

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 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:		<p>The process and timeline for formal observations have been established and communicated to all staff. Observations have started with nearly all teachers having received their initial observation for the school year.</p> <p>Data from observations and walk throughs is reviewed on a weekly basis. Leadership is currently working to determine areas or grade levels to target and completes instructional rounds as a team, meet to debrief and problem solve. Leadership will then follow up with teachers to provide feedback, additional resources, and professional development.</p>			
How it will look when fully met:		When this goal is fully met, the principal and administration team will maintain a predictable, sustained presence in classrooms and ensure that all teachers receive timely, clear, and constructive feedback throughout the school year.		Jeremy Thompson	05/22/2026
Actions					
10/29/25	A teacher evaluation and renewal calendar will be developed to guide the observation and feedback process for formal observations.	Complete 09/01/2025	Jeremy Thompson	09/01/2025	
<i>Notes:</i> 9/25 Document is completed and shared with admin team.					
10/20/21	Administrative team will complete regular walkthroughs in each classroom as well as interventionist, EC teachers, and each semester. We will create a universal walk through form that the staff knows about before hand.	Complete 09/01/2025	Codi Kent	05/20/2026	
<i>Notes:</i>					
11/4/25	Teachers will receive feedback from observations within 10 days both via NCEES and post-conferences		Jeremy Thompson	05/22/2026	
<i>Notes:</i>					
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Updated Current Implementation Efforts: 11/2025</p> <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</p>			

type of support we will need in intervention and staff to support pull outs, including highly qualified teaching staff and Teacher Assistants.

We use federal, state and local funds to support instruction of at-risk intervention students in our middle/high school.

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:

- 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.

<p>How it will look when fully met:</p>	<p>When this 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.</p> <p>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.</p> <p>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.</p>		<p>Jeremy Thompson</p>	<p>06/19/2026</p>
<p>Actions</p>				
<p>11/14/25</p>	<p>Target SWD subgroup with TSI funds to improve SPG.</p>		<p>Jeremy Thompson</p>	<p>06/19/2026</p>
<p><i>Notes:</i></p>				
<p>11/14/25</p>	<p>AIG add-on licensure professional development will be offered to teachers who want to improve instruction for AIG students and gain licensure. Teachers will take the AIG licensure test.</p>		<p>Jeremy Thompson</p>	<p>06/19/2026</p>
<p><i>Notes:</i></p>				

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
Initial Assessment:		A detailed system of tracking student data across multiple measures has been established for all grade level teams. This data is regularly reviewed both at the leadership level and the grade level through regularly scheduled Data meetings, and norms are established for identifying areas of student needed and professional development needs. 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.			
How it will look when fully met:		When this indicator is fully met, student data analysis will be a proactive, continuous, and collaborative driver for school improvement decisions, professional development, and how best to meet our student's needs. The school leadership team will establish a regular schedule for tracking and evaluating student performance data. This data will be routinely analyzed to identify trends and instructional gaps.		Jeremy Thompson	05/22/2026
Actions					
	10/30/25	Data tracking sheets will be created to accurately track student data across all academic testing measures including Amplify, i-Ready, NC Check-In, School Net, and EOG's.	Complete 09/01/2025	Jeremy Thompson	09/25/2025
<i>Notes:</i> 9/25 All Data Sheets have been completed and shared with grade level teams as well as guidance and training on how to complete and use data.					
	10/30/25	Regular Data meetings are scheduled, communicated, and held to regularly review student data with admin, interventionists, coaches, and teachers.	Complete 09/01/2025	Jeremy Thompson	09/25/2025
<i>Notes:</i> 9/25 Data meetings have been scheduled and are ongoing.					
	2/13/25	Complete a schedule for monthly extended planning meetings for the purpose of data chats and problem solving.	Complete 11/28/2025	Jeremy Thompson	11/21/2025
<i>Notes:</i>					

