

Comprehensive Progress Report

Mission: We prepare students for college and career opportunities through quality instruction and equitable access to educational opportunities.

Vision: Our students are lifelong learners who will achieve greatness and become global citizens through a safe, culturally diverse learning environment.

Goals:

By the end of the 2022-2023 school year (2 years), Starmount Academy will increase its overall Reading EOG GLP reading composite from 14.3% in 2020-2021 to 60% in 2022-2023. Starmount Academy will also increase its overall ESSA reading composite to 40% in 2021-2022. Starmount Academy will also achieve a high growth status for reading by increasing its overall growth index score to +2.0 or higher. Align to A2.04, B3.03

Using the 2021/2022 EOY mCLASS composite score, 75% of Starmount Academy K-2nd grade students will attain EOY benchmark status (K-420, 1st-441, 2nd-439). Align to A2.04, B3.03

As evidenced by the Learning Organization Survey (Garvin et. al, 2008) administration in November of 2020, in Professional Development (PD) excellence is a necessary pursuit. Starmount Academy will use formative data triangulation from PD surveys to guide the pathways of Personalized Professional Development Plans (PPDP) managed and monitored within the NCEES PDP platform. Each staff members PPDP will center on 3 goals that will continually move toward proficiency/mastery through PD opportunities that include experts from the outside, coaching training, coaching, access to PD training videos, substitutes for lab site PD days, and conference attendance. The EOY PD satisfaction survey will yield a 90% satisfaction result. Align to A2.04, B3.03

Completion of a needs assessment reveals the necessity of a solidified Starmount Academy MTSS process and the effective use of that process by all staff. Through effective PD and oversight by grade band MCL's and EIT2's, an EOY staff survey will yield 80% satisfaction with MTSS processes and result in the top 15% of highest risk students receiving interventions and effective monitoring within tier 2 and tier 3. Align to A4.01 and A4.06

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. ALIGN TO: A2.01

Duty Free Lunch: To provide a duty-free lunch period for every teach on a daily basis. ALIGN TO: A4.06

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. ALIGN TO: A4.06



! = Past Due Objectives

KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment
Effective Practice:	High expectations for all staff and students

	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
<i>Initial Assessment:</i>			<p>Starmount has a School-wide Behavior Matrix and has implemented SEL in the classrooms. Last year's data indicates that the the number of suspensions is concentrated in a small group of students who are currently in Tier 2 and 3 behavior interventions to address their more specialized needs. An SEL block has been implemented into all classrooms, ensured the character competent to ELL has been capitalized on across curricula and Caring Classrooms is being implemented. These efforts are supported by Student Services support and scheduled SEL time in the beginning of the day and the end of the day.</p>	<p>Limited Development 09/27/2017</p>		

<p>How it will look when fully met:</p>	<p>Every member of Starmount School Community will:</p> <ul style="list-style-type: none"> • Be responsible—understand one’s obligation to engage in ethical, safe and legal behaviors; • Manage emotions—regulate feels so that they aid rather than impede the handling of situations; • Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that lead to responsible, goal-directed action, including overcoming obstacles to plans; • Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity; • Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups; • Refuse provocations—conveying and following through effectively with one’s decision not to engage in unwanted, unsafe, unethical behavior; • Seek help—identifying the need for and accessing appropriate assistance and support in the pursuit of needs and goals; • Exhibit a growth mindset as they approach academic and emotional challenges during the school day. 		<p>Teresa Neely</p>	<p>06/15/2024</p>
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Actions		0 of 1 (0%)		
9/18/19	Admin team and the Student Services Team will provide ongoing PD and support to staff with the implementation of Caring Schools Community Morning Meetings and Closing Circles and differentiated lessons based on Panorama data.		Teresa Neely	02/01/2022
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Based on the data we were able to collect last year, we feel that some of our strengths going into this year will continue to ensure all students have access and engage in rich learning opportunities.

Due to Covid-19, we provided instruction in-person, in a hybrid model and/or in a remote model for all students throughout the 20-21 school year. This year we will be working to update our master schedule and service delivery models to ensure we are providing standards-aligned instruction using our district curricula in all subject areas in both in-person and remote settings. Additionally, we are moving into year three of our K-3 and year two of 4 & 5th EL Education and K-5 enVision adoption. Supporting teachers in their implementation of the adopted curriculum through multiple delivery models will be a priority for us.

