

School Improvement Plan



2017-2018

School Improvement Plans remain in effect for two years, but a School Leadership Team may amend as often as necessary or appropriate.



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

Draft Due: October 3, 2017	Final Copy Due: October 17, 2017
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{School Name} Contact Information			
School:	Starmount Academy of Excellence	Courier #:	545
Address:	1600 W. Brookdale Ave	Phone Number:	980-343-3630
		Fax Number:	
Learning Community:	South Learning Community	School Website:	
Principal:			
Learning Community Superintendent:			

Starmount Academy Of Excellence School Improvement Team Membership			
<i>From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."</i>			
Committee Position	Name	Email Address	Date Elected
Principal	Nancy Martinez	Nancye.martinez@cms.k12.nc.us	
Assistant Principal Representative	Bill Tsintzos		
Teacher Representative	Jolene Stewart		
Inst. Support Representative	Stephanie Rose		
Teacher Assistant Representative			
Parent Representative	Samuel Diaz		

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Parent Representative			
Parent Representative			
Parent Representative			
Parent Representative			

Vision Statement

District: CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

School: Starmount Academy of Excellence is a student-centered, culturally-responsive community where we foster student achievement through challenging learning endeavors driven by standards using a variety of educational and character-building experiences.

Mission Statement

District: The mission of CMS is to maximize academic achievement by every student in every school.

School: At Starmount Academy of Excellence, we are committed to supporting every member of our school community to achieve at high levels.

Starmount Academy of Excellence Shared Beliefs

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- Academic achievement is best accomplished through a well-rounded program that challenges all students academically, socially, ethically, and morally.
- Academic achievement is best fostered in a nurturing environment with high expectations that all children can learn and that respects different learning styles.
- A safe and orderly environment is based on established rules administered consistently and fairly throughout the school.
- A safe and orderly environment requires constant vigilance and regular review of safety procedures by all staff, students, and community.
- Community collaboration is built upon parents, students, staff, and local community working together as a team.
- Community collaboration is maintained through open and systematic lines of communication between home and school and by sharing a commitment to community outreach.
- Professional development is based on teachers being lifetime learners who keep abreast professionally and seek appropriate assistance from system-wide resources.
- Professional development requires integration of new learning with daily work in the classroom or school to be effective.
- The school culture supports all students and teachers working, sharing, having fun, and celebrating learning loudly.

Starmount SMART Goals

- Provide a duty-free lunch period for every teacher on a daily basis.
- Provide 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, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.
- Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.
- Mastery Grading Procedures Plan – Maximize academic achievement in a personalized 21st century learning environment for every child to graduate college and career ready.
- By June 2018, End-of-Grade literacy composite will improve from 19.5 percent career and college ready to 26 percent career and college ready. End-of-Grade proficiency will increase from 32.38 percent proficient to 37 percent proficient
- By June 2018, End-of-Grade math composite will improve from 33 percent career and college ready to 38 percent career and college ready. End-of-Grade proficiency will increase from 42.11 percent proficient to 47.11 percent proficient.
- By June 2018, Domain score improvement in Insight Survey Observation and Feedback. (Spring 2018 score = 6.1 to 7.1)



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

Starmount Academy of Excellence Assessment Data Snapshot

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Starmount Academy of Excellence - School Composite																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	35.73	38.60	36.15	33.10	64.71	81.00	35.42	35.20	14.29	42.86	22.62	21.10	3.39	3.20	100.00	85.70
	▼		▲		▼		▲		▼		▲		▲		▲	



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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	-2.87	3.05	- 16.29	0.22	- 28.57	1.52	0.19	14.30
% CCR	25.26 29.70	26.15 24.80	47.06 69.00	25.08 26.40	4.76 35.71	13.10 13.20	0.00	94.44 71.40
	▼ -4.44	▲ 1.35	▼ - 21.94	▼ -1.32	▼ - 30.95	▼ -0.10		▲ 23.04



