not chronically absent</i>	<i>Received required Immunizations</i>
Percentage of Students	K-8 - 17	100%*	14%	14%	70.5%	91%

These population dynamics reflect a student population that continues to trend more racially diverse each year, which aligns more closely with the district-wide population characteristics. Forty-four percent (44%) of our students are from Mosier, and fifty-six percent (56%) are from The Dalles and the Hood River area.



ABOUT MOSIER COMMUNITY SCHOOL

MULTI-AGE LEARNING ENVIRONMENT

At Mosier Community School, multi-age classrooms are an intentional and foundational part of our educational philosophy. These classrooms include students from more than one grade level who remain with the same teacher for multiple years. Rather than being grouped solely by age or academic performance, students are placed in classrooms that reflect the diversity and dynamics of real-world communities.



This structure supports the exchange of ideas, peer modeling, and the development of leadership, empathy, and collaboration. Students benefit from learning in an environment that mirrors natural social groupings, where they take on both mentor and learner roles throughout their time in the class.

Our school organizes students into two-year groupings for kindergarten through first grade, second through third grade, and fourth through fifth grade. Middle school students are grouped in a three-year cohort spanning grades six through eight.

CONTINUOUS PROGRESS

In our multi-age model, Mosier Community School emphasizes Continuous Progress, recognizing that students learn at different rates. Instruction is personalized, allowing students to progress at their own pace, regardless of their age or grade level. Each child begins the new school year where they left off, continuing their learning journey with continuity and support.

Because students are working at various levels, they are encouraged to take ownership of their learning and develop self-direction, responsibility, and confidence.

RELATIONSHIPS

We believe that positive, supportive relationships are the foundation of a thriving school community. At MCS, students collaborate, communicate, and learn to resolve conflict with respect and compassion. We emphasize civility, confidentiality, and dignity, creating an environment where every student feels safe, valued, and included.

RIGOR

We are committed to academic excellence for all students. High expectations are paired with responsive instruction that adapts to student needs and new learning. Our goal is to ensure that each student is challenged, supported, and empowered to achieve their personal best.

RELEVANCE

Learning at Mosier Community School is integrated and purposeful. Through multidisciplinary instruction, place-based learning, and thematic units, students connect academic subjects to real-world experiences. Our curriculum emphasizes inquiry, depth, and meaningful engagement—helping students find relevance in what they learn and preparing them for future challenges.

RECOGNITION OF SUCCESS

We honor individual growth, effort, and achievement as essential parts of the learning process. Celebrating successes—big and small—helps build intrinsic motivation and a lifelong love of learning.

WELLNESS

We prioritize the wellness of our students and staff, nurturing both mental and physical health. Through social-emotional learning, physical activity, nutrition education, and community support, we help students build strong minds and bodies that support lifelong well-being.



SUPPORTIVE COMMUNITY

Our school thrives through strong partnerships with families and the broader Mosier community. We believe that education is most powerful when it is a shared effort, where families, educators, and community members work together to support the growth and development of every child. By embracing our Core Values and working collaboratively, we create a vibrant, inclusive learning environment rooted in trust, shared responsibility, and active participation.



Community is not just a part of our school—it is the heart of it. Whether through volunteering in classrooms, attending school events, participating in committees, or contributing to local projects, our families and community members play an essential role in shaping the culture and success of Mosier Community School. These meaningful connections enrich our students' educational experience and foster a deep sense of belonging and purpose that extends far beyond the classroom.

MOSIER COMMUNITY PRESCHOOL

In the 2024–25 school year, Mosier Community School proudly launched Mosier Community Preschool. Previously funded through ESSER grant support, the transition to a private pay model began modestly, with just four students, and grew steadily to thirteen by the end of the year.

Mosier Community Preschool emphasizes a play-based, child-centered approach that fosters both intellectual and emotional development. Our dedicated teachers and staff work closely with families to create a supportive learning community that nurtures each child's unique potential.



ACADEMICS and ACHIEVEMENT

Curriculum and Academic Programs

During the 2024–25 school year, Mosier Community School continued its commitment to providing exceptional instruction and fostering academic growth across all grade levels. A key highlight of the year was the adoption of new science curricula to strengthen our K–8 science program. Twig Science was selected for grades K–3, while STEMscopes was implemented in grades 4–8, both offering hands-on, inquiry-based learning aligned with current standards.

To further support literacy development, our English Language Arts program was enhanced with the addition of UFLI (University of Florida Literacy Institute) in grades K–3, providing targeted reading instruction and intervention.