In terms of PLCs and planning, we are currently working to identify new processes and procedures to support staff within our new organizational structure. Members have been assigned an instructional coach and will receive weekly or biweekly coaching to support the alignment of lessons utilizing the curriculum. Lab sites will be a routine part of our PD plan. Utilization of the backward planning model reviewing student data to determine student success in lesson(s) and units of study.

We have allocated the use of the following school funds to purchase supports for standards-aligned instruction

- subs for extended planning (for when students return to the hybrid model)
- Personalized PD Plans are formulated.

Limited Development
09/28/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> • Implementation of district curricula with integrity • Evidence of the Core Actions • Strong PLC processes and procedures in place rooted in backwards design/instructional planning approach • Collaborative PLCs with lessons and strategies being modeled regularly • Differentiation and scaffolds planned intentionally • Common vocabulary and academic language being used • Discussion around standard-alignment and what mastery looks like • Student growth and achievement data should be increasing for all subgroups without gaps 			Troy Moore	06/15/2024
Actions			0 of 3 (0%)		
9/24/20	Grade band leaders will work to further develop PLC processes and lead teams through collaborative lesson planning and assessment and data analysis.			Troy Moore	02/01/2022
<i>Notes:</i>					
9/24/20	Admin and grade band leaders will coach and monitor the professional growth of staff as evidenced by their PPDP.			Troy Moore	02/01/2022
<i>Notes:</i>					
9/24/20	Admin and instructional leaders will conduct weekly instructional rounds visits to monitor implementation of standards-aligned instruction discussed in PLCs			Troy Moore	02/01/2022
<i>Notes:</i>					
Implementation:			06/24/2019		

Evidence	6/8/2017 Weekly PLC meetings and units were uploaded to the platform. Teachers in all grade levels participated in Thinking MAPs PD throughout the year. Second Grade teachers participated in the Harvard MORE Study.			
Experience	6/8/2017 Teams worked collaboratively to create science units based on the standards. Teams submitted the units in a timely manner with a long range plan and assessments.			
Sustainability	6/8/2017 Teachers will need to continue this work next year by planning new Social Studies units for the new curriculum. Teachers, EC, and ESL teachers will need to collaborate on vocabulary strategies, SIOP strategies, and scaffolding to meet the needs of all students.			

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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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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Initial Assessment:

PD efforts are underway to coach teachers into an understanding of greater levels of differentiation and individualization. Data meetings have been overhauled and will lead to greater needs assessments on student learning. Furthermore, the Student Support Team will work directly with Grade Band Leaders (MCL & EIT2) to PD and implement a solid MTSS process for academic and behavioral support. In addition, new experiential education implementations have been added to the Specials Schedule.

New Implementations in 2021-2022:

Creation of a ZenDen where Student Support Team members can comfortably host small groups that range in SEL topics.

MakerLab and NatureLab to increase student experiences in lesser known fields, promote integrations with CORE content, and initiate problem solving skills that actually can impact the the student's own community.

New "Calm Boxes" in every classroom.

MTSS Process Makeover

Limited Development
09/28/2016

How it will look when fully met:		<p>Key Features for Full Implementation:</p> <p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> Teachers implementing core curriculum with integrity Diverse use of best practices and strategies that address different learning styles and needs Established MTSS team, structures and processes Collaboration across general education and support staff (EC, TD, EL, counselors, etc.) Focus is on the quality of instruction rather than student deficits Purposeful tiered instruction is being provided for academics and behavior Data driven instruction and decision-making Accurate identification of student needs rooted in data MakerLab and NatureLab operational to increase student experiences in lesser known fields, promote integrations with CORE content, and initiate problem solving skills that actually can impact the the student's own community. 		Troy Moore	06/15/2024
Actions			0 of 2 (0%)		
	9/24/20	Review MTSS plans and student progress on supplemental or intensive interventions bi-weekly		Troy Moore	02/01/2022
<i>Notes:</i>					
	9/23/21	Implement MakerLab and NatureLab into the specials schedule and develop a program for all 6 specials to be integrated into CORE instruction through PBL's, Passion Focus, and Experiential Education opportunities.		Troy Moore	02/01/2022
<i>Notes:</i>					
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

We will continue to further our students social-emotional development by continuing our universal screener, Panorama and the Caring Schools curriculum for direct social-emotional instruction. Furthermore, the Student Support Team will work directly with Grade Band Leaders (MCL & EIT2) to PD and implement a solid MTSS process for academic and behavioral support. In addition, new experiential education implementations have been added to the Specials Schedule.