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Starmount Academy of Excellence - Grade 03 EOG Reading																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	36.23	34.60	43.75	47.40	66.67	40.00	34.78	28.30	0.00	50.00	21.95	21.70	0.00	100.00	0.00	
	▲		▼		▲		▲		▼		▲			▲		



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	1.63	-3.65	26.67	6.48	- 50.00	0.25		100.00
% CCR	20.29 24.70	25.00 36.80	33.33 40.00	19.57 17.00	0.00 50.00	4.88 10.90	0.00	80.00 0.00
	▼ -4.41	▼ - 11.80	▼ -6.67	▲ 2.57	▼ - 50.00	▼ -6.02		▲ 80.00



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Starmount Academy of Excellence - Grade 03 EOG Math																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	49.28	48.80	50.00	52.60	66.67	100.00	52.17	42.60	0.00	50.00	46.34	36.20	0.00	100.00	100.00	
	▲ 0.48		▼ -2.60		▼ -33.33		▲ 9.57		▼ -50.00		▲ 10.14			— 0.00		



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% CCR	40.58	35.40	43.75	42.10	33.33	40.00	43.48	31.50	0.00	50.00	36.59	23.40	0.00	100.00	100.00
	▲		▲		▼		▲		▼		▲			-	
	5.18		1.65		-6.67		11.98		-50.00		13.19			0.00	

Starmount Academy of Excellence - Grade 03 EOG Composite

Denominator - All students who took an EOG assessment. Numerator - All students who scored an achievement level of 3, 4, or 5.



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	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	42.75	41.70	46.88	50.00	66.67	70.00	43.48	35.50	0.00	50.00	34.15	29.00	0.00	100.00	50.00	
	▲ 1.05		▼ -3.12		▼ -3.33		▲ 7.98		▼ -50.00		▲ 5.15		▲ 50.00			
% CCR	30.43	30.10	34.38	39.50	33.33	40.00	31.52	24.30	0.00	50.00	20.73	17.20	0.00	90.00	50.00	
	▲		▼		▼		▲		▼		▲		▲			



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0.33	-5.12	-6.67	7.22	-50.00	3.53	40.00
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Starmount Academy of Excellence - Grade 04 EOG Math																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	35.21	42.00	40.91	27.30	50.00	100.00	32.56	47.30	0.00	33.33	18.18	34.80	12.50	100.00	100.00	
	▼		▲		▼		▼		▼		▼					—



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	-6.79	13.61	-	-	-	-		0.00
			50.00	14.74	33.33	16.62		
%	29.58	35.80	25.00	27.91	0.00	9.09	0.00	100.00
CCR	35.80	22.70	100.00	40.00	33.33	30.40	100.00	100.00
	▼	▲	▼	▼	▼	▼	—	
	-6.22	13.66	-	-	-	-	0.00	
			75.00	12.09	33.33	21.31		



**2017-2018 Starmount Academy of Excellence School
Improvement Plan Report**

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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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Starmount Academy of Excellence - Grade 04 EOG Reading																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	33.80	24.70	40.91	9.10	50.00	100.00	30.23	29.10	0.00	33.33	9.09	8.70	0.00	100.00	100.00	
	▲		▲		▼		▲		▼		▲			-		



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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	9.10		31.81		-		1.13		-		0.39		0.00	
					50.00				33.33					
%	22.54	14.80	31.82	4.50	50.00	100.00	16.28	18.20	0.00	0.00	4.30	0.00	100.00	0.00
CCR	▲		▲		▼		▼		—				▲	
	7.74		27.32		-		-1.92		0.00					
					50.00									



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Starmount Academy of Excellence - Grade 05 EOG Math																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	42.03	39.70	33.33	30.80	100.00	70.00	44.68	35.60	33.33		21.43	0.00		0.00	100.00	100.00
	▲ 2.33		▲ 2.53		▲ 30.00		▲ 9.08				▲ 21.43				— 0.00	