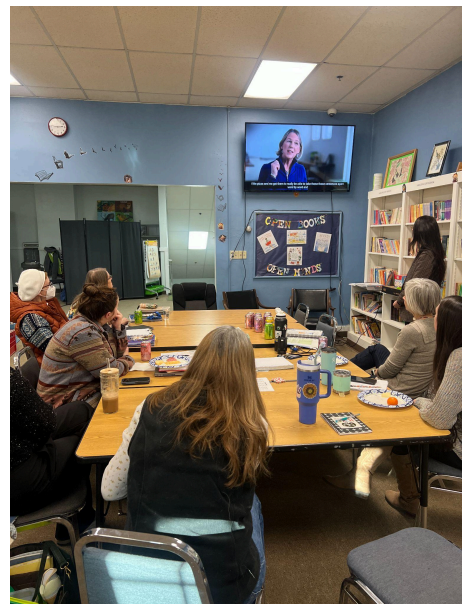
Our academic programs remain strong at both the elementary and middle school levels. Teachers continue to scaffold instruction and differentiate learning to meet the diverse needs of all students, ensuring that every learner is supported and challenged.

Professional Development

At Mosier Community School, effective schools foster a strong culture of learning for both students and educators. During the 2024–25 school year, our K–8 teaching staff participated in LETRS (Language Essentials for Teachers of Reading and Spelling), a rigorous professional development program grounded in the science of reading.

LETRS equips educators with deep knowledge and practical strategies to strengthen literacy instruction. The training focuses on key components of reading development, including phonological awareness, phonics, fluency, vocabulary, comprehension, and written expression.

Our K–8 teachers successfully completed Year 1 of the program and will continue with Year 2 during the 2025–26 school year, reinforcing our ongoing commitment to high-quality, research-based instruction for all students.





Project-Based Instruction

K-5 grade students did multiple project-based learning units on various subjects throughout the year. Rivers, Westward Expansion, and The American Revolution.

Additionally, we have received a grant that will provide our middle school team with the opportunity to enhance the middle school experience for our students and their families. The goal is to provide more engaging, meaningful, and rigorous learning.

Reading

This is our third year of using Benchmark Advanced in the Kindergarten through 5th-grade classrooms. We are in the sixth year of our adoption of Benchmark Advanced. Kindergarten through 3rd-grade students also use Foundations, Heggarty, and UFLI to ensure solid reading foundational skills.

Our school used DIBELS 8th Edition to monitor reading skills throughout the year. DIBELS 8th Edition literacy assessment screens our students who might be at risk for dyslexia. It also supports progress monitoring for our reading intervention services for students receiving these services.

Mathematics

This year was our fifth year of using iReady for Mathematics in Kindergarten through 8th grade. We are currently in a 6-year adoption with iReady. We used the iReady Diagnostic to measure their beginning, middle, and end-of-year growth. In addition, students in grades K-6 were also assessed on their knowledge of number sense three times throughout the school year. The screeners are quick assessments that help to identify skills and concepts that indicate readiness for grade level content, as well as identify students who would benefit from additional support.

Behavior Management

At Mosier Community School, we believe that positive relationships, consistent expectations, and proactive support create the foundation for a safe and inclusive learning environment. Our behavior management approach is rooted in restorative practices, social-emotional learning (SEL), and the development of students' self-awareness and responsibility.

Key components of our behavior management system include:

- **Schoolwide Expectations:** We explicitly teach and reinforce school wide behavior expectations across all grade levels and environments (classrooms, hallways, playground, etc.). These expectations center on being safe, respectful, and responsible.
- **Restorative Practices:** When behavior concerns arise, staff use restorative conversations and circles to guide students in understanding the impact of their actions, repairing harm, and rebuilding relationships.
- **Social-Emotional Learning (SEL):** Our SEL teacher provides weekly classroom lessons, one-on-one support, and small-group instruction to help students develop emotional regulation, empathy, and conflict-resolution skills.
- **Proactive Support and Intervention:** Teachers and support staff employ consistent routines, visual cues, calm-down spaces, and preventive strategies to help students remain regulated and ready to learn. For students who need additional support, behavior plans, check-ins, and collaboration with families are implemented.

Staff Training: MCS staff participate in ongoing professional development, including CPI de-escalation techniques, trauma-informed care, and SEL-focused training to ensure a cohesive and compassionate approach to student behavior.

- QPR (Question, Persuade, Refer) training for suicide prevention
- A Sensory Presentation led by Abby Feltner Smith
- “Ways to Help a Child in Meltdown Mode” presented by Lara Dunn.

Communication and Family Partnership: We view families as essential partners in supporting students. We communicate regularly about student behavior and work together to help students develop their social and emotional skills.

Our goal is to nurture a community where students feel seen, heard, and empowered to make positive choices—both for themselves and the greater school community.

ASSESSMENT

At Mosier Community School, we use a range of assessment tools to monitor student progress and guide instruction. Currently, students are assessed using DIBELS for foundational literacy skills and i-Ready for reading and math benchmarks.

