

Comprehensive Progress Report

Mission:

Mountain Island Charter School offers a traditional curriculum while instilling character values and leadership development within a positive, challenging learning environment. Students, teachers, 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 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...

Vision:

- Serving our community and world as
- Outstanding leaders who
- Achieve through
- Respect and responsibility

Goals:

Our goal is to achieve student growth in the general population and targeted groups by supporting the Elementary and Middle/High School in their School Improvement initiatives through acquisition of targeted funding from state and federal sources to be utilized for 1) the purchase of hardware and digital curriculum, 2) to fill needed staff positions, and 3) to provide resources/funding for professional development. (D1.02; D1.04, D1.07) (C2.01; C2.05)



! = Past Due Objectives KEY = Key Indicator

| Core Function: | | Domain 2: Talent Development | | | |
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| Effective Practice: | | Practice 2A: Recruit, develop, retain, and sustain talent | | | |
| | D03 | The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement.(5629) | Implementation Status | Assigned To | Target Date |
| <i>Initial Assessment:</i> | | Maintain licensure status spreadsheet, renewal status spreadsheet, and beginning teacher tracker to ensure highly qualified licensure percentage is maintained and exceeded. | | | |
| <i>How it will look when fully met:</i> | | HQ percentage will remain above 70%. | | Toni Stallings | 06/21/2026 |

| Actions | | | | |
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| 11/4/25 | Collaborate with unlicensed teachers and those in the process of obtaining licensure to ensure they complete all requirements for certification. This includes providing guidance on program selection, timelines, course registration, mentoring, and monitoring progress toward meeting state licensure standards. | | Toni Stallings | 06/21/2026 |
| <i>Notes:</i> 2/26 Continuing to work with teachers to become licensed. Currently at 77% HQ. This year also working with teachers who are not licensed in the grade levels they teach. Principals will be including these conversations in their contract conversations. | | | | |

| Core Function: | Domain 2: Talent Development |
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| Effective Practice: | Practice 2B: Target professional learning opportunities |
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| C10 | The district develops and supports a comprehensive professional development plan centered around district wide teaching and learning initiatives.(7032) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | Professional Development will be offered and attended by teachers on an individual and as needed basis--focused on MTSS needs--both core curriculum, special education needs, AIG needs, Digital needs, SEL and CTE program needs. | | | |
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| <i>How it will look when fully met:</i> | Professional Development calendars will be maintained for both divisions and areas of need will be determined through stakeholder surveys and longitudinal data. School level leadership will continue to gather PD agendas/attendance at whole-school PD meetings that are offered to ensure that proper CEU credit is provided to teachers for renewal years. | | Toni Stallings | 06/19/2026 |
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| Actions | | | | |
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| 11/4/25 | Provide structured professional learning opportunities focused on integrating emerging digital and AI tools into classroom instruction. This will include ongoing workshops, peer-led training sessions, and digital resource sharing to build teacher confidence and capacity in using technology to enhance student learning and engagement. | | Toni Stallings | 05/21/2026 |
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| <i>Notes:</i> 2/26 The Digital Advisory committee has members from elementary and middle-high. We've met monthly and hosted several professional development sections on Google Gemini, Notebook LM. Our teachers were given access to these tools this year. We are currently working on a Digital/AI Policy so that we can open up these tools to our students hopefully next Fall. | | | | |
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| 11/4/25 | Provide teachers with opportunities to earn AIG add-on licensure through professional development sessions and workshops. Support educators in implementing higher rigor in honors courses by offering targeted PD and instructional resources. | | Toni Stallings | 06/21/2026 |
| <p><i>Notes:</i> 2/26 Our AIG professional development is going well. We have 4 elementary teachers, 5 middle school teachers and 4 high school teachers working towards AIG add-on licensure. Sending three teachers (AIG Teacher, elementary teacher, middle teacher) to AIG NC Conference.</p> <p>We are rolling out an HONORS RIGOR Pd for March to all middle-high teachers. Elementary teachers can choose to complete this course as well.</p> | | | | |

| Core Function: | | Domain 3: Instructional Transformation | | | |
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| Effective Practice: | | Practice 3B: Provide rigorous evidence-based instruction | | | |
| | A06 | The district provides and supports digital-age classrooms and learning opportunities through relevant and necessary materials, resources, and tools.(6830) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | The district actively supports digital-age teaching and learning by providing classrooms with up-to-date technology, digital instructional tools, and access to online learning platforms. Teachers are equipped with resources such as interactive displays, student devices, and vetted educational software that promote collaboration, creativity, and critical thinking. Ongoing technical support and professional development opportunities ensure that staff can effectively integrate these digital tools into daily instruction to enhance student engagement and achievement. | | | |
| How it will look when fully met: | | <p>When this objective is fully met, all teachers will confidently and consistently integrate digital and AI-enhanced tools into instruction to support student learning, creativity, and critical thinking. Classrooms will reflect a blended learning environment where technology use is purposeful, aligned with standards, and enhances instructional outcomes. Students will demonstrate increased engagement, digital literacy, and ownership of their learning through the effective use of digital platforms and tools.</p> <p>Evidence and Data of Full Implementation:</p> <p>Teacher Evidence: Lesson plans and instructional artifacts showing integration of digital and AI tools aligned to curriculum goals.</p> | | Toni Stallings | 06/19/2026 |

