

2025-2026 ANNUAL REPORT



A K-8 Public Charter School



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2026 State of Mosier Community School

State of the School: 2025–2026 Summary Marie Mourou - MCS Board Secretary

[Link to Foundation Board Meeting May 14, 2026](#)

The 2025–2026 school year was one of continued stability, growth, and innovation at Mosier Community School. As we prepare for the 2026–2027 school year, MCS remains committed to providing high-quality educational opportunities while strengthening our school community and organizational practices.

Enrollment and School Growth

MCS maintained an average enrollment of 185 students in grades K–8, with nine students enrolled in Preschool. Enrollment is projected to increase for the 2026–27 school year to over 200 K-8 students and more than ten preschool students. Families from The Dalles, Mosier, Rowena, and Hood River continue to choose MCS for its personalized and community-centered approach to education.

Strategic Planning and Continuous Improvement

The Strategic Planning Committee continued implementing actionable goals developed during the 2024–2025 planning process. This work supports alignment between school operations, instructional practices, and long-term organizational priorities, reinforcing MCS’s culture of continuous improvement.

Academic Growth and Student Success

This year, MCS expanded its use of data-driven practices by implementing MAP Growth assessments and the YouthTruth Survey to better understand student academic, social, and emotional needs. Professional development and instructional coaching opportunities were also expanded through partnerships with educational consultants and the Educational Excellence team.

Midyear MAP results indicated encouraging student growth across reading, mathematics, and science, with growth measures exceeding 50% in all subject areas. MCS remains focused on improving achievement outcomes while supporting the whole child.

Preparing for a Four-Day School Week

A major milestone for the coming year is the implementation of a four-day school week beginning in 2026–2027. Students will attend school Monday through Thursday from 8:20 a.m. to 3:50 p.m., with 17 Friday enrichment opportunities offered at no additional cost to families. Planning teams continue to develop engaging programming that will enhance student learning and family flexibility.

Financial Stability

MCS remains in strong financial standing, with the 2025–2026 budget projected to finish on target. Continued improvements to financial controls, accountability systems, and budgeting processes have strengthened the school's fiscal health and positioned MCS for future growth.

Supporting Staff and Building Capacity

While many Oregon schools faced staffing reductions, MCS maintained staffing levels and continued to attract highly qualified candidates for open positions. The school remains committed to offering competitive compensation and fostering a supportive workplace culture. This year also marked the beginning of contract negotiations with newly organized classified staff and continued collaboration with teaching staff.

Facilities Improvements

Significant investments in facilities have enhanced the learning environment for students and staff. Major projects completed or underway include:

- HVAC upgrades to cleaner air and improved climate control.
- New windows and insulation in the historic main building.
- Renovation of the music classroom, creating a dedicated and modern learning space.
- Improvements to the middle school campus, including landscaping, new sod, and a basketball court.
- Planned summer kitchen upgrades and asbestos abatement.
- Continued development of the Solar Pavilion project, which will provide outdoor learning space, renewable energy generation, and community gathering opportunities.

Enrichment, Clubs, and Community Partnerships

Students participated in a variety of enrichment opportunities, including Drama Club, Oregon Battle of the Books (OBOB), Science Club, Life Skills Club, and Girls Who Code. Numerous field trips provided experiential learning opportunities throughout the Columbia River Gorge and beyond.



MCS also strengthened partnerships with the Columbia Gorge Discovery Center and Ecology in the Classroom and Outdoors (ECO), bringing place-based science education directly to students. Continued collaboration with the North Wasco County School District and Columbia Gorge ESD expanded services and helped secure a three-year Oregon Department of Education Summer Learning Grant.

Attendance and Student Engagement

Improving attendance remained a key priority. Through targeted outreach and family support efforts, chronic absenteeism decreased from 33.5% to 26%, representing a 20% improvement from the previous year. MCS recognizes the strong connection between attendance, academic success, and long-term student outcomes and will continue this important work in the coming year.

Volunteerism and Family Engagement

The Tiger's Den PTO continued to play a vital role in supporting students, families, and staff. Through events such as the Jog-a-Thon, Read-a-Thon, Holiday Fair, Book Fairs, Teacher Appreciation Week, and Skate Nights, the PTO strengthened community connections and raised support for school programs.

The SMART Reading Program served 45 students through the efforts of 13 volunteer readers, while the Backpack Program provided weekly food assistance to 19 families and 26 students. These programs exemplify the generosity and commitment of the MCS community.

Looking Ahead

As MCS prepares for the 2026–2027 school year, the Board of Directors, staff, and families remain focused on ensuring every student leaves MCS with a strong academic foundation, a sense of belonging, and the skills needed to thrive. Through continued growth, innovation, and community partnership, MCS is well-positioned for another successful year serving students and families throughout the Columbia River Gorge.

2026 State of Mosier Community School

- **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.**



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 use a continuous improvement model to allow our educators to use ongoing data and small, manageable changes to better meet student needs over time.

