

Comprehensive Progress Report

Mission:

At Winget Park, all stakeholders take action to ensure the creation of a school that unites us as:

1 School

1 Family

1 Community

Vision:

At Winget Park Elementary, we inspire innovative problem solvers that excel academically, socially, and emotionally.

Goals:

The percent of chronically absent students will decrease from 15.9% in SY2024-2025 to 10% in SY2025-2026. (Aligns to A4.06 and CMS Guardrail 3)

We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2025-2026 and SY2026-2027. (Aligns to A4.01 and B3.03 and CMS Guardrail 1)

Referrals for inappropriate behavior for Students with Disabilities will decrease from 62% in SY2023-24 to 50% in SY2025-2026. (Aligns to A4.06 and CMS Guardrail 2)

The percent of students scoring Grade Level Proficient (GLP), (by EL subgroup), on reading End of Grade assessments in grades 3-5 will increase from 42% in SY 2024-25 to 47% in SY 25-26. (Aligns to D1.02, A1.04 and CMS Guardrail 1)

EOG Reading composite score in grade third-fifth will increase from 69.3%GLP (24-25SY) to 74.3%% and CCR composite from 47.3% CCR (24-25 SY) to 52%% CCR. (Aligns to A2.04 and B3.03 and CMS Goal 2)

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 70.1% SY2024-2025 to 75% SY2025-2026. (Aligns to A2.04 and B3.03 and CMS Goal 1)

We will increase our students with disabilities subgroup performance grade from a D (43) to a D(48) or higher in SY2025-2026. It was raised form an F to a D in SY2024-2025(Aligns to A4.01, D1.02, and CMS Guardrail 1)

Winget Park will retain 90% of licensed classroom teachers throughout the 2025-2026. (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>As of June 2025, our Black and Hispanic 3rd grade students did not fully meet the combined goal of 35.9% at CCR. Our data indicates that we had a combined total of 60% reach GLP and 34% reach CCR. However, we did increase from 39%CCR to 43% CCR for the Reading Composite score. We have an unofficial Grade 3 Reading proficiency score of 34% CCR and 57% GLP. As of June 2025 the successes we experienced related to this indicator in meeting our goal is that 3rd Grade Dibels composite scores indicate that 56% of students are at or above benchmark. The successes within this indicator include the use of the PDP to guide teachers paths throughout the year and the increased use of TLP to hire and promote highly effective leaders within our building. During the 24-25 school year, a walkthrough schedule was used to ensure that the curriculum was regularly monitored. One of our challenges we experienced for the 25-2026 school year was the ability to provide high-quality coaching to every employee. The challenges have led to new opportunities for improvement for the 25-26 school year, we will ensure that every person in the school receives monthly coaching and feedback. Our team has designed a coaching log and spreadsheet to hold the coaches accountable.</p>	Limited Development 07/10/2024		
<i>How it will look when fully met:</i>			<p>The principal and School Leadership Teams will coach teachers through weekly walkthroughs with specific feedback and strategies as outlined in the continuum of strategies from, "Get Better Faster." They will monitor data to ensure teachers are moving towards goals set during feedback sessions. The principal will attend weekly data meetings to ensure students are progressing and teachers are utilizing best practices. Fidelity of implementation will help us reach our SMART Goal which indicates that Winget Park will exceed EVAAS growth by the end of the school year. As a result of these actions, teachers will respond positively to Insight Survey questions related to administration supporting them in the implementation of quality instruction. Favorable responses will increase to be at or above the district top quartile.</p>		Kira Michaw	06/30/2026
Actions				0 of 2 (0%)		
	7/30/24	The principal will develop a weekly walkthrough calendar with strategic look-fors to assess the current state of curriculum implementation, SEL instruction, tiered interventions, and classroom management. (Aligns to All goals and FAM-S 29, 30, and 31)			Kira Michaw	11/01/2025

<i>Notes:</i>						
	8/19/25	School administration will create a standard protocol for recording all walkthrough feedback allowing trends across grade levels, grade bands and school-wide to be analyzed.			Kim White	12/12/2025
<i>Notes:</i>						
	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
<i>Initial Assessment:</i>			<p>As of June 2025, our data indicates that we had a combined total of 63.9% GLP and 43.6% CCR in 3-5th grade Reading Composite scores. We have an unofficial Grade 3 Reading proficiency score of 34.5%CCR and 57.7%GLP. As of June 2025, the successes we experienced related to this indicator in meeting our goal is that DIBELs composite scores indicate that 56.2% of students are at or above benchmark. We utilized our facilitators to ensure our teams were using the curriculum and pacing with fidelity and to help our teachers move towards integrity. Some other successes include monthly walks with ESPAC, that included specific actionable feedback. Teachers worked with their PLCs to integrate the data analysis into their PLC time allowing them to look specifically at student data and performance. These successes have allowed us to find new opportunities by restructuring the master schedule again to ensure all students receive on grade level instruction with push in support from EC, ESL and TD. This year we specifically designed the schedule for the 25-26 school year around the support our most at risk students need. As of June 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is the implementation of highly engaging small group instruction and the implementation of effective strategies for our ML learners. We did not have an ML teacher this school year, as she was on leave, and this has presented a major challenge. The revision of scheduling, planning and coaching protocols provides opportunities of a focused leadership vision, high leverage of instructional practices and on-going professional learning. For the 25-26 school year, we will address the challenges by creating more opportunities for our TD, ESL and EC teachers to collaborate with general education teachers to ensure we are offering high quality instruction.</p>	Limited Development 09/17/2023		