New Implementations in 2021-2022:

- Creation of a ZenDen where Student Support Team members can comfortably host small groups that range in SEL topics.
- MakerLab and NatureLab to increase student experiences in lesser known fields, promote integrations with CORE content, and initiate problem solving skills that actually can impact the the student's own community.
- New "Calm Boxes" in every classroom.
- MTSS Process Makeover

Limited Development
09/28/2016

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<ol style="list-style-type: none"> 1. Children must understand that everyone has emotions and that their emotional experiences are not unique 2. Children must know that different emotions are prompted by different situations. 3. Children must know that there are different ways to express emotions and they must know how to use those different ways. 4. Children must understand that other people may not feel the same way that they do. 5. Finally, children must understand that they can do things to affect how they feel and how others feel. 			Troy Moore	06/15/2024
Actions			0 of 3 (0%)		
10/11/19	Provide ongoing PD and support to staff with the implementation of Caring Schools Community Morning Meetings and Closing Circles and Panorama SEL differentiated lessons. Provide opportunities for small group sessions in the ZenDen.			Jess Snyder	02/01/2022
<i>Notes:</i>					
10/11/19	Provide ongoing PD and support through TSI resources specific to meeting the academic, social, and emotional needs of all students through a solid MTSS process.			Troy Moore	02/01/2022
<i>Notes:</i>					
9/25/20	Monitor the integrations of MakerLab and NatureLab learning to CORE content to engage students with hands-on learning opportunities that build and foster a positive self-efficacy			Troy Moore	02/01/2022
<i>Notes:</i>					
Implementation:			06/26/2019		

Evidence	4/30/2019 Roster of completed sessions. Decrease of 70% in suspensions. By the end of the school year their was 63.89% decrease in suspensions. The number of students suspended decreased by 40.6%. As part of implementing growth mindset students attended schoolwide assemblies to celebrate new learning and strategies to shift to a growth mindset.				
Experience	4/30/2019 Counselor completed presentations and followed up with additional supports for students who needed it.				
Sustainability	4/30/2019 Small group counseling and individual group counseling continue to provide support to those students who need social emotional support. For the 2019-20 school year class meetings will continue in an effort to support social-emotional learning. Small groups will continue with the counselor.				
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Based on the data we were able to collect last year, we feel that some of our strengths going into this year will be Starmount Academy has been able to access data on incoming children’s early learning experiences, and aligning standards, curriculum, and instruction can facilitate young children’s transition to our school.</p> <p>Starmount understands that students transitioning to middle school have a variety of developmental needs, and must deal with procedural, social and academic changes; our transition programs will foster communication and be responsive to stakeholder needs. Daily morning meetings will address 5th grade developmental, academic and emotional needs as they get ready to transition to middle school.</p>	No Development 09/27/2017		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	When fully implemented: <ul style="list-style-type: none"> • Transition Plans at Starmount include transition action steps when students transition from Pre-K to Kinder and 5th grade to middle school, as well as from grade to grade. • Pre- School transition time will address particularly transitioning needs our students from preschool to kindergarten when they must adjust to a reduction in free-choice time, and more whole-class instruction. • Pre-K will start their transition second in the spring semester by gradual reduction of their nap time and extending their reading and math instructional time. • All grade levels will also have an opportunity to visit classes and/or schools they will attend the following year. • Beginners Events will be developed for students and families specifically for Pre-K, Kindergarten, and Rising 6th graders. • Teachers will exhibit their knowledge and understanding of vertical alignment when implement lessons i.e. content area from grade to grade ensuring the implementation of instruction (beginning and utilizing the backward planning process) supports the learning and achievement of students. • The school redesign will include grade bands instructional coaches, and teachers will work together to ensure that all student receive the intentional,rigorous instructional support need to be college and career-ready. 			Troy Moore	06/15/2024
Actions			0 of 2 (0%)		
9/24/20	Master calendar creation and implementation incorporate development and that includes Beginners Events (Pre-K, Kindergarten, and Middle School), as well as a moving up learning day.			Teresa Neely	02/02/2022
<i>Notes:</i>					
9/24/20	Conduct weekly walkthroughs and/or Instructional Rounds to monitor implementation of standards-aligned instruction discussed in PLCs			Troy Moore	02/02/2022
<i>Notes:</i>					
Implementation:			06/26/2019		