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 differing environments for different learners. We assess student abilities on an ongoing basis to determine continued growth and ensure that current placement is appropriate.



of

ENROLLMENT

Class Size - June 2026

Grade	KG	1	2	3	4	5	6	7	8	Total
Students	19	16	19	26	22	20	23	21	14	180

Enrollment Characteristics

Median
Class Size

**K-8
20**

Economically
Disadvantaged

39%

Students with
Disabilities

14%

English Language
Learners

14%

Attendees who
are not
chronically absent

70.5

Received required
Immunizations

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-nine percent (49%) of our students are from Mosier, and fifty-one percent (51%) are from The Dalles and the Hood River area. This is a change from prior years.



ABOUT MOSIER COMMUNITY SCHOOL

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.

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

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 2025-26 school year, Mosier Community School continues to be an important part of our school community. Our school is led by Rebecca Lindley, with over ten years of experience in childhood education. She is also part of the Early School Success program to bridge preschool with our K-3 programs.

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 2025-26 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 working with Educational Excellence to prioritize our ELA and Social Studies standards

along with instructional strategies and coaching support for our teachers.

The work with the Educational Excellence team will continue in the 2026-27 school year with continued work on our ELA standards and focusing on aligning our science and social studies curriculum as a K-8 school.

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 2025-26 school year, our K-8 teaching staff participated in the second and final year of the LETRS (Language Essentials for Teachers of Reading and Spelling), a rigorous professional development program grounded in the science of reading. MCS had eight teachers complete the two year program in May of 2026. .

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.

Project-Based Instruction

K-5 grade students did multiple project-based learning units on various subjects throughout the year.

Our middle school team used project-based learning and their multi-age basecamps for students to learn about the people and events of the U.S. Revolution.

In the spring, our middle school students presented science projects at our annual Portfolio Night.



Interim Assessment

New for the 2025-26 school year was NWEA/MAP assessments for students in grades 2 - 8. Students were assessed in reading, math, and science at the beginning, middle and end of the school year. MAP assessments help monitor student progress and allow our educators to use the data to inform instruction and provide support to students when and where needed.

Reading

This is our fourth year of using Benchmark Advanced in the Kindergarten through 5th-grade classrooms. We are in the seventh 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 sixth year of using iReady for Mathematics in Kindergarten through 8th grade. We are currently in a 6-year adoption with iReady. 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.

School Culture

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 kind, curious, and leadership.
- **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.

Plans for the 2026-27 school year are to increase access to professional development for our support staff in the areas of behavioral support and working with students with special needs.

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 NWEA/MAP Growth for reading, science, and math benchmarks.

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 2026 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	42% State 17% District 32% Mosier	42% State 20% District 39% Mosier	
Grade 4	44% State 27% District 41% Mosier	39% State 20% District 45% Mosier	
Grade 5	47% State 32% District 33% Mosier	32% State 22% District 32% Mosier	31% State 23% District 26% Mosier
Grade 6	42% State 35% District 48% Mosier	30% State 15% District 26% Mosier	
Grade 7	46% State 32% District 33% Mosier	34% State 19% District 10% Mosier	
Grade 8	42% State 30% District 42% Mosier	30% State 15% District 17% Mosier	28% State 17% District 17% Mosier

Cohort Comparison Over Time:

Math					ELA				Science			
Grade	22 - 23	23 - 24	24 - 25	25 - 26	22 - 23	23 - 24	24 - 25	25 - 26	22 - 23	23 - 24	24 - 25	25 - 26
3	25	17	25	41	25	33	42	35				
4	31	40	44	45	31	40	41	44				
5	38	23	38	32	50	23	58	36	38	23	25	26
6	20	29	29	26	40	40	41	39				
7	44	23	31	10	50	33	54	36				
8	40	64	7	17	48	33	36	50	27	6	18	27

CLUBS, COMMUNITY EVENTS AND ACTIVITIES

Mosier Community School continues to have strong after school clubs. Our clubs are led by our staff and community members. New this year was Girls Who Code and Life Skills - sewing and cooking).

- Science Club (grades 1, 2, and 3)
- Oregon Battle of the Books
- Drama Club (grades 3-8)
- Stage Crew Club (grades 6-8)
- Skate Club (grades 3 - 8)
- Guitar Club
- Soccer Club (grades K=8)
- Volleyball Club (grades 6-8)
- Girls Who code (grades 4 - 8)
- Life Skills (cooking/sewing) (K-8)
- Homework Club
- Middle School Student Council



School Community Events and Activities:

Mosier Monday Morning Meeting
Jog-a-Thon
6th Grade Outdoor School
Monthly Community Skate Nights
Scholastic Book Fair
Made for Mosier Fundraiser
MCS Spirit Weeks
Middle School Movie Nights

Turkey Trot Fundraiser
Mosier Tree Lighting
Winter Drama Performance
Oregon Battle of the Books
Title I and ELD Celebration Night
Spring Drama Performance
Portfolio Night
Read-a-Thon



FACILITIES

This past year, Mosier Community School has made a lot of investment in our facilities. A majority of our funding came from a 2023 Renew America School Grant. This grant has allowed us to make our school environment more comfortable for our students to learn, improve air quality and energy efficiency.

