

2021-2022 State of the School Report

Starmount Academy of Excellence



Principal Name

Troy Moore

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	9.9	7.1	9.7		<5	9.1
	CCR	6.2	<5	6.5		<5	9.1
Grade 4	GLP	22.8	8.3	27.9		10.0	
	CCR	8.8	8.3	9.3		<5	
Grade 5	GLP	10.4	<5	10.4		<5	7.1
	CCR	6.0	<5	<5		<5	7.1
School	GLP	13.7	<5	15.0		<5	6.1
	CCR	6.8	<5	6.5		<5	6.1

Math		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 3	GLP	<5	<5	<5		<5	9.1
	CCR	<5	<5	<5		<5	<5
Grade 4	GLP	12.5	<5	16.7		<5	
	CCR	<5	<5	<5		<5	
Grade 5	GLP	<5	<5	<5		<5	6.7
	CCR	<5	<5	<5		<5	<5
School	GLP	6.4	<5	7.2		<5	5.9
	CCR	<5	<5	<5		<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	8.7	<5	10.2		8.1	<5
	CCR	<5	<5	<5		<5	<5

EOG School Composite 2020-21	9.8
School Letter Grade*	D

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT 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 member's 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

III. CHIEF CHALLENGES

- Staff absences and no subs. Having to use strategic and intervention staff for substituting causes groups of students to miss small group instruction.
- Low morale - Staff are more likely to stay home from work, don't feel the same passion around working hard to meet individual student needs, and don't feel valued by the school system.
- Student emotional needs and discipline - Both of these areas are an incredible challenge for our Administration, Lead Teachers and Student Services Team to be able to help move the school academically.

IV. PLANS FOR THE YEAR: SIP ACTIONS

We have really focused on our MTSS processes, progress monitoring and team approach to owning these students. We have been meeting the reading proficiency needs of both our MTSS students and many more intervention students with solid and consistent Orton Gillingham instruction. We have aligned our PLC planning sessions to adequately focus on Core EL Curriculum and Benchmark Adelante (Dual Language) to encourage focused literacy instruction.

