

# Our Direction

**Starmount Acad of Excellence**

**Date of Report: 11/1/2021**

## **Vision:**

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

## **Values:**

- Individual Well-Being
- Faculty Professional Well-Being
- Community Well-Being
- Celebrating and embracing diversity through culturally relevant instruction and Dual Language Programs.

## **Mission:**

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

## **Goals:**

- 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

- 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

- 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

**Performance Measure(s)**

Performance Indicator:		
Data Source: NC EOG	Baseline Year: 2020-2021	Baseline: 14.3%
Target Date: 2021-2022	Target: 40%	Actual:
Target Date: 2022-2023	Target: 60%	Actual:

- 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 Lunch: To provide a duty-free lunch period for every teach on a daily basis.

ALIGN TO: 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

- 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

### Data Review:

#### Needs Assessments, Accreditation Reports, Similar Feedback:

<https://drive.google.com/drive/u/2/folders/1KfQdxstplBozgmAKSE-CQph3qiY7ku67>

#### Student Outcome Data:

<https://drive.google.com/drive/u/2/folders/1KfQdxstplBozgmAKSE-CQph3qiY7ku67>

#### Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

The leadership at Starmount Academy has been significantly distributed into 3 Grade Bands for the 2021-2022 school year. Each Grade Band (K/1, 2/3, 4/5) has 8 homeroom positions as well as a Multi-Classroom Leader (MCL) and Expanded Impact Teacher 2 (EIT2) leading the way organizationally and instruction-ally. Support Service Departments have also been assigned to Grade Bands for complete wrap around services that are self contained and not impacted by other Band schedules. The entire leadership team is focused on highly effective Professional Development processes, strong data analysis, a laser focus on movement toward proficiency in literacy, and an efficient and effective MTSS process that works for our demographic. We are built for success and remain focused on our identified goals that will open worlds of opportunity for our students.

### Selected Indicators:

#### Curriculum and instructional alignment

A2.04 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)

#### Distributed leadership and collaboration

B2.03 The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)

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**Family Engagement**

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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)

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**High expectations for all staff and students**

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A1.07 ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)

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**Monitoring instruction in school**

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B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)

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**Quality of professional development**

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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)

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**Strategic planning, mission, and vision**

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B1.01 The LEA has an LEA Support & Improvement Team.(5135)

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)

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**Student support services**

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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)

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)

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)

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**Talent recruitment and retention**

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C3.04 The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)