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%	28.99	32.40	22.22	15.40	100.00	70.00	29.79	28.90	33.33	14.29	0.00	0.00	100.00	100.00
CCR	▼		▲		▲		▲			▲			-	
	-3.41		6.82		30.00		0.89			14.29			0.00	



**2017-2018 Starmount Academy of Excellence School
Improvement Plan Report**

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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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Starmount Academy of Excellence - Grade 05 EOG Reading																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	27.54	33.80	22.22	30.80	100.00	80.00	27.66	24.40	33.33		5.90	11.11	0.00	100.00	100.00	
	▼ -6.26		▼ -8.58		▲ 20.00		▲ 3.26					▲ 11.11		— 0.00		



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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% CCR	14.49 25.00	5.56 23.10	100.00 80.00	17.02 13.30	0.00	0.00	0.00	100.00 100.00
	▼ -	▼ -	▲ 20.00	▲				-
	10.51	17.54						



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

Starmount Academy of Excellence - Grade 05 EOG Composite																
Denominator - All students who took an EOG assessment. Numerator - All students who scored an achievement level of 3, 4, or 5.																
	All Students		African American		White		Hispanic		Other Races		EL/LEP		SWD		AIG	
	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16	'16-17	'15-16
% GLP	31.88	40.20	25.93	33.30	100.00	83.30	32.62	32.60	33.33		9.52	5.90	7.41	0.00	100.00	100.00
	▼		▼		▲		▲				▲		▲		—	
	-8.32		-7.37		16.70		0.02				3.62		7.41		0.00	
% CCR	21.26	32.80	14.81	23.10	100.00	76.70	22.70	25.90	11.11		7.14	2.00	0.00		100.00	100.00
	▼		▼		▲		▼				▲				—	
	-11.54		-8.29		23.30		-3.20				5.14				0.00	

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Starmount Academy of Excellence Profile

Starmount Academy of Excellence is located at 1600 W. Brookdale Ave, in Charlotte, NC. Founded in 1952, Starmount has operated as a regular K-5th grade and recently a school-wide pre-school. The preschool site closed in 2010 due to low enrollment numbers. The school has now reopened as a PreK-5th grade school with over 458 students grades Kinder-5th and 36 Pre-K students on our rosters. Starmount has reopened as a relief school to alleviate overcrowding at Huntingtowne Farms Elementary. The 2017-18 school year marks the beginning of our Dual



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

Language (DL) program implementation. Starmount DL program was conceived as a strategy to reduced and eventually eliminate the achievement gap not only of our Latino students but of all students who participate. We have received very positive feedback from families attending the program and we currently have a waiting list.

The school understand the important role that community and parent involvement has in the success of our mission. To that end, Starmount has developed active partnerships with Read Charlotte, Urban Promise, Salvation Army, Harris YMCA, Forest Hill Church, Charlotte-Mecklenburg Police Department, Starmount Neighborhood Association, Alianza Latina, Wells Fargo Bank, Dwight Howard Foundation to mention a few. Our partnership with Dwight Howard and the Salvation Army has made it possible for our school to inaugurate our very own Boys and Girls Club. This program will provide instructional and recreational activities for 80 students in our school. As a relatively new school in the neighborhood we believe is important to impress upon our neighbors the value of our school not just for our families but for the community as a whole. It is for that reason that, in collaboration Forest Hill Church and Harris YMCA, we offer a very successful adult ESL program to parents and community members. Participants come three times a week for classes that focus on language acquisition and computer skills. It is important that our students see not only that we are life-long learners but also that with hard work we can change our future.

Starmount's student body of approximately 452 students is currently 67% Hispanic, 26% African American, 2% White, .8% American Indian. The student body includes children from a variety of Charlotte-Mecklenburg neighborhoods but mainly around the South Blvd. corridor. The home school area is an economically disadvantaged community comprised primarily of Latino students. Starmount's school students feeds on to Carmel Middle School and South Mecklenburg High School. Parents readily provide their time and talents to make Starmount a better place for all students. Our first parent breakfast took place last Thursday, September 28th with a total of 35 parents in attendance. We also recruited a number of parents to volunteer in committees and school programs such as the School Learning Team and Classroom Readers

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Strategic Plan 2018: For a Better Tomorrow



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Goal 1: Maximize academic achievement in a personalized 21st-century learning environment for every child to graduate college- and career-ready

Four focus areas:

- I. College- and career-readiness
- II. Academic growth/high academic achievement
- III. Access to rigor
- IV. Closing achievement gaps

Goal 2: Recruit, develop, retain and revitalize workforce

Five focus areas:

- I. Proactive recruitment
- II. Individualized professional development
- III. Retention/quality appraisals
- IV. Multiple career pathways
- V. Leadership development



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

<p>Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable system of support and care for each child</p> <p>Three focus areas:</p> <ol style="list-style-type: none"> I. Family engagement II. Communication and outreach III. Partnership development 	<p>Goal 4: Promote a system-wide culture of engagement, cultural competency and...</p> <p>Five focus areas:</p> <ol style="list-style-type: none"> I. Physical safety II. Social and emotional health III. High engagement IV. Cultural competency V. Customer service
<p>Goal 5: Optimize district performance and accountability by strengthening data use, processes and systems</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. Effective and efficient processes and systems II. Strategic use of district resources III. Data integrity and use IV. School performance improvement 	<p>Goal 6: Inspire and nurture learning, creativity and entrepreneurship through technology and school redesign</p> <p>Four focus areas:</p> <ol style="list-style-type: none"> I. Learning everywhere, all the time II. Innovation and entrepreneurship III. Strategic school redesign IV. Innovative new schools
<p>SMART Goal (1): <i>Duty Free Lunch for Teachers</i></p>	<p>Provide a duty-free lunch period for every teacher on a daily basis.</p>
<p>Strategic Plan Goal:</p>	<p>Goal 2</p>
<p>Strategic Plan Focus Area:</p>	<p>Recruit, develop, retain and reward a premier workforce.</p>
<p>Data Used:</p>	<p>Lunch Supervision Plans</p>

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Strategies (determined by what data) <ul style="list-style-type: none"> ● Task ● Task ● Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	P In



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

1. Master Schedule created with a 30 minute uninterrupted lunch embedded for all teachers	Nancy Martinez Principal Bill Tsintzos Assistant Principal	Master Schedule	No additional funding needed	Na Ma Pri Bil As Pri Fa
2 Coverage schedule implemented using our Teacher Assistants, administrators and Lunch Monitor to provide adequate supervision.	Bill Tsintzos Assistant Principal	Coverage Schedule	No additional funding needed	Bil As Pri
3.				
4.				

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SMART Goal (2): <i>Duty Free Instructional Planning Time</i>	Provide duty-free instructional planning time for every teacher under G 301.1, with the goal of proving an average of at least five hours of plan the maximum extent that the safety and proper supervision of students
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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

	regular student contact hours.
Strategic Plan Goal:	Goal 5
Strategic Plan Focus Area:	Optimize district performance and accountability by strengthening data systems.
Data Used:	Weekly Planning Calendar; Master Schedule

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Strategies (determined by what data) <ul style="list-style-type: none"> • Task • Task • Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	P In
1. Teachers will meet twice a week to collaborate using PLC format to ensure effective implementation of Math and Reading lessons.	Ms. Rose Acad. Coach Ms. Martinez Grades K, 4th	Data from weekly assessments, monthly common assessments and State assessments.	\$1,000 for supplies	Ms Ac Ms Gr



2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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<p>Teachers will analyze assessment data on a weekly basis and plan intervention plans for students who scored below the establish 75% passing rate.</p>	<p>and 5th teachers Mr. Tsintzos Grades 1st 2nd and 3rd grade teachers</p>	<p>Agenda and minutes from PLC meetings will also be sent to administrators.</p>	<p>4th tea Mr Gr 2ⁿ gra tea</p>
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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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<p>2. Starmount teachers, Academic Coordinator and administrators will work with our region BT coach, Ms. Amanda Childress and the Better Lesson PD coaches to assist with the successful implementation of a collaborative culture through PLCs.</p>	<p>Ms. Rose Acad. Coach Ms. Martinez Grades K, 4th and 5th teachers Mr. Tsintzos Grades 1st, 2nd and 3rd grade teachers</p>	<p>Lesson plans submitted to grade level administrators will reflect strategies for instruction and differentiation that teachers are implementing as a result of their collaboration within PLCs</p> <p>Instructional data from bi-</p>	<p>\$5000 for supplies and instructional materials students who are in need of additional intervention in reading</p>	<p>Ms Ac Ms Gr 4th tea Mr Gr 2n</p>
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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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	<p>Amanda Childress. Better Lesson PD Coaches</p>	<p>weekly assessment will yield an increasing number of students reaching 75% proficiency. Intervention plans for those students who fail to reach proficiency will also be submitted as evidence.</p> <p>Teachers in 4th and 5th grade</p>	<p>and math Title 1 Funds were used to pay for coaching individual teachers in 4th and 5th grades as</p>	<p>gra tea An Ch Be Le Co</p>
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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

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		as well as selected students in 1 st and 2 nd will meet bi-weekly with their Better Lessons Coach. Administrators will meet with coaches on a quarterly basis to provide support and adjust processes as needed. Minutes will be kept of these meetings	well as selected students in 1 st and 2 nd grade	
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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

		BT coach will meet with BT teachers bi-weekly basis.		
3. A differentiated Professional development will be offered within the on the third Wednesday of the month. Faculty was surveyed on topics of need. PD session will focus on areas of balanced literacy as well as successful implementation of the Envision curriculum. Early release days will also be used for this purpose. Additional topics related to technology will be included.	Ms. Rose Envision PD Rep, Mary Wilson ILT members	Learning Walkthrough Data will focus on implementation of district's initiatives around writing to learn. A walkthrough form will be developed for Math walkthroughs if one is not available at the district level. Teacher feedback will be submitted within 24 hours of their walkthrough. Coaching plans created for teachers who are in need of extra support (i.e. modeling, co-teaching etc.)	\$2,000 for supplies and consultant fees	Ms En Re Wi ILT
4.				
SMART Goal (3): <i>Anti-Bullying / Character Education</i>	Provide a positive school climate, under CMS regulation JICK-R, by providing a safe and supportive environment free of bullying and harassing behaviors.			
Strategic Plan Goal:	Goal 4			
Strategic Plan Focus Area:	Promote a system-wide culture of safety, high engagement, cultural competence, and excellent customer service.			
Data Used:	School-Wide Discipline Data; School Insight Survey Results			

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Strategies (determined by what data) ● Task ● Task ● Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	P In
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2017-2018 Starmount Academy of Excellence School Improvement Plan Report

1. Bully Prevention	Lindsay Natoli and Ms. King	Evidence of Bullying prevention initiatives through implementation of Second Step curriculum. Number of referrals bullying reports	\$500 supplies needed to implement Second Step	AC Ju we les cla as
2. Character Education	PBIS team	Number of suspensions and referrals reduced by 40% Lesson on Character Educational implemented monthly with different topics related to character education and acquiring a growth mindset. The Energy Bus Curriculum will be used for this purpose	\$2,500 supplies, Energy Bus Animated Curriculum, Copies etc.	PE co Ar cla tea
3. Healthy Active Child 30 min.	Daniel Hartley Gym Teacher	Health Assessment data. Mr. Hartley formal and informal data on student participation. Recess provided for 30 minutes daily in our Master Schedule	No additional funds needed	Da Ha Gy Te
4. School Health Team	Mark Karriker School Nurse	School Health Team meets at least monthly to discuss student concerns and integrate healthy living habits as part of students instruction in gym, science, and or social studies	\$500 for supplies	Ma Sch Na Ma Lin Ash

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Improvement Plan Report**

SMART Goals:	90-Day Plan Goals.
Strategic Plan Goal:	
Strategic Plan Focus Area:	
Data Used:	

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	P
1.				
2.				
3.				
4.				

**See Comprehensive
Plan Report**

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Mastery Grading Procedures Plan – Required for All Schools	
Strategic Plan Goal:	Goal 1: Maximize academic achievement in a personalized 21st-century for every child to graduate college- and career-ready.
Strategic Plan Focus Area:	Academic growth/high academic achievement
Data Used:	



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Strategies (determined by what data) <ul style="list-style-type: none"> ● Task ● Task ● Task (PD) 	Point Person (title)	Evidence of Success (Student Impact)	Funding (estimated cost / source)	P In
1. Common assessments	Ms. Rose Acad. Facilitator Principal Martinez	Proficiency set at 75% and data analyze weekly during PLC time.	No Funding needed	Te Ms Ac Fa



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	Assistant Principal Tsintzos			Pr Ma As Pri Ts
2. Data disaggregation	Ms. Rose Acad. Facilitator	During Data Analysis PLCs we disaggregate data from bi-weekly meetings and plan a tiered	No Funding needed	Te Ms Ac



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	Principal Martinez Assistant Principal Tsintzos	intervention instruction plan implemented during allotted intervention time for reading and math.		Fa Pri Ma As Pri Ts
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3. Flexible grouping	Teachers Ms. Rose Acad. Facilitator Principal Martinez Assistant Principal	Using diagnostic data from state assessments and adjusted through bi-weekly data analysis, teachers create flexible groupings for instruction and intervention.		Te Ms Ac Fa Pr Ma As Pr
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4. Additional learning opportunities	Teachers and Academic Coordinator	Teachers will embed digital learning opportunities and out-of-school experiences for all students as a way to enhance and provide relevance to curriculum	Title 1 Funding	Te
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5. Late and make-up work	Teachers and students	Provided for students who are absent or students who were suspended.	No Additional Funding needed	Tea stu
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6. Grade reporting	Principal Martinez Teachers	<p>Percentage Breakdown: Classwork/Informal Assessments/Homework 40% of quarter grade Classwork must include a variety of assignments such as warm-ups, notebook checks, quizzes, group work, in-class tasks, class participation, etc. Class participation rubrics must be approved by the principal/designee.</p> <p>Formal Assessments 60% of quarter grade Formal assessments must include a variety of assignments such as tests, comprehensive writing assignments, projects, etc. A minimum of 4 formal assessments per quarter shall be included in the final grade. Project rubrics must be approved by the principal/designee.</p>	No additional Funding needed	Pr Ma Te
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{Starmount Academy of Excellence} - 600 Waiver Requests

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Request for Waiver
<ol style="list-style-type: none"> 1. Insert the waivers you are requesting <ul style="list-style-type: none"> • <i>Maximum Teaching Load and Maximum Class Size (grades 4-12) [required for all schools w</i>



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2. Please identify the law, regulation or policy from which you are seeking an exemption.
 - 115C-301 (c and d) Maximum Teaching Load and Maximum Class Size *[required for all scho*



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3. Please state how the waiver will be used.

- *Class size will be adjusted to address student individual instructional needs through flexible grouping and the most effective utilization of teaching teams. Maximum teaching load will be used to allow teachers to teach the curriculum to teach students designated for specific skill needs and to address the large number of students requesting elective classes.*



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4. **Please state how the waiver will promote achievement of performance goals.**
- *This waiver will allow more flexibility in grouping students to meet their abilities and needs and to their achievement on the performance goals.*

Approval of Plan		
Committee Position	Name	Signature
Principal	Nancy Martinez	
Assistant Principal Representative	Bill Tsintzos	
Teacher Representative	Jolene Stewart	
Inst. Support Representative	Stephanie Rose	
Teacher Assistant Representative	Moraima Romero-Peña	
Parent Representative		
Parent Representative		
Parent Representative		
Parent Representative		
Parent Representative		

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