Appreciation for Crestline Construction for excavation and a new rock retaining wall.

Main Street Mosier grant of \$5000 for landscaping improvements to our middle school.

Projects completed in 2025-26.

- Installation of a new HVAC system
- New windows
- Insulation in our main building
- Remodel a garage into a music room
- Improved landscaping to our main building
- Landscaping added to our middle school



Future project for 2026-27

- Solar pavilion that will serve as a covered area and to offset the cost of our electric HVAC system

MOSIER COMMUNITY SCHOOL STAFF

Administration

Michelle Dawkins	Executive Director
Jen Langley	Assistant Principal
Veronica Smyth	Business Manager
Shannon Veit	Payroll
Daphne Flud	Office Secretary

Licensed Staff

Fern Johnson	K/1 classroom teacher
Billi Frasier	K/1 classroom teacher
Mary Ellen Holmes	2/3 classroom teacher
Lisa Godard	2/3 classroom teacher
Ann Marie Goodman	4/5 classroom teacher
Sarah Grace Bendinger	4/5 classroom teacher
Janet Baker	K-3 Literacy Specialist
Melina Hogue	Middle School Math
Savannah Rogan	Middle School ELA
Ashlie Sorestad	Middle School Science
Cooper Peters	PE/Health- K-8
Lisa Stevenson	School Counselor



Support Staff

Daun King	Safety & Building Manager
Margit Elken	K-8 English Language Development
Ashley Bronske	Student Health Services
Krissy Fulton	Instructional Assistant
Ramona Mittelstadt	Instructional Assistant
Brittney Fisher	Instructional Assistant
Mitch Leslie	Head of Maintenance
Dale Kennedy	Instructional Assistant/Facilities
Richard Giunchigliani	Head Cook
Ana Seymour	Kitchen support staff

Preschool Staff

Becca Lindley	Head Teacher
Ana Sonato	Assistant Teacher

North Wasco County Employees assigned to MCS

Kathy Mahn	Special Education Instructor
Dina Terry	SpEd Instructional Assistant
JoAnne Breckterfield	SpEd Instructional Assistant
Corenne Stewart	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 2025-26

Emily Stranz - Board Chair

Maria Mourou - Secretary

Dan Watson - Policy Committee

Tiffany Stranz - Facilities

Giulia Good-Stefani - Board Vice Chair

Evelia Lachino - Treasurer

McKenna McKee - Fundraising

GRANTS and CASH DONATIONS

DOE Clean Energy Grant (\$868,000)

SIA (\$197,523)

Early Literacy Grant (\$43,392)

Anonymous Donation (\$12,000)

Fresh Fruits and Vegetables (\$10,600)

Oregon Farm to Table (\$3500)

Breakfast After the Bell (\$2000)

NWASCO Mini-Grants (\$1700)

Rural Grant (\$2500)

Main Street Mosier (\$5000)

Roundhouse/ECO Grant (\$5000)

Wasco Masonic Lodge Grant (\$1500)

STEM Hub Grant (\$1,000)

Main Street Mosier - Music (\$500)

Columbia Gorge Foundation (\$1200)



FINANCIAL

2024-25 Audit Financials

25-26 MCS Approved Budget

Mosier Community School 2025-26 Approved Budget

	MCS 2025-26 Approved Budget							
	100	200						
	General Fund	Preschool	Special Revenue SIA	Early Literacy Grant	Special Revenue Grants	Special Revenue Grants: DOE	Special Revenue Community	Food Service Fund
								Total
come								
1300 · Student Fees		75,150						75,150
1500 · Earning on Investments	115,000							115,000
1600 · Food Service								100
1700 · Extracurricular Activities	3,000							3,000
1900 · Other Revenue- Local					7,000		46,538	53,538
3000 · Revenue - State Sources	2,335,007		195,343	61,481				97,932
4000 · Revenue - Federal Sources						868,248		868,248
Transfers	394,649					547,957		942,606
total Income	2,847,656	75,150	195,343	61,481	7,000	1,416,205	46,538	98,032
total Income								4,747,405
expense								
100 · Salaries	1,365,671	64,594	91,593	60,627				70,761
200 · Payroll Costs	829,596	21,006	42,479					23,011
300 · Purchased Services	230,000		10,000				3,500	
400 · Supplies & Materials	25,000	1,000	51,271	16,602	7,000		12,000	70,000
500 · Capital Outlay	100,000					1,416,205		
600 · Other Expenses	75,000							
Transfers	115,000						31,038	
total Expense	2,740,267	86,601	195,343	77,229	7,000	1,416,205	46,538	163,773
Net Ordinary Income	107,389	(11,451)	(0)	(15,748)	0	0	0	(65,741)
Net Ordinary Income								14,449

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Respectfully submitted September 15, 2026

Michelle Dawkins, Executive Director

Mosier Community School

michelle.dawkins@nwasco.k12.or.us