Starting next year, we will also implement NWEA MAP Growth assessments to provide nationally normed data that helps us better understand each student's academic growth and needs.

These assessments inform targeted interventions and enrichment. Our Student Support Teams (SSTs) meet regularly to review student data, identify students who require additional support, and coordinate intervention plans. Through this comprehensive and collaborative approach, we strive to ensure that every student receives the support they need to thrive academically.



Spring 2025 Smarter Balance State Testing Data (unofficial scores):

The table shows the percentage of students whose scores met or exceeded Oregon proficiency standards.

	English Language Arts	Math	Science
Grade 3	41% State 23% District 42% Mosier	40% State 23% District 25% Mosier	
Grade 4	42% State 24% District 41% Mosier	37% State 20% District 44% Mosier	
Grade 5	47% State 40% District 58% Mosier	31% State 28% District 38% Mosier	30% State 24% District 25% Mosier
Grade 6	42% State 27% District 41% Mosier	29% State 18% District 29% Mosier	
Grade 7	45% State 36% District 54% Mosier	32% State 17% District 31% Mosier	
Grade 8	42% State 37% District 36% Mosier	29% State 15% District 7% Mosier	27% State 16% District 18% Mosier

Cohort Comparison Over Time:

Grade	Math 22-23	Math 23-24	Math 24-25		ELA 22-23	ELA 23-24	ELA 24-25		Science 22-23	Science 23-24	Science 24-25
3	25	17	25		25	33	42				
4	31	40	44		31	40	41				
5	38	23	38		50	23	58		38	23	25
6	20	29	29		40	40	41				
7	44	23	31		50	33	54				
8	40	64	7		48	33	36		27	6	18

CLUBS, COMMUNITY EVENTS AND ACTIVITIES

Mosier Community School had a very strong after-school club program before the pandemic hit, and we worked to bring back a variety of clubs, which included the following during the 2024-25 school year:

- Science Club (2/3)
- Oregon Battle of the Books (4/5)
- Drama Club (K-8)
- Stage Crew Club
- Skate Club
- Guitar Club
- Soccer Club
- Volleyball Club
- Homework Club
- Middle School Student Council



School Community Events and Activities:

Mosier Monday Morning Meeting
Jog-a-Thon
6th Grade Outdoor School
Oregon Battle of the Books
Monthly Community Skate Nights
MCS Spirit Weeks
Scholastic Book Fair
OMSI Science Day
STEM Night

ELD Family Night
Read-a-Thon
Winter Drama Performance
Turkey Trot Fundraiser
Title I and ELD Celebration Night
Middle School Game Nights
Portfolio Night
Spring Drama Performance
Made for Mosier Fundraiser



SCHOOL AND COMMUNITY GARDEN

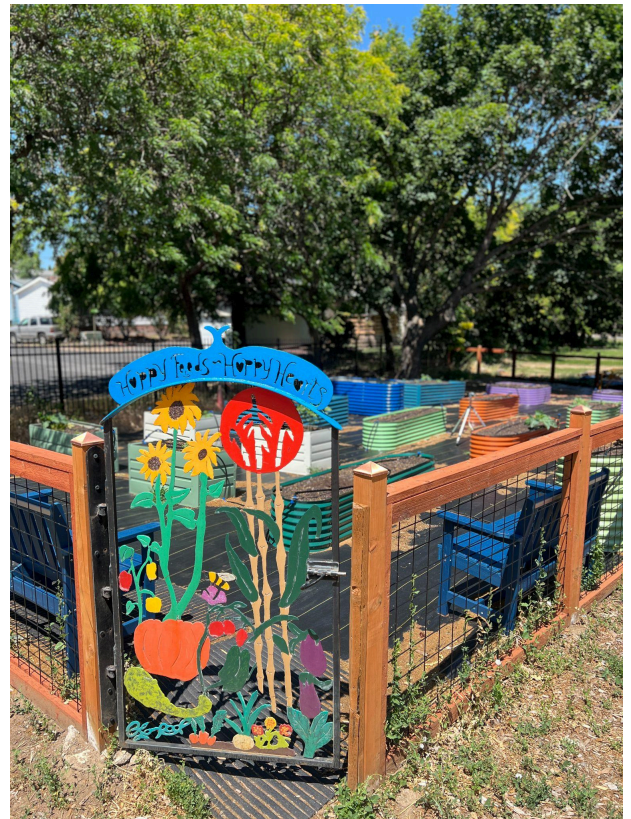
In 2024, Mosier Community School was awarded a \$15,000 grant to develop a school garden. This past year our school community has transformed our previous garden space with a new fence, storage shed, raised beds, and irrigation. In the future, our students will be able to dig in, plant, learn, and eventually harvest fresh produce right here on campus.

