



2018-2019 ANNUAL REPORT



A K-8 Public Charter School



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Mission Statement



Fostering independent learning and citizenship, in partnership with and for the benefit of, our Mosier Community. Students will become global citizens who analyze their work in a critical and equitable manner, while respecting the richness and diversity of all living things.

Objectives

1. MCS will offer a personalized education with an engaging and challenging curriculum in partnership with the community.
2. MCS students will develop an enthusiasm for lifelong learning and will participate in the world around them.
3. MCS will follow the core values of the school.
4. MCS will practice behavior that promotes emotional, social, and physical well-being in our school, community, and which demonstrates respect for diversity.
5. MCS will be proficient or advanced in the standard as measured by the Oregon state assessments.

Core Values

Core Values of Mosier Community School

1. Focus on the whole child (holistic approach) - At Mosier Community School we believe it is important to focus on whole child, this means attuning to different learning styles and abilities, having students work both collaboratively and individually, and taking into account students' social/emotional and physical wellbeing alongside their academic growth. This includes:

- **Relationships:** We build supportive relationships for engagement and performance. Creating and maintaining strong, positive relationships with our class/team/community is a central focus of our time and energy. We believe in collaboration and compromise to reach consensus. Respecting and promoting confidentiality, citizenship and individual dignity are essential for creating positive relationships.
- **Relevance:** Multi-disciplinary learning allows students to create connections, find significance and prepare for future challenges. Integrated learning allows students to make connections between multiple subjects, which will encompass 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 develop strong, healthy beliefs and bodies. We choose to model and promote healthy behaviors within the schools' community. Good nutrition and exercise are important values for students and adults, which we believe to be a foundation for educational success. We support not only our individual health but also the health of our community and our world.
- **Celebration of Success:** We value and honor 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 both inviting the larger community into our school, being a community hub and using the Mosier community and its environs as a primary topic of study as a school with a Place-Based focus. This includes:

- Supportive Community: We seek to work collaboratively and respectfully with the schools' 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.

3. A culture of high expectations (academic, social, emotional) - At Mosier Community School we strive to create an environment where each child can experience their greatest amount of growth. This involves knowing each child at our school well and ensuring their education is tailored to yield their maximum growth academically, socially, emotionally, and physically. This includes:

- High Expectations and Growth for All Students: We set high expectations and standards to develop academic excellence towards maximum potential. We are constantly monitoring and adjusting the educational expectations and standards to incorporate new learning. We do this for ourselves and for those whom we will impact in the schools' community.
- Multi-age Learning Environment: We believe that students access information differently regardless of age. Students in multi-age environments are able to visualize a path of progression, which allows them to explore their next steps of learning. 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 in an on-going fashion to ascertain continued growth and to determine whether current placement is appropriate.



ENROLLMENT

Enrollment characteristics for the K-8 Mosier Community School are reflected below.

Class Size - June 2019

Grade	KG	1	2	3	4	5	6	7	8	Total
Students	20	22	21	21	29	25	15	22	20	195

Enrollment Characteristics

Characteristic	Median Class Size	Economically Disadvantaged	Students with Disabilities	English Language Learners	Regular Attendees	Received required Immunizations
Percentage of Students	20	45%	12%	18%	94%	88%

Mosier Community School’s enrollment in June of 2019 was 195, or 89% of capacity. 2018-19 marked the first time that Mosier School has been under full enrollment in several years. While MCS continued to have lengthy waitlist in some grades (Kindergarten, 4th, and 5th grades) other grades were not at capacity.

Of our 195 students, 60% are White, 33% are Hispanic/Latino, .05% are multi-racial, .01% are Black/ African American, and .01% American Indian/Alaska Native. These population dynamics reflect a student population that continues to trend more racially diverse each year, which is more in line with the population characteristics district-wide.

58% of our students are from Mosier, 37% are from The Dalles, and 5% reside in Hood River.

In 2018-2019, 44% of the students at MCS received free or reduced breakfast and lunch, 18% were English Language Learners, and 12% qualified for Special Education services.

Our regular attendance rate was 94%, nearly a 10% increase from the previous year (85%).

ACADEMICS and ACHIEVEMENT

Mosier Community School continues to provide exceptional interactive instruction for all students. We are currently reviewing, researching, and implementing revised curricula.

Staff Development:

- Multi-Tiered Systems of Support
- Project and Place-Based Learning
- Responsive Classroom
- Systematic ELD/ Constructing Meaning

Student Support

During the 2017-18 school year, MCS identified the creation and support of a Multi-Tiered System of Support as a key step in helping our school to continue to grow to support all students. A committee of teachers, administration, board members, and support staff identified a new position (Student Support Specialist), and a Tiered Intervention system for behavior supports.