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| <p>Student Evidence: Student work samples, digital portfolios, and formative assessment data demonstrating growth in digital literacy and higher-order thinking skills.</p> <p>Professional Learning Data: Participation logs and feedback from professional development sessions focused on digital integration.</p> <p>Observation Data: Walkthroughs and classroom observations indicating effective and consistent use of technology to support instruction.</p> <p>Resource Utilization Reports: Usage analytics from district-approved platforms and tools reflecting increased and meaningful engagement.</p> | | | | |
| Actions | | | | |
| 11/4/25 | Implement a structured professional development series focused on integrating digital and AI tools into instruction. Sessions will highlight practical classroom applications, ethical use of AI, and strategies for enhancing student engagement and differentiation. | | Toni Stallings | 06/19/2026 |
| <p><i>Notes:</i> 2/26 Google Gemini and Notebook LM PD sessions and usage. Working on AI Policy with plans to have a draft by end of April to start next year with and to release access to students next year with teaching of AI usage. Sending two teachers to NC Ties.</p> | | | | |

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| Core Function: | | Domain 3: Instructional Transformation | | | |
| Effective Practice: | | Practice 3C: Remove barriers and provide opportunities | | | |
| | D04 | The district regularly reallocates resources to support school, staff, and instructional improvement.(5630) | Implementation Status | Assigned To | Target Date |
| Initial Assessment: | | <p>We continue to review instructional staffing needs on a yearly basis beginning in early second semester. As diagnostic scores come in during the spring, we review the at-risk/Tier II/Tier III intervention student list to determine what type of support we will need in intervention and staff to support pull outs, including highly qualified teaching staff and Teacher Assistants.</p> <p>We use federal, state and local funds to support instruction of at-risk intervention students in our middle/high school.</p> <p>Our AIG plan has been updated, and we are currently in Year 1 of a three-year implementation cycle. Key components of our progress this year include:</p> | | | |

- Stakeholder Engagement: The updated AIG plan has been shared with all relevant stakeholder groups to ensure transparency, understanding, and collaborative support.
- Communication and Accessibility: We have begun updating the school and district websites to reflect the new AIG plan, provide clear program information, and improve accessibility for families.
- Student Plans: We are in the process of creating AIG Differentiated Education Plans (DEPs) for identified middle and high school students to ensure individualized enrichment and acceleration opportunities.
- Professional Development: Implementation of AIG add-on licensure professional development is underway to increase the number of AIG-certified staff members and strengthen advanced learner support across grade levels.

SWD subgroup will be addressed as we are a TSI-Additional Targeted Support (SWD-3) school at this time.

- We recognize that Students with Disabilities (SWD) often require specialized instruction and individualized supports, and therefore their achievement levels may not always align with grade-level expectations. At the same time, our SWD subgroup continues to demonstrate strong academic growth, as evidenced by an 81.3 growth score. This reflects the effectiveness of our instructional practices and the hard work of both students and staff.
- However, overall achievement for this subgroup remains at 22.4, resulting in a combined performance score of 34. While this discrepancy is not unexpected given the diverse learning needs and disabilities represented in the subgroup, it highlights the importance of continued, targeted efforts to strengthen grade-level proficiency where appropriate and attainable.
- To address this need, we are in the process of developing a comprehensive plan aimed at improving End-of-Year assessment performance for our SWD students. This plan will focus on enhancing access to grade-level content, strengthening targeted interventions, increasing progress monitoring, and ensuring instructional practices are aligned with individualized education program (IEP) goals. Our goal is to build on our strong growth outcomes while continuing to close achievement gaps in a realistic, supportive, and student-centered manner.

In middle and high school, we are using CTE federal and state grant funds to expand and improve programmatic opportunities for students. Key initiatives include:

- Raptor Navigators Afterschool Program: CTE-focused afterschool programming designed to build foundational career skills, increase exposure to CTE pathways, and support career readiness for at-risk and intervention students.
- Career Accelerator Summer Program: Continued funding will allow us to provide summer learning opportunities focused on career exploration, hands-on skill development, and industry exposure.
- School-Day CTE Program Expansion: Grant funds will support the addition of new CTE courses, increased access to career-aligned learning experiences, and partnerships that extend learning beyond the traditional school day/year.
- Through these initiatives, our school is strengthening its CTE pipeline, increasing student access to high-quality career pathways, and supporting academic growth and post-secondary readiness for all learners.