This garden is a wonderful addition to our school!

Purpose of the Garden Grant:

- To enrich student learning through agriculture- and garden-based educational experiences.
- To promote healthy nutrition by encouraging students to try fresh fruits and vegetables, both raw and cooked, and to explore simple, healthy recipes together.

The school garden will be a dynamic, hands-on learning space for our students and our community.



MOSIER COMMUNITY SCHOOL STAFF

Administration

Michelle Dawkins
Jen Langley
Veronica Smyth
Sarah Reeves
Daphne Flud

Executive Director
Assistant Principal
Business Manager
Payroll
Office Secretary

Licensed Staff

Fern Johnson
Billi Frasier
Mary Ellen Holms
Lisa Godard
Ann Marie Wagar
Sarah Grace Bendinger
Janet Baker
Melina Hogue
Savannah Rogan
Rosemary Lanci
Lisa Stevenson

K/1 classroom teacher
K/1 classroom teacher
2/3 classroom teacher
2/3 classroom teacher
4/5 classroom teacher
4/5 classroom teacher
K-3 Literacy Specialist
Math/Science 6th - 8th grades
ELA/Social Science 6th - 8th grades
PE/Health- K-8
Social-Emotional



Support Staff

Daun King
Margit Elken
Ashley Bronske
Krissy Fulton
Dale Kennedy
Ramona Mittelstadt
Brittney Fisher
Mitch Leslie
Richard Giunchigliani

Safety & Building Manager
K-8 English Language Development
Instructional Assistant
Instructional Assistant
Instructional Assistant/Facilities
Instructional Assistant
Instructional Assistant
Maintenance
Head Cook

Preschool Staff

Becca Lindley
Ana Sonato

Head Teacher
Assistant Teacher

North Wasco County Employees assigned to MCS

Kathy Mahn
Dina Terry
JoAnne Breckterfield
Corenne Stewart

Special Education Instructor
SpEd Instructional Assistant
SpEd Instructional Assistant
Title 1 Instructional Assistant

GOVERNANCE and GRANTS

Through governance and policy setting, the MCS Foundation Board ensures the school's mission and objectives are fulfilled. The Board regularly reviews all school policies to ensure they reflect changes in laws and statutes that affect the school. The Foundation membership elects board members through a vote to serve a three-year term.

Board Members 2024-25

Dan Watson - Board Chair

Maria Mourou - Secretary

Emily Stranz - Policy Committee

Tiffany Stranz - Facilities

Giulia Good-Stefani - Board Vice Chair

Evelia Lachino - Treasurer

McKenna McKee - Fundraising



GRANTS

Early Literacy Grant (\$43,392)

SIA (\$197,523)

Fresh Fruits and Vegetables (\$10,600)

DOE Clean Energy Grant (\$868,000)

(Work is in progress)

Wasco Masonic Lodge Grant (\$1500)

STEM Hub Grant (\$1,000)

Anonymous Donation (\$12,000)

D21 Education Grant (\$1400)

Oregon Education Grant (\$15,000)

FINANCIAL

24-25 MCS Approved Budget

	100	200						
	General Fund	Special Revenue DOE	Special Revenue SIA	Special Revenue Early Literacy	Special Revenue Grants	Special Revenue Community	Food Service Fund	Total
Income								
1300 · Student Fees	100,000							100,000
1500 · Earning on Investments	63,000							63,000
1600 · Food Service							4,580	4,580
1700 · Extracurricular Activites	6,500					30,000		36,500
1900 · Other Revenue- Local	11,400				23,300	27,847		62,547
3000 · Revenue - State Sources	2,316,467		160,773	85,000			20,000	2,582,240
4000 · Revenue - Federal Sources								0
Transfers	33,508							33,508
Total Income	2,530,875		160,773	85,000	23,300	57,847	24,580	2,882,375
Expense								
100 · Salaries	1,200,231		54,162	81,175			86,184	1,421,752
200 · Payroll Costs	600,309		30,872	3,825			49,125	684,132
300 · Purchased Services	326,034		36,975		6,000	3,500	4,000	376,509
400 · Supplies & Materials	119,000		7,550		6,000	12,000	32,000	176,550
500 · Capital Outlay	140,735							140,735
600 · Other Expenses	42,000						500	42,500
Transfers								0
Total Expense	2,428,309		129,559	85,000	12,000	15,500	171,809	2,842,178
2024-2025 Operating Balance	102,566		31,214	0	11,300	42,347	(147,229)	40,197

2023-24 Audit Financials will be available at the end of June 2025

Respectfully submitted June 30, 2025

Michelle Dawkins

Mosier Community School

Executive Director

michelle.dawkins@nwasco.k12.or.us