During the 2018-19 school year, MCS partnered with District 21 to receive a grant from the Oregon Department of Education to implement a Multi-Tiered System of Support. The first year of implementation (2018-19) focused on behavior support interventions while successive years will focus on reading (2019-20) and math (2020-21) interventions. All systems designed will be shared with the District per the grant. MCS is also working closely with the Columbia Gorge ESD in the grant's implementation.

During the 2018-19 school year implementation included:

- Creation of new position (Student Support Specialist) to manage the Multi-Tiered Systems of Support and provide higher level interventions.
- Implementation of School Wide Intervention System (SWIS) data gathering software to track interventions.
- Comprehensive training of all school staff (teaching and non-teaching) in Tier 1 intervention model (The Responsive Classroom).
- Creation and implementation of a Multi-Tiered System of Support model to gather data, determine interventions to meet student need, and track the efficacy of intervention.



Project and Place-Based Instruction

During the 2018-19 school year MCS students and teachers continued the school's commitment to Place-Based Learning. All students in the school engaged in Place-Based thematic units during the spring. Over the course of two Professional Development days Mosier teachers worked with Sarah Anderson, a Portland-based expert in Place-Based Learning, to create a curriculum map for grades K-8 to utilize Place-Based strategies to meet Oregon standards for social studies and science in all grades. This work will continue in 2019-20 with the goal of having curriculum maps in place at the conclusion of the 2019-20 year for use in 2020-21.

Projects during the 2018-19 school year included:

- MCS Kindergarten and first grade students worked with local botanists to learn about the native plants of the Mosier area. Students went on a native plant walk, and then each student chose a native plant to learn more deeply about ranging from its growing conditions to its ethnobotanical uses. Students will continue to work with local botanists to plant and maintain MCS' native plant garden at the school.
- MCS third grade students studied the historic sites of Mosier. Students worked in groups of 4 to study one of Mosier's historic landmarks. They interviewed local community members that were experts on each space, wrote histories of the site, and compiled video presentations for our yearly family night in May.
- During the 2017-18 school year MCS Fourth and Fifth grade students helped pilot a new curriculum called the Confluence Project. MCS students worked with native educators to study the history of Celilo falls and native experience along the banks of the Columbia River. In 2018-19 MCS continued this partnership by moving this work forward with its middle school students. Mosier middle school students learned directly from local Native elders about the history of the Nez Perce in Oregon and Idaho.

Reading

MCS adopted Benchmark Literacy during the 2015-16 school year. The curriculum is used throughout all K-5 classes in the school. Highlights include:

Benchmark Literacy is a research-proven solution aligned to new State Standards and empowers both experienced teachers and beginning teachers with:

- 30 weeks of explicit comprehension-focused lessons for the whole class, small groups, and intervention
- Assessment-driven instruction that is differentiated and includes responding to text
- Gradual release and built-in choice that support student progress and teacher creativity
- Precisely leveled texts for your full range of students, including ELLs and striving readers
- Leveled Reader's Theater and diverse genres that engage students and extend learning
- Research-based resources and professional development that have been proven effective
- Interactive technology that motivates student learning, involvement, and excellence

Mathematics

MCS is currently studying the efficacy of several different models in use at the school with an eye towards implementing a school wide model. Curriculum used during the 2017-18 school year included Bridges (K-1), Saxon (2-5), and EdGems (6-8).

Additionally, MCS teachers use Dreambox Mathematics online curriculum and Kahn Academy to intervene and enrich on an individual basis.

Smarter Balanced Assessment

During the 2018-19 school year MCS general student population scored a level 3 or 4 in both achievement and growth metrics for both English language arts and math MCS in each category, meaning MCS' overall student population was at or above average in every area measured by the state. MCS' year-year progress was rated average on the school's state report card.

English Language Arts

63% of MCS students met or exceeded the benchmark in reading.

Math

42% of MCS students met or exceeded the state benchmark in math.

Science

Science scores have not been reported on the state report card in 2018-19. In 2017-18, 83% of MCS students met or exceeded the state benchmark in science.

Areas of significant strength (in which MCS students scored a Level 4 or 5)

MCS students were exceptionally strong overall in both their ELA and Math achievement and their math growth.

- Math Growth for Economically Disadvantaged Students.
- Math Growth for Students with Disabilities.
- Attendance for MCS English Language Learners and Latino students.
- ELA Achievement for white students.
- ELA Growth for white students.

Opportunities for growth (in which MCS students scored a Level 1 or 2)

Several MCS subgroups fell below state benchmarks in ELA and Math achievement though every subgroup's growth scores were at or above state average.

