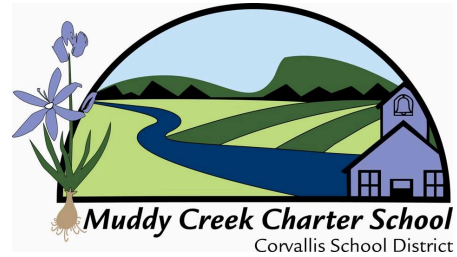


Muddy Creek Charter School

Annual Report 2023 - 2024

Executive Summary



Academic Performance:

- Student achievement on standardized assessments for English Language Arts and Math are average to low comparable to other Corvallis elementary schools and Oregon.
- Student achievement on Science standardized assessments has been lower than expected post-covid era. This is an area of strategic focus for us this year.
- We are revitalizing our project- based and place-based learning experiences to increase student engagement and boost learning.

Fiscal Performance:

- Meet all fiscal requirements and reporting of the District and State.
- Utilizing SIA funds for full time counselor and behavior interventionist.
- Launched Annual Giving Campaign to cover 12.5% funding gap.
- Lower than expected student enrollment (ADMw), actively recruiting new students.

Organizational and Governance Performance:

- Strive to design and deliver a curriculum and learning experiences that combine strong core academic skill development with a rich and engaging experience based learning.
- Develop students who are creative, collaborative, and joyful learners who understand their place in the community and the world at large.
- Embrace diversity and strive to provide an equitable experience for all members of our community.
- Foster Professional Learning Communities (PLC) and Professional Development (PD) opportunities for all staff.
- Restarted music program
- All staff properly licensed by TSPC and/or meet Highly Qualified standards.
- Work with 509J to comply with and deliver special education services to identified students.
- Meet all District and State reporting requirements.
- Initiated Charter Renewal with 509J (expires 06/2024)
- Transportation (1 bus; 45 minute ride) and student nutrition services (no school lunches) continue to be problematic.

Vision

Muddy Creek Charter School is a rural public school dedicated to the integration of an outstanding academic program with its community – the land and its people. We offer a joyful and creative educational experience where engaged students practice the skills they will need to be effective citizens and stewards in the future. Muddy Creek Charter School will serve as a model for preserving schools in rural communities.

Mission

Muddy Creek Charter School was founded to provide an outstanding K-5 public educational program for children who reside in and around the Muddy Creek Watershed. In multi-age classrooms, the school will deliver a place-based, project-based, integrated arts and science curriculum grounded in its rural agricultural setting and commitment to community service.

Diverse learning styles will be fostered. MCCS will be supported in its efforts by forging and maintaining partnerships with local landowners and agencies, OSU researchers and the community at large. Our success will be our children. The students of MCCS will not only meet or surpass the state benchmarks but will also have a deeper understanding of their place in the world as demonstrated by portfolios of high quality projects, and they will be well prepared to transition into other schools for their continued education.

Leadership

- Executive Director: Sarah Danforth
- MCCS Board members:
 - President: Lester Oehler
 - Vice President: Megan Irwin
 - Treasurer: Karen Steele
 - Secretary: Kathy Becker-Blease
 - Addt'l members: Jacque Krumrey, Jamie Hahn, Patrick Riccolo, Jessica Larsen
- Business Manager: Tonya Mosher

Annual Report School Year 2022 - 2023

Brief historical perspective

Muddy Creek Charter School opened its doors in September of 2008. As stated in the charter agreement, the mission of the school is to provide an excellent and innovative public educational program for children grades K-5 sponsored by the Corvallis School District. It is aimed at, but not restricted to, children who reside in and around the Muddy Creek and Beaver Creek Watershed. Muddy Creek also services students from the surrounding areas including Philomath, Monroe, and Albany School Districts.

This year we continue to see a great deal of challenges surrounding teaching and learning following the pandemic. With continued support from CSD we are positioned to improve our facilities and strengthen our programs to meet the social and educational needs of our staff and students.

Staffing

MCCS has six classrooms K-5. Each classroom has a full time teacher and many also have part-time classroom assistants. All grades receive additional learning in PE, Art, Library and Music. The administration consists of an Executive Director, School Counselor, Behavior Intervention Coach, and Office Manager. We subcontract out our IT and Bookkeeping Services. The District provides one part-time Special Education teacher, and two classroom Educational Assistants.

All of our teachers meet the requirements for a charter school and are currently licensed through TSPC.

Financials

The 2022-23 financial audit is underway and will be completed early January 2024. SIA funds are currently being utilized for a full time Counselor, and Behavior Intervention Coach.

Attendance and Enrollment

We currently have 101 students enrolled. We have a max enrollment of 125 students. Attendance for this year per grade:

- K - 100% (18, capped at 18)
- 1 - 85% (18, capped at 21)
- 2 - 95% (20, capped at 21)
- 3 - 85% (18, capped at 21)
- 4 - 59% (13, capped at 22)
- 5 - 77% (16, capped at 22)
- Average - 81% (101, capped at 125)

Academics

Our goal is to prepare our students by providing a solid foundation of core skills, and a love of learning that will support them as they transition into secondary education.

English Language Arts

This year we have continued using the *Collaborative Classroom Curriculum* (CCC) for English and Language Arts in the primary grades. Grades 3-5 are piloting InToReading (HMH) in the first semester and will make a recommendation to adopt or return to CCC for the second semester. The District has allowed our teachers (4) to attend CCC training.

This fall we rolled out a school-wide small group and intervention program to support all our readers. All students were assessed and placed into reading groups within the first 30 days of school. Each student receives differentiated, targeted reading instruction (across grade-level when appropriate) for 30 minutes a day, four days a week. At/Above grade level readers are provided enrichment opportunities during that time, while our emerging readers practice their skills from the reading curriculum for small groups. Students identified as needing reading intervention are taught from the UFLI or SIPPS programs.

Math

Our math program consists of *Bridges* for Grades K- 5. *Bridges in Mathematics: Second Edition*, is a comprehensive K-5 mathematics curriculum that aids teachers in fully implementing the Common Core State Standards for Mathematics in a rigorous, coherent, and engaging way. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and the ability to solve complex problems. They learn the fluency of facts, and how to use them in all problems. It is hands-on, and develops a community of mathematicians. Students take pre and post assessments and learn at their own pace along with group instruction. The program has been successful and students leave Muddy Creek with a strong mathematical understanding. As a supplement we also provide an online fluency practice tool (sumdog.com) for all students.

Science (includes place-based projects)

With project learning, students cycle between Science and Social Studies topics. Students engage with a topic, then question and investigate (conduct field work), and share what they have learned. Whenever possible, projects are investigated through the lens of the place where children live or where our school is located. The projects also give children an opportunity to apply additional core subject skills in an integrated context.

Place-based projects work best when they are tied to community service, classroom standards, that are locally practiced, and globally applied. To that end, we have begun the important process of learning about the origins and needs of our community. Our projects this year have already included a "Socktober" campaign for Community Outreach, a food drive for S.Corvallis Food Bank, and a heavy focus on developing our school farm & garden program.

Technology

MCCS is maintaining a 1:1 chromebook program for all grade levels. Students in grades 3-5 receive keyboarding and computer literacy instruction. This component is important because our goal is to ensure our students are prepared to enter mainstream Middle School after they leave Muddy Creek.

Library

Our students receive library services 1-2 times a week. Our part-time librarian has been steadily improving our book selection to include more diverse points of view and representative cultures. She facilitates a monthly delivery of books from the Corvallis Public Library and coaches our Oregon Battle of the Books (OBOB) team for 3rd-5th graders as well. We are looking into an upgrade of our library software to increase student engagement next year.

Art

Now in her third year at Muddy Creek, our part-time art teacher is utilizing the Teaching Artistic Behavior (TAB) curriculum. Students learn to persevere through challenges and to trust their own judgment while receiving input from, and offering feedback to, peers and teachers. When students self-direct their work, they engage deeply with their learning because the work's purposes align with their values and interests. Our teacher also coordinates with classroom teachers whenever possible to reinforce project or curriculum learning goals.

Music

Muddy Creek has been without a music program for several years. This year, due entirely to the efforts of our parent community, we were able to utilize grant funding to hire a half-time music teacher. The students attend music class weekly and have just performed in their first concert; a Winter Sing-a-Long!

Assessments

STAR Testing:

We are currently in the process of using the District STAR assessment to assess and track the progress of our students in the areas of Literacy and Math. All students will take STAR assessments in the fall and spring.

DIBELS:

As a supplement to the STAR testing, we also use DIBELS to assess the students for literacy. This more personal, adult-administered assessment gives us deeper insight into the decoding levels and fluency of our students. DIBELS assessments are given at the beginning, middle, and end of the school year with periodic Progress Monitoring between Benchmark assessments.

Smarter Balanced Assessment Consortium:

Our 3rd-5th grade students will be participating in SBAC Testing this year.

Community Engagement

At Muddy Creek our connection to families and community is part of what makes us unique. In addition to our monthly Muskrat Newsletters, Board Meetings, and All-school Assemblies, we have added several new ways for our community to interact. By adopting ClassDojo, we are able to more effectively connect families with our classrooms and keep them informed about events at school. We have recently revitalized our Parent-Teacher Organization, who are now meeting monthly to support teachers and students. (ADD CONCERT) We have sent an online survey to collect feedback as we plan for future services and are planning to roll-out the YouthTRUTH survey in the spring.

Developing Inclusive Community

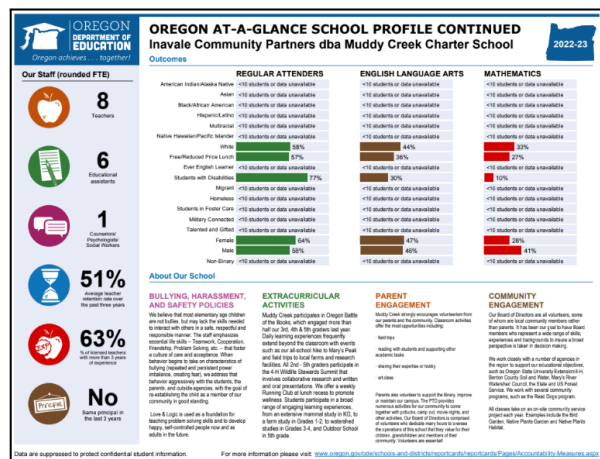
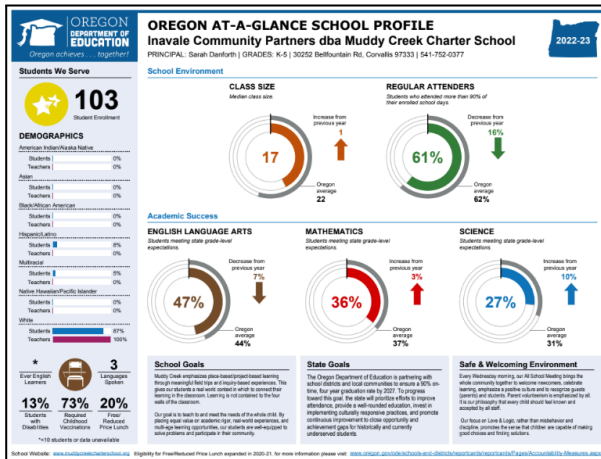
Another strategic focus for Muddy Creek this year is the development of our community. We are making great strides in re-connecting with our families post-covid, and learning new ways to connect with them and our students. One of our more significant improvements is the implementation of Collaborative Problem Solving (CPS) in our classrooms. We have committed to this more empathy-forward behavioral management system so that we can more effectively create safe space for our students, staff, and families. We are supplementing our school-wide CPS implementation with classroom level SEL using the SecondStep curriculum.

Our efforts began in September 2023 and we are already seeing a reduction in emotional dysregulation and increase in healthy conflict resolution. Our teachers and support staff are finding new ways to create a true sense of belonging for all our students.

Summary

MCCS continues to provide a unique hands-on and project based learning experience within small cohorts. The setting of our campus allows us to support rural families from multiple Districts. This has been a year of re-building and re-connecting to our “place” and our community.

Despite the challenges that the past couple of years have presented, MCCS is steadfast in our goal of providing a quality learning opportunity for all students. This year we have continued to align with the District in regards to utilizing the same ELA and Math curriculum, as well as aligning our calendar to support professional learning opportunities and collaboration with District schools. This will continue our goal of building connections with the District in order to provide more learning opportunities for our staff, and our students. Additionally, we have been fortunate to utilize SIA funds to retain our full time counselor, and behavior support.





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