Evidence	6/26/2019 6/20/2019- Morning meetings were held each day as noted in the master schedule. Carmel Middle field trip was attended by all 5th graders.			
Experience	6/20/2019 -PreK students held morning meetings and the last week of school the students visited Kindergarten classrooms. Fifth grade students also participated in daily morning meetings and began speaking about middle school expectations. Fifth students also attended a field trip to Carmel Middle school on March 20 to see the school and get a feel for middle school.			
Sustainability	6/26/2019 6/20/2019-Next year we will continue with the morning meetings. In an effort to support transitions between grade levels we will begin to create a schedule the last week of school so that each grade level can visit other grade levels for 30 minute session to get a preview of the next school year.			

Core Function:	Dimension B - Leadership Capacity				
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Effective Practice:	Strategic planning, mission, and vision				
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KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
		<p>The Principal meets with their School Leadership Teams (SLT), the CNA sub-committee compiled and presented to review the comprehensive needs assessment data and establish plans for improvement in alignment with district goals, turnaround principles, and coordination of allotted funds. The Title I Office will support the school principal twice a year to review spending and alignment to schools' remediation plan goals, strategies, and available data.</p> <p>SLT first monthly meeting was established to review the CNA & SIP plan. Monthly meetings will be held to and monitor the progress toward SIP annual goals.</p>	Limited Development 10/07/2016		

<p>How it will look when fully met:</p>	<p>A high-functioning School Leadership Team (SLT) at Starmount will be driven by the following goals:</p> <p>a) A Drive for Results. This includes a record of implementing change despite political and practical barriers, an unyielding belief that all students – no matter how disadvantaged – can learn, and organizing and planning skills to keep the decision-making process and implementation for each failing school on track.</p> <p>b) Relationships and Influence Skills. This includes good relationships with a wide range of district staff, parents, and community organizers; willingness and ability to disagree with others politely; teamwork skills to complete tasks responsibly and support team members; and strong influence skills.</p> <p>c) Readiness for Change. This includes having an open mind about ways to improve student learning, willingness to learn about what changes work under differing circumstances, willingness to try new strategies, and not having a political agenda that may interfere with student learning-centered decisions.</p> <p>d) Knowledge to Do What Works (or Willingness to Acquire It Quickly). This includes knowledge of the formal and informal decision-making processes in your district; knowledge of past efforts to change and improve schools in your district; and knowledge of education management and effective schools research, with a focus on what has been proven to produce learning results with disadvantaged students.</p>		<p>Troy Moore</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/24/20</p>	<p>Create master calendar that includes SIT monthly meetings and required events adding working sub-committee meetings as necessary.</p>		<p>Teresa Neely</p>	<p>02/02/2022</p>
<p><i>Notes:</i></p>				
<p>9/24/20</p>	<p>Monitor student growth and achievement data weekly. (common assessments, exit tickets, DIBELS, MAP, IStation, etc.)</p>		<p>Troy Moore</p>	<p>06/15/2022</p>
<p><i>Notes:</i></p>				
<p>10/4/21</p>	<p>Survey parents quarterly to determine needs and assess the effectiveness of current communication and engagement methods</p>		<p>Troy Moore</p>	<p>06/15/2022</p>

Notes:

	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
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<p>Initial Assessment:</p>	<p>Most decisions concerning the general operation of the school and its continuous improvement are typically placed with a Leadership Team that is headed by the principal and includes teachers and other staff. The SLT team meets once a month for at least an hour. Leadership team meetings operate with agendas, stay focused, and follow through with the plans they make. The new organization of Starmount features grade band leadership of an MCL and an EIT2. Grade Leaders are recruiting members to sit in on leadership meetings to encourage active voice for the staff at the leadership table. Successful completion of this objective will assist our school in reaching our SMART goals.</p>	<p>Limited Development 09/28/2016</p>		
<p>How it will look when fully met:</p>	<p>This indicator will be fully met when the following criteria is consistently implemented throughout the entire school in an in-person, hybrid, or remote setting:</p> <ul style="list-style-type: none"> • Principal is highly visible and regularly present in classrooms and PLCs both in-person and virtually. • Teachers receive meaningful feedback on their practice consistently from the principal throughout the year from formal and informal observations and walkthroughs • Principal is an instructional leader who fosters strong collaborative practices and processes that ensure all students are engaged in standards-aligned instruction • Principal engages in a regular coaching cycle with staff; communication and feedback is transparent, honest, and rooted in best practice • Grade Bands arrive at semi-autonomous decision making authority due to alignment of leadership, data and best practices for our students. 		<p>Troy Moore</p>	<p>06/15/2024</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
<p>9/24/20</p>	<p>Instructional Round data for progress in teacher practice weekly.</p>		<p>Troy Moore</p>	<p>06/15/2022</p>
<p>Notes:</p>				

9/24/20	Monitor individual coaching logs, PPDP, PLC agendas and/or lesson plan data for alignment and progress weekly		Troy Moore	06/15/2022
<i>Notes:</i>				
9/24/20	Monitor student growth and achievement data weekly through trackers and data meetings.		Troy Moore	06/15/2022
<i>Notes:</i>				

Core Function:	Dimension B - Leadership Capacity
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Effective Practice:	Distributed leadership and collaboration
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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
<i>Initial Assessment:</i>		<p>Based on the data we were able to collect last year, we feel that some of our strengths going into this year will be identifying teachers' strengths and their professional interest.</p> <p>Beginning Teachers will participate in the school BTSP. New teachers will meet with their mentors weekly and attend monthly BT committee meetings.</p> <p>Experienced teachers are given the opportunity to serve as leaders within their classrooms and grade levels by developing strong processes and procedures within their classroom and collaborating with colleagues to share strategies that have proven effective. Teachers are also able to participate in FAC, SLT, Culture and Climate, and the school STAR Team as well as serve as instructional and grade-level leaders. Within each team, subcommittees are developed as working bodies to accomplish goals that will improve the schools' service to children.</p>	Limited Development 09/28/2016		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Starmount Academy values educational research that recommends incorporating team structures into the school culture assists in driving improvement at the school and informs district policies and practices. To that end, Starmount Academy has put team structures charged with specific functions and purpose can address three unique areas of need in schools instruction and instructional methods, whole school improvement planning and family community connections. Starmount teams include: 1) Climate and Culture (staff and student climate and culture), 2) Parent Steering Committee- In charge of coordinating parent communication and opportunities for parent and community involvement. 3) Instructional Leadership Team (ILT)- In charge of implementing district and school instructional initiatives. 4) School Leadership Team (SLT)- focuses on creating and monitoring the School Improvement Plan 5) School Mentoring Team- implement a comprehensive support and professional development plan for new teachers to our school. We believe that when effectively constructed and managed, team structures will take the lead in creating plans for continuous improvement planning frameworks.</p>			Troy Moore	06/15/2024
Actions			0 of 2 (0%)		
	10/11/19	Complete weekly walkthroughs to monitor for alignment and rigor to PLC discussions and lesson plans.		Troy Moore	02/02/2022
	<i>Notes:</i>				
	9/24/20	Conduct weekly PLC meetings led by Grade Band Leaders to support alignment across teachers and teams		Troy Moore	02/02/2022
	<i>Notes:</i>				
Implementation:			06/20/2019		
Evidence	6/8/2017	Grade level agendas, EOG Data Driven calendars			
Experience	6/8/2017	Grade level teams as well as an Instructional Leadership Team and School Leadership team have been formed to guide instructional conversations at Starmount. Grade Level teams meet 3 times per week to discuss literacy and math instruction and 1 time per week to look at student data to inform instruction.			