- ELA Achievement for Economically Disadvantaged Students.
- Math Achievement for Economically Disadvantaged Students.
- ELA Achievement for English Language Learners.
- Math Achievement for English Language Learners.
- ELA Achievement for Students with Disabilities.
- Math Achievement for Students with Disabilities.
- ELA Achievement for Hispanic/ Latino Students.
- Math Achievement for Hispanic/ Latino Students.

Participation

In both math and English language arts the percent of students being tested at MCS has increased in each of the past three years, this has been true of both the student population overall as well as all subgroups at the school. This means that less students are opting out of state testing and that the school is doing a better job of ensuring that students who miss their first opportunity have the opportunity for makeup testing chances.

Changing population

In both math and ELA achievement the overall population of students that has been meeting or exceeding the state standard has gone down over the past three years, however, in both of these areas the amount of students meeting or exceeding in nearly every subgroup has increased.

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Group tested	2017-18 % met or exceeded	2018-19 % met or exceeded
All students' ELA scores	67.4%	63.2%
All students' math scores	44.2%	41.6%
White students' ELA scores	73.1%	75%
White students' math scores	50%	50%
Latino students' ELA scores	37%	46.7%
Latino students' math scores	25.9%	28.9%
Students from underserved races ELA scores	43.3%	44.7%
Students from underserved races math scores	26.7%	27.7%

The table below explains how this is possible.

Changing Population: Percent of MCS students tested between 2017-18 and 2018-19

Subgroup	% of all students tested in 2017-18	% of all students tested in 2018-19
White Students	74%	56%
Latino Students	19%	36%
Multiracial Students	3%	6%
Students from Historically Underserved Populations	22%	37%

This table explains how MCS' overall scores can decrease while the scores of each racial subgroup increase (or remain the same in the case of MCS white students math scores), which is true at MCS in both ELA and math. Being able to increase the number of historically underserved students at the school while continuing to improve test scores across each subgroup is a challenging feat that MCS' teachers have been able to accomplish which does not show up in the overall scores at first pass.

Behavior Management/Discipline

During the 2018-19 with the help of a grant from the Department of Education MCS began the implementation of a Multi-Tiered System of Support model to provide myriad support for struggling students. Changes included training of all staff in a Tier 1 intervention model (Responsive Classroom), and created systematic interventions for students of higher need including data gathering and analysis at each step. MCS also created a new position, Student Support Specialist to support and manage this work.

MCS' 2018-2019 school discipline data:

Out of School Suspension: 6
In-School Suspensions: 0
Bus Referrals: 21

CLUBS and ACTIVITIES

Mosier Community School has a very strong after school club program which included the following during the 2018-2019 school year:

- Art Club
- Costume Club
- Cross Country Running Club
- Drama Club
- Garden Club
- Homework Clubs
- Empowerment Club
- Primary Social Club
- Robotics Clubs
- Student Aid Club
- Choir

Other enrichment activities include

- Drama Performances
- All-School Talent Show
- Oregon Battle of the Books
- K-5 Student Council
- Middle School Student Council
- Yoga Calm
- Middle School Juntos Program
- Noches Familiares
- 6th Grade Outdoor School
- MCS Spirit Weeks
- SECRETS environmental education for 5th graders



Field Trips

Maryhill Museum of Art, STEAM Career Day at Columbia Gorge Community College, Sherars Falls, Drano Lake/ fish hatchery for salmon release, outings for Wildlife Explorations, Portland theater performances, the pumpkin patch and local orchards

Middle School Field Studies

Johnson Livestock in Waimic, Twin Tunnels Trail, WAAAM Museum

Special Events

Portland Opera, Traveling Lantern Theater, Middle School Dances

Classroom Visits

Smoky Bear and Sparky the Fire Dog

STAFFING

Kieran Connolly	Executive Director/Principal
Abby Ruder	Business Manager
Susan Vallie	Executive Secretary
Stephanie Kime	Receptionist
Sam Bauc	Community Liaison
Kathryn Doyne	Primary Instructor - Kindergarten
Jennifer Greer	Primary Instructor - 1st Grade
Treina Smith-Slatt	Junior Instructor - 2nd
Janet Carter	Junior Instructor - 3rd Grade
Jennifer Scotland	Senior Instructor – 4th Grade
Tara Cancio-Bello	Senior Instructor - 4th/5th Grade
Nancy Malitz	Senior Instructor - 4th/5th Grade
Desirae Bellairs	Middle School Math
Andrew Cushman	Middle School Science
Nick Wooden	Middle School Social Studies
Brittany Young	Middle School Language Arts
Mareka Lawson	English Language Development
Betsy Harmon	Instructional Assistant and Performing Arts Director
Lisa Stevenson	Instructional Assistant and K-5 PE Teacher
Mara Palmer	Instructional Assistant
Sina Bigelow	Instructional Assistant
Natalie Wilt	Instructional Assistant
Trish Rogan	Instructional Assistant
Mitch Leslie	Maintenance
Ramona Mittelstadt	Cook
Richard Giunchigliani	Assistant Cook
North Wasco County Employees assigned to MCS	
Kathy Mahn	Special Education Instructor
Annie Maslen	Title 1
Dina Terry	Instructional Assistant
JoAnne Breckterfield	Instructional Assistant

GOVERNANCE

Through governance and policy setting, the MCS Foundation Board ensures the mission and objectives of the school are fulfilled. The Board is in constant review of all school policies to reflect changes in laws and statutes that impact the school. Board members are elected by a vote of the Foundation membership to serve for a three-year term.