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When this indicator is fully met, our school will have high quality and equitable instructional practices that have aligned our budget, personnel policies and uses of time within our mission, vision and goal. Winget Park will effectively allocate its resources to instruction. This will be accomplished through a deep root-cause analysis and needs assessment to inform our priorities and customize our school's priorities.</p> <p>Our school will be fully staffed, with a certified teacher in every classroom. Our school will sound like a shared and collaborative environment with all stakeholders input and alignment to our resource allocation.</p> <p>When this indicator is fully ingrained into our school culture, we will have a vision and mission statement that aligns. We will also have a fully staffed school, with certified teachers who are highly effective in every classroom. Lastly, when this indicator is fully ingrained in our school culture, we will exceed growth on our NC end of grade indicators.</p> <p>When we have fully met this indicator, we will exceed growth in all subgroups, in all grade levels within our school building. We will also be a Letter grade of an A or B, as our proficiency should drastically increase when this is fully met.</p>			Kira Michaw	06/30/2026
Actions			2 of 3 (67%)		
11/19/24	Q2: Individualized plans will be created to support the SWD in 4th grade based on data analysis. (Guardrail 1)		Complete 02/13/2025	Kira Michaw	01/01/2025
<i>Notes:</i>					
8/21/24	Within the 2024-25 school year, our ATSI school will implement S.P.I.R.E during service time as an evidenced-based intervention for our students with disabilities to increase their overall performance. (Goal 1-2, Guardrail 1)		Complete 08/19/2025	Kira Michaw	06/30/2025
<i>Notes:</i> Please see CNA here: https://docs.google.com/document/d/12g9FFA31cECX5TFzJUBJty7KasHhIGRcwnRmYVG4_MY/edit?usp=sharing					

9/17/23	To address being a TSI school, within the 2025-2026 school year, our school identified human resources as an inequity within our building. As a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to ensure EC staff are being coached and planning with highly effective staff. The master schedule will be built to intentionally schedule students to have daily access to core instruction and co-planning between general education teachers and EC teachers will be take bi-weekly. (All Goals).		Kira Michaw	06/30/2026
<p><i>Notes:</i> CNA 23-24 https://drive.google.com/file/d/12Hp_pqNwZzvEmXbU1luEK6-u-Pt8Od5x/view?usp=drive_link</p> <p>1/25/2024 Currently we have 1 EIT1, 1, EIT2, 2 EIT3, 1 MCL 1 and 1 MCL 2 at Winget Park as part of the Teacher Leader Pathway initiative at Winget Park. Currently, the impact of these educators is to over 350 students.</p> <p>8/19/2025 Currently we have an EIT 1 in Kindergarten,an EIT 3 in 1st grade an EIT 3 in 2nd grade, an EIT 4 in 3rd grade, an EIT1 and an EIT3 in 5th grade, an MCL2 as our 3-5 literacy coach.</p>				
Implementation:		06/26/2024		
Evidence	6/26/2024			
Experience	6/26/2024			
Sustainability	6/26/2024			

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:

The SIP Goal that aligns to this indicator is: We will exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index. Officially EVAAS data for the 24-25 school year is not available at this time. Our current data as of June 2025 for this goal indicates that we have made amazing gains in this area. This was one of the main focuses of our SIP for the 24-25 school year. During the 2024-2025 school year, from MOY to EOY, there were 193 MTSS plans created at our school across grade levels in reading and math. Of those 193 plans, 48% of our plans indicated that students met or exceeded their goal, and 12% of those plans students did not meet their goal, but were steadily progressing. Our successes include having an MTSS facilitator that taught small intervention groups, pulled data, completed fidelity checks and helped with progress monitoring. Our facilitator also conducted meetings with staff and tiered interventions meetings with parents. We have also had great success by having 100 % fidelity with students in each tier receiving the correct tiered plan in Branching Minds. We also had 95 %of our teachers' progress monitor per the required guidelines. We used the standard treatment protocol in 100% of our tiered cases. Our challenges from the 2024-2025 school year include ensuring that our newly hired teachers understand what MTSS is, and the vital role it plays in closing the achievement gap and exceeding growth. This challenge lends to the opportunity for our MTSS facilitator to continue to grow our MTSS program which will allow the impact to be larger. We will have professional development led by our MTSS facilitator at the start of the year, and twice more during the year, to ensure that all staff understand the process