Sustainability

6/8/2017

Teams will need to begin the 2017-18 school year by establishing norms and creating goals for the team. Teams will need to make the shift from looking at daily plans to unpacking standards, looking at assessments and collaborating on best practices in the classrooms. Looking at student work will guide our conversations and provide opportunities to discuss misconceptions and increase the level of rigor in grades K-5.

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Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		The principal and assistant principal engages in multiple walkthroughs per week at all grade levels. Moreover, he participates in Dual Language Kinder and First, Fourth and Fifth grade PLC meetings weekly. The AP meets with regularly with Kinder, First, Second and Third. The principal leads weekly meetings with the administration team to discuss walkthrough data and create a plan of support to address teacher needs.	Limited Development 09/28/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The principal and Grade Band Leadership Teams will coach teachers through weekly walkthroughs with specific feedback and strategies as outlined in the continuum of strategies from, "Get Better Faster." They will monitor data to ensure teachers are moving towards goals set during feedback sessions. The principal will attend weekly data meetings to ensure students are progressing and teachers are utilizing best practices. Fidelity of implementation will help us reach our SMART Goal which indicates that Starmount will exceed EVAAS growth by the end of the school year. As a result of these actions, teachers will respond positively to Insight Survey questions related to administration supporting them in the implementation of quality instruction. Favorable responses will increase to be at or above the district top quartile.		Troy Moore	06/15/2024
<i>Actions</i>			0 of 4 (0%)		
	10/5/21	Implementation of a Personal Professional Development Plan (PPDP) maintained by the individual teacher, Grade Band Leaders, the Principal and the Assistant Principal. Staff are constructing 3 goals based on instructional initiatives within the school. Monthly check ins done by Grade Band and Department Leaders.		Troy Moore	02/01/2022
<i>Notes:</i>					
	10/5/21	The Principal will spend 50% of the week engaged in coaching or modeling with teachers.		Troy Moore	02/01/2022

<i>Notes:</i>			
10/5/21	Weekly leaderships and data meetings will be hosted by the Principal for Grade Band Leaders that focuses on Coaching PD and student data. Coaching PD progressions will be measured through observation.		Troy Moore 02/02/2022
<i>Notes:</i>			
9/18/19	Establish coaching caseloads where each teacher is provided with regular coaching and is supporting teachers and/teacher leaders in areas of needed professional growth and development.		Troy Moore 02/02/2022
<i>Notes:</i>			
Implementation:		06/20/2019	
Evidence	6/20/2019		
Experience	6/20/2019		
Sustainability	6/20/2019		

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
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>		Based on the data we were able to collect last year, we feel that some of our strengths going into this year will determine teacher placement based on teachers' strengths. These strengths are identified through an analysis of historical data, anecdotal data collections through walk-through, as well as formal and informal observations.	No Development 09/28/2016		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		<p>When fully implemented teachers will participate in professional development opportunities that will support their professional growth and subsequently result in positive student learning growth trends and measures.</p> <ul style="list-style-type: none"> • Highly functional data meetings with action steps • Professional development is a means for elevating the skill and knowledge of administrators, teachers, and staff. Includes a template for planning professional development. • Teachers will participate in PD that will support the implementation of district curriculum • Teachers will receive coaching based on personal reflection and observation feedback 		Troy Moore	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	2/2/21	Create a series of personalized professional development opportunities for staff to build and support language and literacy development strategies		Troy Moore	02/02/2022
<i>Notes:</i>					
	9/24/20	Highly effective PLC data meetings will be led by Grade Band leaders weekly. They will develop the processes for these meetings in collaboration with the principal and assistant principal.		Troy Moore	06/15/2022
<i>Notes:</i>					