Board Members 2018-19

Bernadine Herlihy, Chair
Tom Richardson, Vice Chair
Laura Kahler, Secretary
Lisa Matthisen, Treasurer

Dave Mason
Thad McCracken
Shane Cargo

Strategic Plan

In the fall of 2016, Mosier Community School embarked on a formal strategic planning process to clarify our purpose, strengthen our organizational capacity, and create a path forward for our school and our community. The plan was adopted by the MCS Foundation Board in April 2017.

Over the next few years we will use this plan to reinforce what makes MCS great, while building our capacity to deliver even higher quality education to our students. The Board invites the entire school community to join us as we work to actualize our vision for an academically vibrant, inclusive school that is relevant to our changing world.

BEST EDUCATION

We are recognized in the region as a leader in outdoor-focused, place-based education.

RIGHT FACILITIES

Our facilities and infrastructure meet health, safety and educational needs of the school.

ENGAGED COMMUNITY

Our parents, alumni, volunteers and community members are warmly embraced into the school community, creating a web of support for carrying out the school's mission.

FINANCIAL SUSTAINABILITY

There is adequate funding to support the school's needs and goals.

EXCELLENCE IN LEADERSHIP

We have staff and volunteers who excel in their roles, are supported in their performance, and fit the evolving needs of the school.

State of the MCS Board 5.09.19

Report on the State of the School – Director Kahler

The Board Goals for this year were:

1. Develop new strategies and relationships for continuing to foster positive community engagement.
2. Develop new processes for utilizing data for decision making and resource allocation.
3. Move the facilities strategic plan work forward.
4. Develop and implement a board professional development plan.

Toward the goal of community engagement, we shared a warm and inviting Community Volunteer Message to provide the community with information about some of the areas of opportunity for their involvement. We have utilized a new communication channel (a third option to a formal complaint or public meeting comment) and initiated the discipline review and public forum. Additionally, a Volunteer and Donor Appreciation Breakfast is being organized for June 1st to express how much all the support, so generously given, means to the school.

In pursuit of making sound decisions, the Accountability and Performance Monitoring Committee was created to develop processes for collecting, analyzing and using data in Board decision making and as the basis for assessment of school performance. The Board will be considering how to maximize this committee's impact in the future.

The 5th goal of the Strategic Plan is to expand and upgrade facilities to meet developing needs of the school and this was a big focus this year. It was decided that the best way to move this work forward is with a Facility Assessment of the existing building. A Request for Proposal was answered by three firms, the contract awarded and work has been underway for several weeks. The results will provide guidance in determining the next stages of the facilities plan as we look at how to best use all of our properties.

We identified professional development as a problem at our self-evaluation, drafted a plan to utilize internal and OSBA resources and implemented the plan. Over the course of six sessions we explored governance vs. management and the board working agreement, educational equity, interpreting state assessment results, evaluating the school leader (over two sessions), and fiscal responsibility.

The financial position [of the school] remains healthy. We have accounted for financial impacts of enrollment downturn and have healthy reserves in place. The conservative budget has been well adhered to and we received another clean audit.

The newly implemented Fundraising Strategy has led to a significant increase in grant monies and we are earning greater interest now on our Capital Campaign funds. We continue to work on our ability to engage in our financial records.

Enrollment is an ongoing concern that we will continue to address. In regards to organizational stability, we utilize best practices from OSBA and seek their advice regularly. We have identified an ongoing challenge in our administrative structure and are putting in a plan to address it.

Staff morale is another ongoing concern. Mosier Community School continues to perform better than state and district averages on state assessments. In fact, our test scores in ELA, math, and science (all areas tested) were higher than the state, North Wasco, and Hood River school districts. In addition, our individual scores were higher than any other Oregon school in the Gorge. GO TIGERS!!!

Our excellent teaching and supporting staff play such an important role in not only these stellar results, but in the confidence, kindness and creativity developing in our lifelong learners. In an outpouring of appreciation for these dedicated folks this week, the school has been decorated, flower arrangements adorn every room, the faculty room has been well stocked and many tokens of grateful recognition have been shared.

Please join me in saying THANK YOU to our beloved teachers and staff!



Mosier Community School

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