Staffing Funding Sources: Title 1A: PRC 050, Title IV: PRC 108; TSI funds: PRC105 IDEA: PRC 060/049, School Safety Grant: , General Fund PRC 036, PRC079 Innovation grant & Grade Expansion Grant (CTE), etc.

How it will look when fully met:

We will continue the use of our previous MS/HS intervention staff that are federally funded to support identified at-risk students through Title 1A, IDEA funds and PRC105 (TSI funds).

- When the SWD subgroup objective is fully met, our school will demonstrate a well-coordinated, data-driven system for identifying and supporting at-risk, Tier II, Tier III, and Students with Disabilities (SWD). Staffing decisions will be proactive rather than reactive, with instructional and intervention personnel assigned based on current diagnostic data, academic trends, and demonstrated student needs. Intervention support—delivered by highly qualified teachers and federally funded staff—will be implemented consistently across all grade levels, ensuring that identified students receive targeted, evidence-based instruction in both push-in and pull-out settings.
- A fully implemented system will also show alignment and coherence between core instruction, intervention services, and the updated AIG Plan. Students will receive appropriate differentiation on both ends of the spectrum, with struggling learners receiving timely and intensive supports while advanced learners are challenged through our three-year AIG implementation model.

Toni Stallings

06/19/2026

- When fully met, SWD students will be performing at expected levels of achievement relative to their individualized goals and grade-level standards. Intervention students will demonstrate increased proficiency, reduced need for intensive supports over time, and successful progress toward grade-level expectations. All students identified for intervention will be fully supported academically, behaviorally, and socially, ensuring a strong foundation for long-term success.
- When this objective is being fully met, our CTE program will demonstrate a comprehensive, well-structured system of career readiness opportunities that support all students, including at-risk learners, advanced learners, and students with disabilities. The Raptor Navigators afterschool program will operate with high levels of student engagement, consistent attendance, and evidence of skill development aligned to state CTE standards. The Career Accelerator Summer Program will provide hands-on, experiential learning that is directly connected to career clusters, industry expectations, and real-world application. During the regular school day, students will benefit from an expanded menu of CTE course offerings, increased access to credentialing and career exploration, and stronger integration of career readiness skills across grade levels.

Actions

Notes:

11/4/25 Create and implement DEPs for all AIG students at middle and high school levels to ensure instruction is tailored to their learning needs, interests, and strengths.

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06/21/2026

Notes: 2/26 DEPs are created. Middle School DEPs have been shared with teachers taking the AIG licensure PD. We continue to work on a user-friendly way to implement these plans so they are purposeful and impactful.

11/4/25 Revise and maintain the AIG section of the school website to provide current program details, resources, and opportunities for families and students. Conduct communication campaigns to increase awareness of the AIG program among stakeholders.

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06/21/2026

Notes: 2/26 Collecting and creating resources and materials for the school website with hopes to begin adding these resources this summer.

11/4/25 Provide teachers with opportunities to earn AIG add-on licensure through professional development sessions and workshops. Support educators in implementing higher rigor in honors courses by offering targeted PD and instructional resources.

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Notes: 2/26 Our AIG professional development is going well. We have 4 elementary teachers, 5 middle school teachers and 4 high school teachers working towards

AIG add-on licensure. Sending three teachers (AIG Teacher, elementary teacher, middle teacher) to AIG NC Conference.

We are rolling out an HONORS RIGOR Pd for March to all middle-high teachers. Elementary teachers can choose to complete this course as well.

11/4/25 Sustain and expand Career and Technical Education (CTE) programs funded by the Grade Expansion & Innovation Grant. This includes maintaining current programs, integrating new course offerings, updating curriculum and equipment as needed, and providing professional development for CTE teachers to support high-quality instruction. Emphasis will be placed on aligning programming with industry standards, workforce readiness, and student career exploration opportunities.

Toni Stallings

06/21/2026

Notes: 2/26 We continue to develop our CTE programs—Raptor Navigators, Summer Career Accelerator, our 8th grade Leadership Project and our course offerings. We have grown our CTE completer pathways to include Marketing, Entrepreneurship, Fashion & Textiles. We have 9 students who completed a pathway that are graduating this year (last year we had 2). We also added Sports & Marketing I; a middle school digital literacy course (which will become a high school course that also meets Computer Science graduation requirement that starts next year) and a high school graphic design course that is a CTE course.

11/4/25 Implement and follow TSI school requirements to increase performance with our SWD subgroup. Utilize EC funds including PRC105 to meet needs of SWD subgroup.

Toni Stallings

06/21/2026

Notes: 2/26 We have completed the Resource Allocation Review and a draft plan that outlines the steps we are taking to address our SWD subgroup's proficiency needs. I have met with principals and collected projection data and started collecting progress monitoring data to determine needs of our SWD group. Middle School teachers have submitted a list of resources (manipulatives focus)t that will target specific skills that our SWD subgroup need to work on in the tested areas. Elementary and High School are in the process of determining their needs.