9/24/20	Admin and Grade Band Leaders will monitor individual coaching logs, PPDP, PLC agendas and/or lesson plan data for alignment and progress weekly		Troy Moore	06/15/2022
<i>Notes:</i>				
Implementation:		06/26/2019		
Evidence	5/23/2018 5/23/2018-PLC agendas, lesson plans, teacher-led PD on data and learning pathways. 5/2019-Teachers attended PLCs weekly, unpacked standards, created aligned lesson plans to support best practices. At the end of the year teachers were given a survey to provide feedback on professional development interests, including ELL strategies, Personalized learning, Google Classroom, and Classroom Management			
Experience	5/23/2018 5/23/2018-PLCs have worked diligently to ensure that we are using a backwards design approach to plan instruction. Collaboration among PLCs and support staff continues to improve. Teams are collaborating on weekly agendas to ensure that all are prepared and the best resources are being utilized. Teachers and coaches are working to improve differentiation and personalized learning through teacher led PD.			
Sustainability	5/23/2018. All teams will need IPA training to improve the PLC process. Leadership, teachers and support staff will need ongoing training to ensure that best practices and collaboration are happening at the highest level to meet the academic needs of students.			

Core Function:

Dimension C - Professional Capacity

Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The principal is working on establishing norms that foster a positive culture of safety, respect, and high expectations for all.</p> <p>The principal honors and recognizes the contributions and talents of the staff celebrating those successes by promoting and share the skill with fellow staff in PLC, staff meetings, and promotions.</p> <p>The principal establishes boundaries and addresses culture concerns and behaviors.</p> <p>The principal honors teachers and is working to support systems that will them within the school.</p> <p>We have developed a Student Teacher Pipeline from both UNCC and Appalachian State.</p>	Limited Development 09/28/2016		
<i>How it will look when fully met:</i>		<p>Effective, fair, and punctual evaluation methods.</p> <p>An effective Begining Teacher Mentor Program.</p> <p>Effective coaching and modeling to Grade Band Teachers by the MCL and EIT2</p> <p>Securing 4 Student Teachers per semester from area Universities.</p> <p>Promotion of Starmount Academy to teachers in Student Teaching programs about to enter the workforce.</p>		Troy Moore	06/15/2024
<i>Actions</i>			0 of 4 (0%)		
	10/15/18	Recognize and celebrate staff for their accomplishments through shout outs in the Weekly Bulletin and Staff Meetings, thank you cards and timely feedback.		Troy Moore	12/01/2021

Notes:

10/11/19 Monitor school culture by giving monthly pulse checks at staff meetings or through online surveys.

Teresa Neely

12/01/2021

Notes: various surveys will be conducted 4 or more times a year.

10/11/19 Monitor individual coaching logs, PLC agendas and/or lesson plan data for alignment and progress weekly

Troy Moore

12/01/2021

Notes:

5/27/20 Climate and Culture will also survey staff for staff recognition ideas throughout the year.

Teresa Neely

12/01/2021

Notes:

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		We are working to streamline our communication and instruction through the use of Class Dojo, Canvas and ConnectEd messages. Additionally, we are working to increase the number of parent supports and resources we are providing to parents.	Limited Development 09/28/2016		
		Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<i>How it will look when fully met:</i>		<p>Starmount teachers and school leaders collaborate in creating practices for engaging with a variety of family contexts, to develop the necessary skills to foster effective school-home partnerships. Teachers reached out to parents in these ways:</p> <ul style="list-style-type: none"> •Class Dojo communications <p>Met face-to-face with each family at the beginning of the school year (Open House)</p> <ul style="list-style-type: none"> • Telephoned/Parent Contact Apps routinely with news on how the children were doing, not just when they were having problems or acting up. Also, teachers are informed of school-based services they can make parents available to address both their child's academic and social-emotional needs. 		Troy Moore	06/15/2024
<i>Actions</i>			0 of 3 (0%)		
	10/5/21	Implement an afterschool program with the partnership of YReaders, Harris YMCA, and Starmount Church for 100 students. Check ins on program development with our partners will occur weekly.		Troy Moore	10/15/2021

<i>Notes:</i>				
9/24/20	Establish norms for communication between teachers/staff and parents.		Troy Moore	02/02/2022
<i>Notes:</i>				
9/24/20	Provide consistent communication through Class Dojo, Canvas and ConnectEd othat provides parents with updates on expectations and current events at the school/district		Troy Moore	02/02/2022
<i>Notes:</i>				
Implementation:		06/20/2019		
Evidence	6/20/2019			
Experience	6/20/2019			
Sustainability	6/20/2019			