11/3/25	A common tool/standard will be established for progress monitoring for the testing grade levels based on the area being monitored.		Patrick Newkirk	05/01/2026
<i>Notes:</i> 2/26 Currently, there is not an established progress monitoring tool which allows data to be applied to several groups and allow them to be compared. It is currently a mix of several different tools.				
11/4/25	Norms will be established around how Data is analyzed and used productively		Jeremy Thompson	05/22/2026
<i>Notes:</i> 2/26 For each measure that we use, we want to have a firm understanding of what it is actually measuring and what Data we really need to focus on as the most important at each point in the year.				
11/4/25	Identify common standards / areas that we can see from our historical data are consistent areas of struggle		Patrick Newkirk	05/22/2026
<i>Notes:</i>				

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	Target Date
Initial Assessment:		<p>An intervention/enrichment period is scheduled daily for each grade level. Students in Tier I receive enrichment opportunities such as research projects, book clubs, and other extension activities. Students in Tier II and Tier III are assigned and receive targeted intervention daily.</p> <p>A yearly schedule for our intervention cycles has been established and communicated to staff. This includes regular data meetings, as well as clear guidelines for planning, attendance, and tracking student progress. Letters have been sent home to families of students receiving interventions to ensure consistent communication.</p> <p>Our AIG plan has been updated, and we are currently in Year 1 of a three-year implementation cycle.</p> <p>The SWD subgroup will be addressed, as we are currently identified as a TSI–Additional Targeted Support (SWD-3) school.</p>			

<p>How it will look when fully met:</p>	<p>Teachers will utilize the SOAR instructional block, along with small-group and whole-group classroom instruction, to deliver evidence-based instruction tailored to the individual needs of students across all tiers. Student proficiency will be assessed using Amplify, iReady, NC Check-Ins, curriculum-based assessments, and end-of-year summative assessments. Subgroup data will be reviewed regularly as part of ongoing data conversations.</p> <p>When the SWD objective is fully met, the school will operate a comprehensive, tiered instructional system in which all teachers consistently deliver evidence-based instruction aligned with the individual needs of students across Core, Tier II, and Tier III support. Teachers will effectively implement the SOAR instructional block, whole-group lessons, and differentiated small-group instruction to ensure that all students—including AIG, at-risk learners, and Students with Disabilities—receive targeted, meaningful learning experiences that promote growth and achievement.</p> <p>Intervention services will be coordinated, staffed with qualified personnel, and grounded in timely diagnostic data. Highly qualified intervention teachers, Title I staff, IDEA-funded support, and AIG-certified personnel will collaborate to ensure instruction is responsive and individualized. AIG Differentiated Education Plans (DEPs) for middle and high school students will be implemented, and teachers will apply strategies learned through AIG add-on licensure professional development. Meanwhile, our intervention and EC teams will continue to focus on the specialized needs of students requiring Tier II and Tier III support, recognizing that while some Students with Disabilities may not reach grade-level proficiency, they can demonstrate strong academic growth within a well-implemented tiered system.</p> <p>A fully implemented system will reflect shared ownership of student success across all program.</p>		<p>Codi Kent</p>	<p>05/22/2026</p>
<p>Actions</p>				
<p>10/26/21</p>	<p>Teachers will regularly administer summative assessments to align and inform instruction in reading and math including iReady, Amplify, and End-of-Unit assessments.</p>	<p>Complete 09/01/2025</p>	<p>Codi Kent</p>	<p>09/01/2025</p>
<p>Notes:</p>				

