

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:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 46.9% in SY2023-24 to 54.6 % in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 1)

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 7.3% in SY2023-24 to 14.7 % in SY2024-25. (Aligns to A2.04 and B3.03 and CMS Goal 2)

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. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns 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. (Aligns to A4.06)

The percent of OSS/ISS incidents will decrease from 9.1 % in SY 2023-24 to 7% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of students scoring Grade Level Proficient (GLP), (by student group/s relevant to school), on math End of Grade assessments in grades 3-5 will increase from 24.7% in SY 2023-24 to 45% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

100% of classroom teachers will implement Caring Schools with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 85% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Domain 1: Turnaround Leadership			
Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>		<p>The percentage of students scoring Grade Level Proficient (GLP) on Reading End of Grade assessments in grades 3-5 will increase from 16% in SY2024-25 to 35% in SY2025-26.</p> <p>The percentage of students scoring Grade Level Proficient (GLP) on Math End of Grade assessments in grades 3-5 will increase from 35.1% in SY2024-25 to 50% in SY2025-26.</p> <p>Starmount will increase K-2 Dibels from 61% at or above grade level in the SY2024-2025 to 80% in the SY2025-26.</p>	Limited Development 07/30/2024		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		The administrative team makes short, regular classroom observations. The team uses these observations to see what instruction is like in classrooms throughout the school. Teachers receive brief, consistent observation feedback within 24 hours. The coaching feedback is not used as part of a teacher's formal professional record, but rather to help teachers hone instructional practices.		Kylene Collins (elected 10/3/24)	12/05/2025
Actions			0 of 3 (0%)		
	9/23/25	Implement a PLC structure to include the voice and practice of all stakeholders by modeling lessons, and completing an internalization note-catcher for discussion that occurs in PLC around standards, teacher actions, student actions and environment.		Kylene Collins	12/11/2025
<i>Notes:</i>					
	9/23/25	Principal Monitors Effectiveness: Develop a schedule for attending walkthroughs, PLC observations, Logistics Meetings and ILT discussions to evaluate the current state of curriculum implementation, tiered interventions and appropriate scaffolds, and classroom management.		Kylene Collins	12/11/2025
<i>Notes:</i>					

	9/23/25	Create and implement a tiered coaching and feedback plan to increase teaching leadership capacity		Kylene Collins	12/11/2025	
<i>Notes:</i>						
Implementation:			06/04/2025			
	Evidence	6/4/2025 6/4/2025- We had PLC meeting agendas, documents, and classroom observations.				
	Experience	6/4/2025 6/4/2025- coaches met with teachers n4 times a week to review instructional materials and curriculum implementation.				
	Sustainability	6/4/2025 6/4/2025- outlining a universal planning document and a modeling platform to use consistently.				
	KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Limited Development 07/30/2024			
			Priority Score: 2	Opportunity Score: 1	Index Score: 2	
How it will look when fully met:				Kylene Collins (elected 10/3/24)	06/11/2026	
			Full implementation in this standard will be reached when teachers are ensuring active participation from our black student group within all lessons that are taught and students in the black student group are making appropriate and consistent gains			
Actions			0 of 2 (0%)			
	9/23/25	Within the 2025-26 school year, our school identified the following resource inequity, black student group, as a result, our school plans to mitigate this inequity by having each Ensure appropriate level of small group each benchmark and provide appropriate instruction to meet students' individual needs.		Kylene Collins	12/11/2025	

<i>Notes:</i>				
9/23/25	Within the 2025-26 school year, our school identified the following resource inequity, black student group, as a result, our school plans to mitigate this inequity by tracking on walkthroughs and providing feedback to staff around how they are engaging black student groups throughout the lesson.		Kylene Collins	12/11/2025
<i>Notes:</i>				
Implementation:		05/02/2025		
Evidence	5/2/2025 5/2/2025: We have seen growth in almost all students who receive these supplemental services. We also have been progress monitoring our students and have seen tremendous growth in 3-5 math and reading.			
Experience	5/2/2025 5/2/2025: We used Title 1 funds to purchase tutors to assist our bubble kids and push them to the next prof. level. We also created a plan utilizing our TA's to provide small group instruction to our scholars.			
Sustainability	5/2/2025 5/2/2025: We must continue to strengthen our K-2 core so when students get into 3rd grade they'll have what they need in order to be CCR and GLP.			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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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:

Our 2023-2024 performance grade we went from a D to an F and our now we are on the low performing list. Our data showed an increase in 3rd reading from 12.7% GLP to 19% GLP. The 3rd to 4th grade cohort had a decrease of 8.7 percentage points in 4th grade reading GLP. The 4th grade GLP percentage decreased from 23.2 to 14.5 GLP and 13 to 5.8 CCR. In math, 3rd grade decreased from 36.6% GLP to 27.8%

GLP and 21.1% CCR to 13.9% CCR. 4th grade math increased from 20.3% GLP to 24.6 GLP and decreased 10.1% from 39.1% CCR to 29% CCR. Our percentage of Black and Hispanic 3rd grade students combined who score at the College and Career Ready level in ELA increased from 1.9% in 2022-2023 to 15.7% in 2023-2024. Starmount had 200 plans created in Branching Minds. We had 57 students on Tier 3 math, and 32 students on Tier 2 math. We identified 66 students on Tier 3 reading and 29 students on Tier 2. We also identified 16 students needing Tier 2 behavioral support plans.

PLCs successfully engaged in weekly data meetings to analyze data (MAP, DIBELS, Weekly assessments, Formal Assessments, Microphases, Branching Minds) to inform appropriate interventions during the scheduled WIN block. (Goal 4) MTSS interventionist facilitated monthly logistics meeting with school stakeholders (MTSS facilitator, grade level teams, EC/ML support, TA interventionists, Admin and Instructional leadership team) to ensure the implementation of a multi-tiered system of support for attendance, behavior, social-emotional, and academic support. (Goal 4, FAM-S 3, Title 1). The administrative team created, communicated and executed a instructional master schedule created to allow time for equitable service delivery models for all students (ML services, EC services, and small group instruction and intervention, and 5th Grade Science). An area of opportunity is to analyze Spring ACCESS scores 2024 to ensure equitable service delivery models are provided for all MLs.

(Goal 4)

Other areas of success were that the school ensured that each teacher faithfully implemented effective teaching practices and aligned them to the same standards and skills as their peers teaching other tiers of intervention. The general education classroom is a reference point for student performance. We first identify which student needs support and then provide needed supports within the general education classroom. The second and third tiers of support are supplemental to, not in lieu of, the instruction of the general education classroom. The

Limited Development
07/30/2024

focus is on student response to instructional practices, as opposed to student deficits or failures. The fidelity of instruction is a primary focus of the implementation of a tiered system. Tiered interventions are the means of intensifying and tailoring instruction to support individual student needs. For 2024-2025, a challenge in this area will be the fidelity and consistency of interventions due to the discontinuation of guest teachers. Instructional teacher assistants will most likely be needed to serve as substitutes when teachers are absent due to the low rate of substitutes at SAE. Opportunities for growth in the 2024-2025 school year will be to continue to increase our progress monitoring fidelity and to identify areas of growth earlier.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

The percentage of students scoring Grade Level Proficient (GLP) on Reading End of Grade assessments in grades 3-5 will increase from 16% in SY2024-25 to 35% in SY2025-26.

The percentage of students scoring Grade Level Proficient (GLP) on Math End of Grade assessments in grades 3-5 will increase from 35.1% in SY2024-25 to 50% in SY2025-26.

Starmount will increase K-2 Dibels from 61% at or above grade level in the SY2024-2025 to 80% in the SY2025-26

**Kylene Collins
(elected 10/3/24)**

06/11/2026

Actions

0 of 2 (0%)

7/30/24

MTSS interventionist will facilitate monthly logistics meeting with school stakeholders (MTSS facilitator, grade level teams, EC/ML support, TA interventionists, Admin and Instructional leadership team) to ensure the implementation of a multi- tiered system of support for attendance, behavior, social-emotional, and academic support. (Goal 4, FAM-S 3, Title 1)

Christine Krause

12/11/2025

Notes:

9/24/25

Using the data we will establish systems and processes to effectively use iReady resources as a way to differentiate instruction for students based on diagnostic data and growth monitoring data.

Madeline Bone

12/11/2025

Notes:

Implementation:		06/04/2025		
<i>Evidence</i>	6/4/2025			
<i>Experience</i>	6/4/2025			
<i>Sustainability</i>	6/4/2025			

Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

Our data showed that our school overall composite was 23.6 GLP and 11.6 CCR. This was a stagnant composite for GLP and a decrease of 1.1% from the previous school year. In 3rd Grade reading students had an increase of 6.3% in GLP from 12.7% to 19% and 4.9% CCR from 1.4% to 6.3% from the BOG to the EOG. 3rd Grade Math had a 8.8% decrease from the previous year GLP from 35.6% to 27.8% and a decrease in CCR from 15.5% to 12.9%. In 4th grade, students decreased in GLP from 23.4% to 24.6% from the prior year, but the Cohort increased from 12.7% to 14.5% and CCR from 1.4% to 7.2%. In 4th Grade Math, the students decreased from the prior year by 10.1% and increased GLP from the prior year by 4.3%. In 5th Grade Reading, students increased GLP from the prior year from 16.1% to 16.9% and decreased CCR from 9.7% to 8.5%. In 5th Grade Science 40.8% of students met GLP for an increase of 8.5 and 29.6% of students met CCR for an increase of 10.2. Our School composite data shows an increase for our Black student group by 3.3% in GLP and -2.5 in CCR. Our Hispanic subgroup showed a decrease of 1.9% GLP and decrease of 1.1% CCR. According to EVAAS, Starmount was identified as Not Met. Starmount had 200 plans created in Branching Minds. We had 57 students on Tier 3 math, and 32 students on Tier 2 math. We identified 66 students on Tier 3 reading and 29 students on Tier 2. We also identified 16 students needing Tier 2 behavioral support plans. Our K-2 Dibels data shows that 46.9% of students were at or above benchmark on Dibels in the 2023-2024 school year.

In the 2023- 2024, The SIDI team successfully worked with the instructional leadership team and teachers to ensure an understanding of school-wide and individual data for each student to ensure appropriately standard aligned support is provided to each student. Faculty and instructional support teams have utilized and ensured alignment to the district's scope and sequence for each quarter with common assessments for math and literacy. PLCs reviewed standards to which they aligned objectives, assessment items, and curriculum. The team prioritized (identifying the critical learning standards for the grade level), unpacking (identifying the explicit and implicit domain standards at the grade level) and powering (identifying the essential skills from among the domain skills). PLCs defined performances and skills that correspond with the standards, and defined instructional objectives for each unit of study. This process consisted of writing end of year learning targets, vertically articulating the learning targets with the grade level above and below, finalizing end of year learning targets and making any necessary adjustments, attaching a mastery criterion to

Limited Development
09/13/2024

each learning objective and dividing the end-of-year targets into quarterly learning expectations and scaffolding appropriately. Another area that we were successful in was providing targeted time to discuss standards and alignment to planning, as well as our full day planning which was received well by our staff.

We utilized pull out groups for interventions beginning in September with our TA's working throughout the day to meet with targeted small groups on very specific interventions. Our TA's were trained in OG and Do the Math and met each week as a PLC to look at data and information. One of the challenges with intervention groups was related to staffing. TA's would often have to cover classes due to absences making intervention group consistency difficult. We created our school PD plan to provide additional training and support around small groups and using data to inform our instruction. Some challenges that we faced in this SIP goal were around identifying the depth of the standard and our instructional alignment. For the 2024-2025 school year, we will have a lot of new staff members. This will be a challenge for the upcoming school year in regards to building cohesiveness within teams as well as new teachers learning standards and alignments to pacing. There is an opportunity for us to address some of these challenges by creating an agenda for PLC meetings for the 2024-2025 school year, as well as focus more of our data conversations around the progress monitoring that is happening to ensure that our instruction is meeting the needs of all individuals. There is also an opportunity to have quarterly vertical team plannings to identify the needs of students from a vertical perspective, and also identify how our data is moving from grade to grade

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>The percentage of students scoring Grade Level Proficient (GLP) on Reading End of Grade assessments in grades 3-5 will increase from 16% in SY2024-25 to 35% in SY2025-26.</p> <p>The percentage of students scoring Grade Level Proficient (GLP) on Math End of Grade assessments in grades 3-5 will increase from 35.1% in SY2024-25 to 50% in SY2025-26.</p> <p>Starmount will increase K-2 Dibels from 61% at or above grade level in the SY2024-2025 to 80% in the SY2025-2</p>		<p>Kylene Collins (elected 10/3/24)</p>	<p>06/11/2026</p>
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Actions	0 of 2 (0%)		
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<p>9/24/25</p>	<p>The instructional leadership team will facilitate conversations with teachers and support staff, during PLC meetings to ensure standards aligned units of instruction are being designed and implemented to improve student outcomes. (Goal 1, FAM-S-29, Budget)</p>		<p>Kylene Collins</p>	<p>12/11/2025</p>
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<p><i>Notes:</i></p>

<p>9/24/25</p>	<p>Implementation of PLC protocols and internalization note-taker to ensure alignment to the standards, modeling of concepts, conversation around misconceptions and data, and level of implementation of PLC discussions.</p>		<p>Kylene Collins</p>	<p>12/11/2025</p>
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<p><i>Notes:</i></p>

Implementation:	06/04/2025		
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<p>Evidence</p>	<p>6/4/2025</p>			
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<p>Experience</p>	<p>6/4/2025</p>			
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<p>Sustainability</p>	<p>6/4/2025</p>			
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Core Function:	Domain 4: Culture Shift
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Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning
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	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
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<p>Initial Assessment:</p>	<p>In 2023-2024, our OSS disproportionately was 9.1% compared to 36.4%</p>	<p>Limited Development 09/17/2024</p>		
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in 2022-2034, a decrease of 27.3%. We exceeded our goal indicator by 13.9%. Our Chronically Absenteeism data indicates a decrease of 3.75% (2022-2023 38.89% to 35.14% for the 2023-2024 school year).

In the 2023-2024 school year, we had several successful actions aligned to this indicator. We celebrated students' success with a weekly STAR student, facilitated quarterly awards ceremonies, and conducted daily SEL morning meetings and lessons. Our counselors were also consistent with meeting with small groups for targeted needs. We publicized weekly STAR students to our families via Parent Square, and also created a bulletin board to recognize students publicly. We also created a school culture around proactive and preventative discipline with a matrix and clear expectations for students and staff. Additional successes that we experienced related to this indicator were the creation of weekly recognition and the usage of common language throughout our school. We recognized student attendance during our weekly attenDANCE party with our school social worker, and utilized her to further decrease our chronic absenteeism. In the 2023-2024 school year we had the opportunity to do restorative practice training, and set expectations with many new staff members around our approach to social emotional support for students.

Some challenges that we faced in meeting this goal were around the consistency of all teachers working on this indicator, and some staff members' belief in students and approach to being proactive and preventative. This school year we had 7 suspensions. Three of these suspensions were for aggressive behavior. The others were for possession of tobacco (1), disorderly conduct (1) and property damage (2). We offered counseling to all individuals involved, and we strategically put a plan in place for all students who received OSS this year. We also had parent meetings with each student and parent to ensure preventative actions upon returning to school. We had a significant number of new staff members in the 2023-2024 school year so there was an opportunity to incorporate the district vision of excellence and the crown experience within our school building. Some of the challenges we anticipate for the 24-25 school year are high number first year teachers and new staff who will be learning to implement procedures and behavioral expectations in their classroom as well as learning the common language SAE uses in managing student procedures for behavior and movement throughout the building.

In 2024-2025, there is an opportunity for our counselor to model lessons and do an accountability check for staff morning meetings with strategic scheduling and we will continue to hold high expectations for

how we speak to students, how we treat them, and our belief in students. Another opportunity to continue to challenge our staff for the 2024-2025 school year, will be to continue restorative practice training, and set expectations with many new staff members around our approach to social emotional support for students. There is an opportunity for the student service team to look at next years data

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

The percent of Chronic Absenteeism will decrease from 21% in SY2024-25 to 15% % in SY2025-26.

The number of OSS/ISS incidents will decrease from 62 incidents in SY2024-25 to 31 incidents in SY2025-26.

De'Jhon Collins

06/11/2026

Actions

0 of 2 (0%)

9/24/25 Starmount staff will provide intentionality around the creation of a prosocial classroom. Professional development will be provided, walkthrough trends will be collected on implementation, and students and classrooms will exemplify the prosocial classroom traits

Sharon Cherry

12/11/2025

Notes:

9/24/25 Execute a three tiered attendance plan to decrease our number of chronically absent students

De'Jhon Collins

12/11/2025

Notes:

Implementation:

06/04/2025

Evidence

6/4/2025
6/4/2025- SEL lessons in google drive, STAR student awards.

Experience

6/4/2025
6/4/2025- We utilized our human capital to make sure we addressed their Social and Emotional needs.

Sustainability

6/4/2025
6/4/2025- Continue this practice for next school year.

Core Function:

Domain 4: Culture Shift

Effective Practice:			Practice 4C: Engage students and families in pursuing education goals	Implementation Status	Assigned To	Target Date
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)				
<i>Initial Assessment:</i>			<p>Starmount Academy of Excellence set out to achieve its school-wide goal of utilizing a variety of ways to communicate with parents and families to best support the academic curriculum and create a home school connection. Some of our successes were the use of Parent Square, in which we had over a 90% connection rate with families. We also utilized weekly connect-ed calls to inform parents of things happening at the school each week academically, and also informed families of our STAR student behavior of the week. In the Spring, we had several parent events (Goal Setting and Growth with Someone Special, End the Year Strong, and Movie Night) which were attended by over 100 families. These successful events allowed us the opportunity to engage with families around things that students were doing at Starmount. We also created parent surveys to learn about more information that families would like to engage in with the school.</p> <p>A challenge for Starmount for the 24-25 school year is continuing to ensure parents are equipped with skills and strategies to support their child at home when they may have limited access to the language or academics.</p> <p>There are opportunities next year for our school to increase parent involvement through a PTA. We will work with our student service team and community partners (Mecklenburg PTA) to encourage parents to sign up, and consistently participate in the creation of a PTA. There are additional opportunities to work in the Fall with our parents to encourage the importance of attendance, and reading each night together at home (in English or Spanish.) We will plan regular parent meetings to discuss ways that they can help their students academically and socially, and provide resources to support the home-school connection.</p>	Limited Development 09/13/2024		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>The percentage of students scoring Grade Level Proficient (GLP) on Reading End of Grade assessments in grades 3-5 will increase from 16% in SY2024-25 to 35% in SY2025-26.</p> <p>The percentage of students scoring Grade Level Proficient (GLP) on Math End of Grade assessments in grades 3-5 will increase from 35.1% in SY2024-25 to 50% in SY2025-26.</p> <p>Starmount will increase K-2 Dibels from 61% at or above grade level in the SY2024-2025 to 80% in the SY2025-26</p>			Sharon Cherry (elected 10/3/24)	06/11/2026
Actions			0 of 2 (0%)		
9/24/25	<p>Starmount will conduct family events this year to have families come and learn about the expectations of their child's grade standards, and how they can support their child's growth at home. They will also have the opportunity to see the skills in action by visiting the classroom for the teacher to model the skills. (Goal 1, Goal 2, Title 1)</p>			De'Jhon Collins	12/11/2025
<i>Notes:</i>					
9/24/25	<p>Starmount will partner with HEART math tutoring, ALP, Sheriffs Club, Urban Promise, and the YMCA to increase opportunities for additional academic support for targeted students. (Goal 1, Goal 2, Title 1)</p>			Christine Krause	12/11/2025
<i>Notes:</i>					
Implementation:			03/27/2025		
Evidence	2/20/2025				
Experience	2/20/2025				
Sustainability	2/20/2025				