

## 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:

English Language Arts (ELA) Increase EOG Reading proficiency by 5% through targeted instruction, data-driven interventions, and literacy-rich learning experiences.

Science Increase overall science proficiency by 10%, emphasizing rigor, inquiry-based learning, and alignment across all science courses.

Mathematics Increase EOG Math scores by 5% through differentiated instruction, focused remediation, and enrichment opportunities.

Social and Emotional Learning (SEL) Enhance support for student mental health and wellness with a continued emphasis on character education at the middle school level.

Multi-Language Learners (MLL) Ensure that all MLL students meet or exceed their individual expected growth goals on the ACCESS assessment through intentional language support and inclusive instructional practices.

Career and Technical Education (CTE) Expand and improve programmatic opportunities within the CTE department to increase student engagement, certification attainment, and career readiness.

Home–School Communication Strengthen family partnerships by improving documentation and consistency of teacher-parent communication through use of communication logs and digital tools.

AIG/Honors Enhance honors course rigor and fully implement the 2025–2028 AIG Plan initiatives to better support gifted learners and advanced academic pathways.

Students with Disabilities (SWD) Goal Increase academic performance for students with disabilities by raising the SPG rating from an “F” to a “D”, through targeted interventions, inclusive instructional practices, and consistent progress monitoring.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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
<i>Initial Assessment:</i>		<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 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> <ul style="list-style-type: none"> <li>• Stakeholder Engagement: The updated AIG plan has been shared with all relevant stakeholder groups to ensure transparency, understanding, and collaborative support.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>			

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-

	<p>aligned learning experiences, and partnerships that extend learning beyond the traditional school day/year.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>			
<p><b><i>How it will look when fully met:</i></b></p>	<p>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).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul>		<p>Renee Goodwin</p>	<p>06/19/2026</p>

	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.			
<b>Actions</b>				
11/3/25	Target SWD subgroup with TSI funds to improve SPG.		Toni Stallings	02/28/2026
	<i>Notes:</i> 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.			
11/16/25	Continue enhancing CTE programs at the middle and high school levels.		Toni Stallings	06/19/2026
	<i>Notes:</i> 2/26 We continue to develop our CTE programs—Raptor Navigators, Summer Career Accelerator, our 8 <sup>th</sup> 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.			
11/3/25	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.		Toni Stallings	06/30/2026
	<i>Notes:</i> 2/26 Our AIG professional development is going well. We 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.			

Effective Practice:		Practice 2B: Target professional learning opportunities			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		<p>AIG/Honors Rigor</p> <ul style="list-style-type: none"> <li>Professional Development: Provide targeted PD focused on increasing rigor and differentiation in AIG and Honors courses.</li> <li>Curriculum and Instruction Analysis: Conduct curriculum alignment and instructional practice reviews to ensure rigor, depth, and enrichment opportunities for advanced learners.</li> </ul> <p>Instructional Tools (Digital)</p> <ul style="list-style-type: none"> <li>Professional Development: Offer PD on effective integration of digital instructional tools to support rigorous and engaging instruction.</li> <li>Access: Ensure teachers have full access to approved instructional technology tools and platforms to enhance classroom instruction and student engagement.</li> </ul>			
<b>How it will look when fully met:</b>		<p>AIG and Honors instruction will reflect increased rigor and differentiation through the use of data-informed planning and targeted professional development. Teachers will effectively integrate digital tools into lesson design and instruction to enhance engagement, depth of learning, and higher-order thinking. (Teacher feedback; walkthroughs &amp; evaluation data)</p> <p>Supporting Actions:</p> <ul style="list-style-type: none"> <li>Align professional learning with observation data to strengthen instructional strategies for advanced learners.</li> <li>Provide training on digital tools that promote inquiry, collaboration, and critical thinking in Honors and AIG settings.</li> <li>Facilitate peer observations and collaborative planning focused on rigorous instructional design and differentiation.</li> <li>Monitor implementation through classroom walkthroughs and feedback cycles to ensure consistent application of best practices.</li> </ul>		Renee Goodwin	05/21/2026
<b>Actions</b>					
	11/3/25	Create and provide an AIG add-on licensure course for interested teachers.		Toni Stallings	05/21/2026
<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.

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.

11/3/25 Digital tools professional development Toni Stallings 05/21/2026

*Notes:* 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.

11/3/25 Honors rigor professional development & conversation Renee Goodwin 06/30/2026

*Notes:* 2/26 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

**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
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<i>Initial Assessment:</i>	<p>Updated Current Implementation Efforts: 11/25</p> <ul style="list-style-type: none"> <li>To support the goals for all students in ELA, Math, Science--with a targeted focus on Biology, 7th grade math &amp; 8th grade reading.</li> <li>Our AIG plan has been updated, and we are currently in Year 1 of a three-year implementation cycle.</li> <li>SWD subgroup will be addressed as we are a TSI-Additional Targeted Support (SWD-3) school at this time.</li> </ul>				
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<i>How it will look when fully met:</i>	<p>EOG/EOC percent proficient will increase by 5% in Reading and Math and 10% in Science.</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 all tiers (Core, Tier II, and Tier III). Teachers will effectively utilize the SOAR instructional block, whole-group instruction, 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>			Renee Goodwin	06/19/2026
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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. At the same time, our intervention and EC teams will focus on meeting 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 and do demonstrate strong academic growth under a well-implemented tiered system.

A fully implemented system will demonstrate shared ownership for student success across all programs and subgroups, supported by transparent communication with stakeholders and ongoing updates to the school's instructional and AIG resources.

**Actions**

11/5/25	Develop a comprehensive plan within our current MTSS system aimed at improving End-of-Year assessment performance for our SWD students.		Michele Kuhn	06/21/2026
<i>Notes:</i> 2/26 Through our TSI process, we are progress monitoring our SWD students, evaluating what we are already doing for our SWD subgroup and determining what we need to add to our instructional program to help improve proficiency.				
11/5/25	Implement DEPs for middle and high school AIG students.		Toni Stallings	06/21/2026
<i>Notes:</i> 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.				
11/5/25	Increase/improve rigor in Honors courses.		Renee Goodwin	06/21/2026
<i>Notes:</i> 2/26 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				
11/5/25	AP of Curriculum & Instruction will assist with aligning lesson expectations and test data for Science/Math/English programs.		Renee Goodwin	06/21/2026

Notes: 2/26 Co-planning, progress monitoring in Math and English; Consultant being used in Biology and 8<sup>th</sup> Science. Spring Benchmark scores showed progress.

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3B: Provide rigorous evidence-based instruction			
	A2.20	All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers will have access to digital tools for instruction. Teachers will understand how to use the tools available to increase instructional rigor.			
<i>How it will look when fully met:</i>		Teachers will consistently and effectively utilize digital tools to plan and implement lessons.		Toni Stallings	05/21/2026
Actions					
	11/3/25	Offer PD sessions on google for education tools and other digital tools.		Toni Stallings	05/21/2026
		Notes: 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.			

Core Function:		Domain 3: Instructional Transformation			
Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
	A2.16	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students.(5106)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Individualized multi-language learner plans and an academic support teacher are in place to provide instructional support. Multiple sources of data will be used to drive instructional support targeted to student needs.  AIG plan revised & ready for implementation			
<i>How it will look when fully met:</i>		Students who receive multi-language learner support will meet their expected NC ACCESS growth goals and will earn a passing grade of at least 60% in their core academic classes (ELA, Math, Science, and Social Studies).		Renee Goodwin	05/21/2026

2025-26 AIG Plan implementation

When this objective is fully met, all stakeholders—including students, families, and staff—will have a clear understanding of the AIG program’s purpose, identification process, service options, and enrichment opportunities. Communication about AIG offerings will be consistent, accessible, and transparent across multiple platforms (school website, newsletters, family nights, and classroom communication).

Families will actively engage in AIG information sessions, conferences, and events designed to highlight student achievements and learning pathways. Teachers will understand their roles in supporting AIG learners and will collaborate effectively to ensure advanced students receive appropriate challenges and opportunities both inside and outside the classroom.

Students will be able to articulate their learning goals and the enrichment opportunities available to them through the AIG program. The overall school culture will reflect pride in and support for advanced learners, with equitable access to AIG information and services for all families.

**Actions**

11/3/25	Host AIG parent meeting.	Complete 09/30/2025	Toni Stallings	05/21/2026
	<i>Notes:</i> 2/26 We completed this for middle-high.			
11/3/25	Work with students/families/teachers to create DEP plan process for secondary students.	Complete 09/30/2025	Toni Stallings	05/21/2026
	<i>Notes:</i> 2/26 These have been created. Middle School plans are finalized. Continuing to determine best plan of implementation for high school.			
11/3/25	AIG add-on licensure opportunity for teachers		Toni Stallings	05/21/2026
	<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.  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.			
11/3/25	Increase rigor in honors classes.		Renee Goodwin	05/21/2026
	<i>Notes:</i> 2/26 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.			

11/3/25	Improve AIG program information on website.		Toni Stallings	05/21/2026
<i>Notes:</i> 2/26 Collecting and creating resources and materials for the school website with hopes to begin adding these resources this summer.				

<b>Core Function:</b>		<b>Domain 4: Culture Shift</b>			
<b>Effective Practice:</b>		<b>Practice 4C: Engage students and families in pursuing education goals</b>			
	<b>E1.01</b>	<b>ALL teachers maintain a file of communication with parents/guardians.(5177)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Teachers have access to Educator's Handbook and can maintain a parent communication log in the system.			
<b>How it will look when fully met:</b>		Teachers will increase parent communication and documentation through use of Educator's Handbook tools.		<b>Jacob Wilson</b>	<b>05/21/2026</b>
<b>Actions</b>					
11/3/25	Teachers will use Educator's Handbook to document parent contacts.			Thomas Toteno	05/21/2026
<i>Notes:</i> 2/26 Mr. Toteno and Dr. Casey are monitoring Educator's Handbook and parent contacts. Training sessions were provided.					
11/3/25	The Middle School Assistant Principal will provide training on the use of Educator's Handbook tools to ensure consistent and accurate documentation of student behavior and interventions. Ongoing reminders, updates, and support will be provided throughout the school year to reinforce effective and timely use of the system.			Thomas Toteno	05/21/2026
<i>Notes:</i> 2/26 Timeline: Initial training at the beginning of the school year with follow-up sessions each quarter.  Responsible Person: Middle School Assistant Principal  Evidence of Implementation: Staff training sign-in sheets, usage reports from Educator's Handbook, follow-up communications/reminders, and increased consistency in data entry.  Expected Outcome: Improved accuracy and consistency in behavior documentation and data-driven decision-making to support student needs.					
11/3/25	The High School Assistant Principal will provide training on the use of Educator's Handbook tools to ensure consistent and accurate documentation of student behavior and interventions. Ongoing			Lee Casey	05/21/2026

reminders, updates, and support will be provided throughout the school year to reinforce effective and timely use of the system.

*Notes:* 2/26 Timeline: Initial training at the beginning of the school year with follow-up sessions each quarter.

Responsible Person: High School Assistant Principal

Evidence of Implementation: Staff training sign-in sheets, usage reports from Educator's Handbook, follow-up communications/reminders, and increased consistency in data entry.

Expected Outcome: Improved accuracy and consistency in behavior documentation and data-driven decision-making to support student needs.