10/26/21	Administration will regularly meet with teachers to review and analyze data, review student progress monitoring data and discuss interventions.	Complete 09/01/2025	Jeremy Thompson	09/01/2025
<i>Notes:</i> 9/25 A Data Meeting schedule has been created and communicated to all staff.				
10/27/21	Amplify (grades K-3 reading) , and i-Ready (grades 4-5 Reading & K-5 math) will be used as a universal screener to identify students at risk who need tiered interventions. Intervention cycles for reading and math are 6+ weeks.	Complete 09/26/2025	Codi Kent	09/01/2025
<i>Notes:</i>				
10/27/21	ML students will receive weekly services through a certified ML instructor with a focus on vocabulary and language development.	Complete 09/01/2025	Codi Kent	09/01/2025
<i>Notes:</i>				
10/27/21	A standard protocol will be implemented for MTSS.	Complete 10/28/2021	Chris DeBeauvernet	09/01/2025
<i>Notes:</i>				
10/27/21	Students receiving Tier II and Tier III interventions will be progress monitored and groups not making adequate progress will be reviewed to ensure that research based strategies are being implemented consistently.		Codi Kent	11/05/2025
<i>Notes:</i>				
10/27/21	To increase proficiency and growth rates among the EC subgroup, administration will meet regularly with EC teachers to monitor instruction and progress monitoring. EC teachers will participate in grade level planning and data meetings.		Alvin Scott	12/21/2025
<i>Notes:</i>				
11/14/25	Develop a comprehensive plan within our current MTSS system aimed at improving End-of-Year assessment performance for our SWD students.		Jeremy Thompson	06/19/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<p>A school-wide discipline plan describes clear expectations for student behavior as well as recommendations for consequences. A school wide behavior matrix has been created that describes expectations for student behaviors in particular areas of the building. Each classroom teacher posts classroom rules in a visible location in the classroom, and reminds students of these expectations daily. An intervention matrix has been completed with specific interventions identified for students falling in Tier I, Tier II, and Tier III as part of the MTSS process.</p> <p>Instructional teams met together at the start of the school year to begin the process of aligning expectations and planning out explicitly teaching behavior.</p>			
How it will look when fully met:	<p>When this goal is fully met, effective classroom management will be a consistent, collaborative, and positive part of the school culture. Grade level teams will meet to standardize and positively teach rules and procedures, ensuring unity and predictability in expectations across classrooms. Teachers will proactively focus on explicitly teaching desired behaviors and routines. New teachers, long-term substitute teachers, and short-term substitute teachers will be integrated into this process through their on boarding & training and will have access to shared resources.</p>		Jeremy Thompson	05/22/2026
Actions				
10/20/21	The MTSS Handbook will include a matrix with clearly defined interventions for behavior.	Complete 08/11/2025	Alvin Scott	08/11/2025
<i>Notes:</i> 8/25 This has been created but needs to be distributed to teachers.				
10/26/21	Walkthrough expectations will be established with the leadership team and communicated to staff.		Jeremy Thompson	09/21/2025
<i>Notes:</i>				
10/26/21	A regular schedule for walkthroughs that include feedback to will be implemented.		Jeremy Thompson	09/21/2025
<i>Notes:</i> .				
11/3/25	Grade wide norms will be established so that teachers who join the team are able to seamlessly transition to the grade level expectations and routines.		Jeremy Thompson	05/21/2026
<i>Notes:</i> 2/26 Norms about behavior expectations and routines will be established by teams so that there is consistency across grade levels.				
11/4/25	Grade level teams will align on common expectations for students and a plan to communicate and explicitly teach these expectations at the start of the school year.		Alvin Scott	05/25/2026

Notes:

11/4/25 3rd-5th grade teachers gather and utilize student feedback about units / topics

Patrick Newkirk

05/25/2026

Notes:

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	Target Date
Initial Assessment:		<p>Mountain Island Charter School communicates with parents through a variety of sources including the Parent Square, Raptor Call Newsletter, email, and Thursday Folders. Parent Conferences provide in person meetings on scheduled Parent/Conference Days as well as at the request of parent or teacher.</p> <p>Open House provides an opportunity for parents to obtain a brief overview of curriculum and instruction. Other opportunities are provided by specific grade through Back to School Night where teachers discuss ways to help their children at home. Digital presentations are also available for parents who are not able to attend in person events.</p> <p>Parents also have access to Parent Portals for all content area curricula including Envision Math, Benchmark Advance Literacy, and Second Step.</p>			
How it will look when fully met:		<p>When this goal is fully met, our school communication will empower parents as essential partners in their child's academic growth. Grade levels will consistently provide parents with clear, concise, and user-friendly updates about what their child is learning and communicate with parents proactively about how to access online curriculum materials and resources.</p>		Jeremy Thompson	05/22/2026
Actions					
	11/3/25	Re-establish a link on our Mountain Island Charter website with resources for parents to use for their children at home.		Jeremy Thompson	05/20/2026
Notes:		2/26 We used to have an elementary link with resources parents could use at home in order to help their students education. We want to re-establish this link and make it known to parents that these resources are available.			

10/30/25 Incorporate communication to parents as a key part of the grade-level team unit Planning process utilizing the resources that exist within our curricula (Benchmark Advance & Envision).

Codi Kent

11/10/2026

Notes: