Star Elementary 11/21/2025

Comprehensive Progress Report

Mission:

Star Elementary School, in partnership with parents and the community, will provide a safe environment that promotes academic, social, emotional, and intellectual growth.

Vision:

Star Elementary School will prepare students through:

Success

Teamwork

Achievement

Relationships

Goals:

Star Elementary will increase educator preparedness.

Star Elementary will eliminate opportunity gaps for all students.

Star Elementary will increase student performance.

! = Past Due Objectives KEY = Key Indicator

Core Function:	Domain 2: Talent Development

Effective Practice:			Practice 2B: Target professional learning opportunities			
	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**
Initial Assessment:			Teachers and administration regularly analyze student data for check-ins, mClass, i-Ready, and EOGs. Each teacher has a digital data tracker for their class to mark their growth and to mark progress monitoring. The data is used to plan intervention groups and lowest skill deficits intervention. We need to do this in the area of math as well.	Limited Development 07/01/2025		
How it will look when fully met:			At Star Elementary, school leaders and instructional teams use a structured data-driven process to identify strengths and gaps in both student achievement and instructional practice. Currently, reading data is analyzed consistently through benchmark assessments, formative classroom data, and observation tools. With the adoption of a new math curriculum and in response to below-grade-level performance in areas, the school is expanding its data protocols to include math benchmarks, unit assessments, and walkthroughs focused on math instruction. Administrators and instructional leaders conduct regular classroom observations using a shared look-for tool aligned with the new curriculum's instructional expectations. Data from assessments and observations are triangulated and discussed in grade-level PLCs and leadership meetings. Trends identified (e.g., difficulty with modeling math thinking or small-group management) directly inform PD offerings, coaching cycles, and resource allocation. Professional development is job-embedded, aligned to observed needs, and followed up with coaching and support. As a result, instructional practices in both reading and math become more consistent, student growth improves, and teachers feel empowered by responsive, relevant professional learning.		**Janet Deaton**	**06/06/2028**
Actions				**0 of 4 (0%)**		
		7/1/25	Build Internal Math Capacity through Train-the-Trainer Model The instructional facilitator and two classroom teachers will complete the Foundations of Math course.		Esther McDonald (elected 2025)	01/01/2026

Notes:				
11/3/25	Teachers and IF will meet to complete the data meeting template to break down standards for reteaching.		Lisa Wood (elected 2025)	06/01/2026
Notes:	This will take place in weekly grade level PLC meetings.			
7/1/25	Principal and IF will complete at least 2 math walkthroughs per classroom by the end of each quarter.		Janet Deaton	06/01/2026
Notes:				
7/1/25	Teachers will participate in two required professional development sessions focused on the implementation of the new math curriculum.		Janet Deaton	06/01/2026
Notes:				

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**
Initial Assessment:	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. Currently, we have a devoted 30-minute intervention block in each grade level with push-in support to work with small groups based on data from BOY formative assessments. Teachers create data driven small groups for literacy/math to provide differentiated work. One group is an acceleration group, one is Tier II and the group working with the teacher is Tier III. Teachers with support need to work on documenting these efforts within ECATS. We also need to develop the continued use of approved interventions to close gaps in our subgroups.	Limited Development 07/30/2025		

How it will look when fully met:	By following these action steps, the school can establish a tiered instructional system that effectively addresses the individual needs of students and supports their academic growth and success. In doing so we can close the achievement gaps in our EOG subgroups and increase proficiency in reading and math across all grade levels. A school-based MTSS team meets regularly to review universal screening, academic/behavioral data, and adjust supports. Teachers participate in data-driven PLCs to review student performance and adjust instruction. A centralized data system is used to monitor Tier 1, 2, and 3 supports. Behavior interventions (PBIS or schoolwide behavior matrix) are integrated into the MTSS system. Training and coaching are provided to staff throughout the year to sustain best practices. Students not making progress in Tier 2 receive individualized plans with increased frequency and intensity. Specialists (EC teachers, school psychologist, counselor) help tailor plans. Parents are engaged in the process early and regularly. Intervention data is tracked and reviewed by the MTSS team monthly and grade level PLC team.		**Lisa Wood (elected 2025)**	**06/01/2028**
Actions		**0 of 5 (0%)**		
7/30/25	All students in K–5 will complete universal screeners in reading and math, with results analyzed by teachers with the instructional facilitator and principal.		Janet Deaton	06/01/2026
Notes:	These will take place during grade level PLC meetings in the instructional room. The data will be used to shift intervention groups and plan what approved intervention material would best serve the students and close gaps.			
7/30/25	All students identified as below benchmark will be receiving documented interventions, with progress monitored and adjustments made at least monthly.		Janet Deaton	06/01/2026
Notes:				

7/30/25	Teachers are observed and given feedback on classroom practices through the CWT documents.		Janet Deaton	06/01/2026
Notes:				
11/3/25	Rising 5th grade females will increase proficiency in math with small group interventions, tutoring, and student led data reviews.		Danielle Hurley (elected 2025)	06/01/2026
Notes:				
11/3/25	Teachers will meet in PLCs to analyze the data and group students in a shared digital data wall for intervention planning for each classroom.		Lisa Wood (elected 2025)	06/01/2026
Notes:				

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3B: Provide rigorous evidence-based instruction**			
	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:			We currently use a PDSA model to drive our daily CORE instruction. We have curriculum guides for our new CKLA ELA curriculum, science standards and math. Furthermore, we will create and follow our new curriculum guides for our Amplify math curriculum as well as our updated Science standards.	Limited Development 08/27/2024		

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	1. Collaborative Instructional Planning: Instructional teams will be engaged in developing, revising, and aligning curriculum guides with standards. Teachers will work together to build standards-aligned units for each subject, particularly focusing on the new CKLA reading curriculum and the updated NCSCOS science curriculum. 2. Clear, Consistent Curriculum: For each subject and grade level, the curriculum guides will be consistent, detailed, and reflect the latest standards and include Depth of Knowledge questions. 3. Ongoing Review and Reflection: Teachers will regularly review student data and outcomes, adjusting units as needed to ensure standards are being met. This process will be ongoing, with built-in time for reflection and refinement during grade level planning and plc meetings. 4. Resource Alignment: All teaching materials, assessments, and instructional strategies will be aligned with the standards. Resources for CKLA and NCSCOS will be embedded within the guides, ensuring a seamless connection between curriculum goals and classroom instruction. 5. Professional Development: Teachers will receive training and support to effectively implement both the CKLA curriculum and any changes related to the updated NCSCOS. This will ensure that all teachers are comfortable with the materials and instructional approaches. 6. Student-Centered Instruction: Lessons and units will be designed to meet diverse student needs, with differentiation strategies and supports built into the curriculum.		**Lisa Wood (elected 2025)**	**06/01/2028**
Actions		**2 of 4 (50%)**		
7/30/25	Instructional facilitators will meet to create a template for the new math curriculum guides.	Complete 11/03/2025	Janet Deaton	10/01/2025
Notes:				

11/3/25	Create the first nine weeks guide for teachers to implement.	Complete 11/03/2025	Lisa Wood (elected 2025)	10/01/2025
Notes:				
11/3/25	Provide year long PD training on the math curriculum.		Danielle Hurley (elected 2025)	06/01/2026
Notes:	To include the Desmos calculator			
11/3/25	K-2 teachers will attend reading professional development for Skills with Amplify.		Lisa Wood (elected 2025)	06/01/2026
Notes:				
Implementation:		07/30/2025		
Evidence	6/8/2025 Evidence will be uploaded into file.			
Experience	6/8/2025 We implemented a new reading curriculum this year so this objective was of high importance. This standards were built into our school meeting schedules for data chats. The principal and IF schedule 5 walk throughs with the form each every week and are in the classroom more than that. The challenge was the district PDSA meetings due to dates changing for weather closures.			
Sustainability	6/8/2025 District support for updating the curriculum documents across the district. We will continue our efforts at the school level with walk throughs, and data meetings.			

Core Function:	**Domain 4: Culture Shift**
Effective Practice:	**Practice 4C: Engage students and families in pursuing education goals**

		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At present, Star Elementary communicates student progress primarily through quarterly report cards, mid-term progress reports, and parent-teacher conferences. Teachers also use Class Dojo, phone calls, notes, and newsletters to share updates on student learning and behavior. While these methods provide parents/guardians with general feedback on student performance, they are not fully standards-based. Instead, they focus more on overall subject grades and classroom observations. .	Limited Development 09/02/2025		

How it will look when fully met:	Fully Implemented Practice: At Star Elementary, all teachers would systematically communicate student progress on specific standards to parents/guardians throughout the year. Reporting would go beyond traditional letter grades to include: Standards-Based Report Cards – Families receive detailed reports showing which standards their child has mastered, is developing, or needs additional support in. Data Folders/Student Portfolios – Students maintain work samples, assessment results, and progress monitoring data aligned to grade-level standards, which are shared regularly with families. Quarterly Parent Conferences – Conferences are structured around student mastery of standards, with teachers highlighting strengths, growth areas, and intervention plans. Ongoing Communication – Teachers use Class Dojo, newsletters, or electronic progress trackers to keep parents updated on mastery of standards in real time. Family Engagement Nights – Parents receive training and resources to understand grade-level standards and learn strategies to support learning at home. By fully implementing this system, parents would have clear, consistent, and actionable information about their child's academic progress tied directly to state standards, ensuring a stronger home-school partnership and more targeted support for student success.		**Lynn Maness (elected 2025)**	**06/06/2028**
Actions		**2 of 5 (40%)**		
9/2/25	Teachers will provide families with clear explanations of grade-level standards and student progress through curriculum nights, newsletters, or Class Dojo updates.		Janet Deaton	06/01/2026
Notes:				
9/2/25	Teachers will maintain a data folder or portfolio with assessment results, progress monitoring, aligned to standards to review with families.		Janet Deaton	06/01/2026
Notes:				
9/18/25	SIT will plan and schedule at least 3 parent nights for reading, math and science.	Complete 09/01/2025	Janet Deaton	06/01/2026

Notes:	SIT has scheduled on the calendar all of our curriculum nights for the year. They are shared on Dojo for parents.			
11/3/25	The school will host parent involvement events such as fall carnival, Christmas musical, Cinco de Mayo festival.		Janet Deaton	06/01/2026
Notes:				
11/3/25	The school will create and send a Title 1 Parent Survey for parent feedback.	Complete 11/03/2025	Janet Deaton	11/01/2026
Notes:				