

Comprehensive Progress Report

Mission: Mountain Island Charter School (MICS) offers a traditional curriculum while instilling character values and leadership development within a positive and challenging learning environment. Students, staff, and parents will be encouraged to lead by example through their positive impact on and service to each other, their school, and their community. We will endeavor to promote and foster excellence, wisdom, integrity, and perseverance within our students to enable them to be successful in today’s complex and diverse society.

Together we will SOAR by...

Serving our community and world as

Vision: Outstanding leaders who
Achieve through
Respect and responsibility

Goals:
80% of students in grades K - 5 will meet EOY grade level expectations in mathematics.
80% of students in Grades K-5 will meet grade level expectations in the area of literacy.
All students will demonstrate behaviors that positively impact social and emotional development, academic learning, and physical and mental well being.



! = Past Due Objectives KEY = Key Indicator	
Core Function:	Domain 1: Turnaround Leadership
Effective Practice:	Practice 1A: Prioritize improvement and communicate its urgency

	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.(5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The leadership team consisting of the Principal, Assistant Principal of Student Services, Assistant Principal of Curriculum and Instruction, the Assistant Principal of Exceptional Children, Mathematics Facilitator, Literacy and Facilitator meet to review data, lesson plans, grading, pacing guides, MTSS protocols, progress monitoring, school operations, and professional development. The team prioritizes needs, plans for walkthroughs, discusses classroom observations, share progress on action steps, and discuss next steps.</p> <p>The School Improvement Team meets monthly to review progress toward SIP goals.</p>	Limited Development 10/25/2024		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			A system will be in place to that provides for a clear Response to Intervention monitoring. The leadership team will review student data including progress monitoring data, and will identify students who do not make adequate progress. The leadership team will complete fidelity checks to ensure intervention protocols are followed. Core instruction will also be reviewed through walkthroughs and review of lesson plans.	Objective Met 02/13/25	Chantal Vinson	01/31/2025
Actions						
	11/25/24	The K-5 leadership team will establish protocols for monthly data review meetings to review progress monitoring data, and quarterly benchmark data, and universal screeners.		Complete 02/13/2025	Alvin Scott	01/05/2025
Notes: Friday leadership meetings are currently being held. A set day will be on the calendar monthly for data review. The leadership team met to analyze MOY data in January. A problem-solving protocol provided by NCDPI was followed. Teachers and TA's were provided a schedule with classroom coverage assignments in order to allow for extended planning grade level meetings. Leadership team is working on moving our MTSS problem solving meetings to						

			ECATS. The grade level teams recently worked on deep data dives in core instruction and developed plans to increase student proficiency at the core level.			
11/25/24			The new ECATS Early Warning System will be used to monitor data and record minutes and interventions through problem solving teams.	Complete 02/13/2025	Codi Kent	01/30/2025
Notes:			The leadership team is currently taking steps to move to the Early Warning System to monitor and problem-solve grade level data. A staff member has been identified to model how to create intervention groups in ECATS and enter student data for progress-monitoring purposes.			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Currently all teachers have 50 minutes of planning time daily during specials as well as 35 minutes from 7:30 to 8:05 before students arrive to their classroom. Extended planning time is provided monthly to provide opportunities for teachers to plan units of study, review student data and plan for targeted instruction. The next steps needed are to clarify expectations and structures for PLC's.	Limited Development 10/27/2024		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			A grade level schedule will be created that includes days for math, literacy, science and social studies planning. A team leader will be determined by teams. The staff will receive training on PLC's to better understand the structure of team meetings with specific protocols, responsibilities and expectations.	Objective Met 02/18/25	Chris DeBeauvernet	05/01/2025
Actions						
11/25/24			Post a schedule for PLC's that include extended planning time.	Complete 12/20/2024	Chantal Vinson	01/10/2025
Notes:			An extended planning schedule with coverage has been posted in the drive. Some grade levels may need to add some dates for the future extending planning period. https://docs.google.com/spreadsheets/d/1zUuWP1DqSPEVGeo4K4O5dgVCA1cj7C-1UQ-m-gSgZRc/edit?usp=sharing			
11/25/24			The leadership team will determine protocols for PLC's to ensure clear expectations for teamwork is in place. Team members will identify a team leader as well as roles for taking minutes, problem solving and reviewing data.	Complete 02/10/2025	Jason Ward	01/10/2025
Notes:						
Implementation:				02/18/2025		

Evidence	2/18/2025 - The K-5 Staff calendar has dates listed for extended planning. The grade level coverage document can be found in the MICS folder under schedules.			
Experience	2/18/2025 - A schedule for classroom coverage was provided to teachers. Grade levels were requested to submit monthly dates that their team would like to meet for extended planning.			
Sustainability	2/18/2025 - Refine protocols for PLC's.			

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Walkthrough forms have been created for the areas of math and literacy. The leadership team completes walkthroughs. Data is reviewed on a weekly basis. Leadership determines areas or grade levels to target and completes instructional rounds as a team, meets to debrief and problem solve. Leadership then follows up with teachers to provide feedback, additional resources, and professional development.	Limited Development 10/19/2021		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:		Leadership team minutes are stored in MICS Leadership folder which includes team discussion and data review. A schedule for walkthroughs is created and maintained. Walkthrough forms are filed in Leadership folder with evidence of feedback to teachers. Fidelity checks are completed for areas of concern and further feedback provided to teachers. Professional development opportunities are established based on findings from walkthroughs.	Objective Met 10/25/24	Karen Riner	05/06/2022
Actions					

10/20/21	Administration attends weekly data meetings on Mondays to review student data with teams and discuss interventions and problem solving.	Complete 10/25/2024	Karen Riner	09/04/2021
<i>Notes:</i>				
10/20/21	Formal observations will be completed for all teaching staff and leadership will review teacher ratings. Leadership team will determine professional development plans based on review of this data.	Complete 05/10/2022	Karen Riner	12/17/2021
<i>Notes:</i>				
10/20/21	Administrative team will complete walkthroughs in each classroom as well as interventionist, EC teachers, and special area teachers a minimum of 3 time per semester.	Complete 05/20/2022	Karen Riner	05/20/2022
<i>Notes:</i>				

Core Function:			Domain 2: Talent Development			
Effective Practice:			Practice 2B: Target professional learning opportunities			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Student data is regularly reviewed at the grade level and leadership team level. Professional development is planned and implemented to build teacher competency in areas of need. Resources are purchased as needed. The school has a fully functioning multi tiered system of support in place.</p> <p>Areas of improvement include a close review of student subgroups, increased PD on differentiation for students falling within these subgroups, and fidelity checks to monitor instruction with a focus on differentiation.</p>	Limited Development 10/27/2024		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
<i>How it will look when fully met:</i>			PLC's are scheduled for all grade levels in November. A calendar for monthly grade level meetings will be in place. The leadership team will determine what professional development is needed based on findings from data review. A focus on subgroups will also be in place. Leadership will complete walkthroughs and discuss findings with grade level teams. All teachers are trained in the Problem Solving Process through ECATS.	Objective Met 02/13/25	Karen Riner	05/01/2025
Actions						

2/13/25	Complete a schedule for monthly extended planning meetings for the purpose of data chats and problem solving.	Complete 01/24/2025	Karen Riner	01/01/2025
<i>Notes:</i> The schedule is completed and grade levels have been meeting.				
Implementation:		02/13/2025		
Evidence	2/13/2025 - The schedule is available in the MICS drive under Schedules.			
Experience	2/13/2025 Since we had a schedule from the previous year, revising this schedule to reflect changes in dates and staff was a quick win.			
Sustainability	2/13/2025 Assist with ensuring all grade levels are meeting as planned.			

Core Function:			Domain 3: Instructional Transformation		
Effective Practice:			Practice 3A: Diagnose and respond to student learning needs		
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To
Initial Assessment:			An intervention/enrichment period is scheduled daily for each grade levels. Students in Tier I receive enrichment and work on research projects, book clubs, etc. Students in Tier II and Tier III are assigned and receive intervention daily.	Limited Development 10/18/2021	
			Priority Score: 3	Opportunity Score: 2	Index Score: 6
How it will look when fully met:			Teachers will utilize the SOAR instructional block along with small group and whole group classroom instruction to deliver evidence based instruction aligned with the individual needs of students across all tiers. We will assess using Amplify, iReady, NC Check-ins, Curriculum Based assessments and EOY Summative assessments to evaluate student proficiency. Sub group data will be reviewed as a part of data conversations.	Objective Met 10/27/24	Codi Kent 04/05/2024
Implementation:				10/27/2024	
Evidence			6/11/2022 This information can be found in the progress monitoring folder, Lesson plan folders, and data folders in Google Drive.		
Experience			6/11/2022 Monthly data meetings were held on the first Monday of each month to review		

	progress monitoring for students participating in intervention using a variety of data, (Ampify, OG, Istation0. Quarterly benchmark assessments were also reviewed. An intervention period is included in the daily schedule. Teachers have been involved in ongoing professional development through grade level PLC's and LETRS training, as well as professional development facilitated through leadership.			
Sustainability	6/11/2022 Teachers will need continued professional development in providing research based strategies in the areas of literacy and math. It will be important for leadership to devote time to participate in regular, ongoing walkthroughs to monitor fidelity to instruction in both core instruction as well as interventions. Close monitoring of instruction for EC and ELL students is also needed. A focus on growth of various subgroups will also need to be targeted. Teachers will need additional professional development in providing differentiated instruction for these subgroups during core instruction.			

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Second Step for K-5 has been implemented this year. Teachers received training during the preplanning week. Time is set aside each Monday to ensure the Second Step Lessons are taught. The school counselors are coordinating the implementation of the program to ensure fidelity to the protocol. Each Wednesday the SEL word of the day is announced during morning announcements. Teachers reinforce student learning throughout the day.</p> <p>A school-wide behavior matrix is in place. The school recently added a Behavior Modification Technician to assist with student behavior as well as an additional school counselor to teach prosocial skills and reinforce SEL.</p> <p>A large bulletin board with an SEL focus.</p>	Limited Development 11/05/2024		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		Second Step lessons will be taught each Monday during social studies class. The entire faculty will reinforce Second Step lessons throughout the day through	Objective Met 02/13/25	Karen Osterndorf	05/25/2025

	classroom and school wide activities. Staff will intentionally use second step language in lessons to model and guide students.			
Actions				
11/25/24	A pacing guide for Second Step Lessons will be created and published. All teachers will be responsible for implementing these lessons with fidelity.	Complete 02/13/2025	Jason Ward	05/25/2025
<i>Notes:</i>				

Core Function:			Domain 4: Culture Shift		
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals		
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Numerous means of communication are fully implemented. Avenues of communication include Parent Square, Raptor Call, Google Classroom, Parent Conferences, Student Intervention Plans, Title I Night, Back to School Night, grade level curriculum nights, weekly teacher newsletters.	Full Implementation 10/28/2024	
		E1.07	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students.(5183)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			<p>The Parent/Student Handbook is available on the school website. The team feels we should be sure we are reinforcing practices through reminders. Reminding parents where to go for guidance on assisting students with homework.</p> <p>The team should look more closely at how teachers are implementing homework policies, and discuss ways to ensure parents are aware of and know how to access parent resources to assist their children at home.</p>	Limited Development 11/05/2024	
			Priority Score: 2	Opportunity Score: 3	Index Score: 6

How it will look when fully met:			Homework policy will be reviewed with teachers. Parents are provided access to parent resources through Google Classroom. Parent Square, Thursday Folders, and weekly newsletters. Evidence is documents of Weekly Newsletters, multiple messages through Parent Square, Thursday folder documents, and posts via Google Classroom.	Objective Met 02/13/25	Tina Armstrong	03/01/2025
Actions						
	11/25/24		A team will meet to discuss how this information is disseminated to parents and plan next steps based on these findings.	Complete 02/13/2025	Anita Nels	03/30/2025
<i>Notes:</i>						
		E1.12	The school ensures that all parents understand social/emotional competency and their role in enhancing their children's growth in (1) understanding and managing emotions, (2) setting and achieving positive goals, (3) feeling and showing empathy for others, (4) establishing and maintaining positive relationships, and (5) making responsible decisions.(6330)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We have begun Second Step for children and Second Step for Adults. The need to assist parents in guiding their children's social/emotional development is a next step. Resources are available for parents through Second Step and CASEL. There is a need to identify avenues to share this information with parents.	Limited Development 11/05/2024		
How it will look when fully met:			<p>Parent resources are available to parents that explains social emotional learning and ways to support their children's social/emotional well-being. All parents will be able to easily access these resources. Teachers will send out regular parent newsletters available through Second Step so parents are kept abreast of the SEL skills being presented in classroom lessons.</p> <p>Second Step was rolled out school wide in August and as of October things are running smoothly. Teacher feedback is that the weekly lessons are having a positive impact on their classroom environment.</p> <p>Communication to the parents: Teachers include information about this instructional subject in their weekly newsletters to parents, and there are occasional ParentSquare/Raptor Call messages to parents.</p> <p>The program includes pre and post evaluations to measure improvement over the 5 domains and the SEL Team will begin to implement these evaluations next year to be better able to measure the impact this program is having on our school community.</p>		Elaine Baxter	03/30/2025

Actions		1 of 2 (50%)		
11/25/24	Communicate to the SEL committee the need to review how resources will be disseminated to parents.	Complete 02/13/2025	Elaine Baxter	01/30/2025
Notes:				
2/13/25	The SIT team will be following up with grade levels to ensure that SEL lessons are being shared with parents weekly in the newsletter.		Elaine Baxter	03/30/2025