Limited Development
07/10/2024

<p>How it will look when fully met:</p>	<p>Once fully met, 100% of students who need interventions will receive them with fidelity. 100% of students who receive interventions are progress monitored with fidelity. All teachers hold all students accountable for the Winget Park Way in regard to behavior. All teachers understand MTSS, intervention, and progress monitoring. This will be measured in regard to behavior with suspension data. In two years, the number of students who are on Supplemental or Intensive will decrease. 100% of students will be identified and receive interventions as prescribed by the Standard Treatment Protocol and progress monitored as prescribed. All teachers will use Branching Minds with fidelity and take ownership and accountability for their students.</p>		<p>Kim White</p>	<p>06/30/2026</p>
<p>Actions</p>		<p>0 of 5 (0%)</p>		
<p>7/30/24</p>	<p>Grade level PLC's will establish a clear teaming structure with assigned roles, responsibilities and a consistent meeting schedule and agenda to discuss school, grade level, teacher, and student specific intervention and progress monitoring data for tiered intervention plans. (Guardrail 1 and FAM-S 3)</p>		<p>Pazley Leone</p>	<p>10/30/2025</p>
<p><i>Notes:</i></p>				
<p>8/13/24</p>	<p>The MTSS Facilitator will use I-Ready screener data to collaborate with all grade levels on designing intervention instruction that aligns to the standard treatment protocol. (Guardrail 1)</p>		<p>Holly Carter</p>	<p>11/01/2025</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>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.</p>		<p>Beth Younts</p>	<p>12/01/2025</p>
<p><i>Notes:</i></p>				
<p>7/30/24</p>	<p>The MTSS Facilitator will oversee all aspects of MTSS once a week, including but not limited to, providing the interventions for Tier 3 candidates to increase overall student progress. (Guardrail 1)</p>		<p>Holly Carter</p>	<p>03/13/2026</p>
<p><i>Notes:</i></p>				

8/21/24	To address being a TSI school, within the 2025-26 school year, our school identified human resources as an inequity within our building. As a result, our school plans to mitigate this inequity by leveraging the Teacher Leader Pathway program to ensure EC staff are being coached and planning with highly effective staff. The master schedule will be built to intentionally schedule students to have daily access to core instruction and co-planning between general education teachers and EC teachers will be take bi-weekly. (All Goals).		Kira Michaw	06/30/2026
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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
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Initial Assessment:

As of June 2025, our data indicates that we had a combined total of 63.9% GLP and 43.6% CCR in 3-5th grade Reading Composite scores. We have an unofficial Grade 3 Reading proficiency score of 34.5%CCR and 57.7%GLP. As of June 2025, the successes we experienced related to this indicator in meeting our goal is that DIBELs composite scores indicate that 56.2% of students are at or above benchmark. We utilized our facilitators to ensure our teams were using the curriculum and pacing with fidelity and to help our teachers move towards integrity. Some other successes include monthly walks with ESPAC, that included specific actionable feedback. Teachers worked with their PLCs to integrate the data analysis into their PLC time allowing them to look specifically at student data and performance. These successes have allowed us to find new opportunities by restructuring the master schedule again to ensure all students receive on grade level instruction with push in support from EC, ESL and TD. This year we specifically designed the schedule for the 25-26 school year around the support our most at risk students need. As of June 2025, the challenges that we are facing in meeting our 2025-2026 SIP goal targets aligned to the indicator is the implementation of highly engaging small group instruction and the implementation of effective strategies for our ML learners. We did not have an ML teacher this school year, as she was on leave, and this has presented a major challenge. The revision of scheduling, planning and coaching protocols provides opportunities of a focused leadership vision, high leverage of instructional practices and on-going professional learning. For the 25-26 school year, we will address the challenges by creating more opportunities for our TD, ESL and EC teachers to collaborate with general education teachers to ensure we are offering high quality instruction.

Limited Development
07/10/2024

How it will look when fully met:	When fully implemented, teachers will be able to use the district curriculum to teach with integrity to meet the needs of every learner. Students' achievement will meet or exceed the district goals. Students will be actively engaged in their learning in every classroom. This will be measured by MAP scores, Common Assessment score increases, district assessments, and EOG Growth and proficiency. Panorama data will indicate that students feel engaged in their learning. Our PLCs follow the CMS suggested scope and sequence to ensure all standards are taught within a school year Teachers and grade level PLCs use All Things Literacy, Math Rocks, CMS Science and CMS Social Studies Canvas pages to dig deeper into curriculum.		Kira Michaw	06/30/2026
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Actions		0 of 3 (0%)		
8/12/25	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data at least once a week. (Goal 1, FAM-S 29)		Kira Michaw	11/25/2025
<i>Notes:</i>				
9/19/25	Duty-Free Instructional Planning Time for Teachers: The NC SBE's statutory provision 115C-105.27(b)(7) requires all schools to have a plan to provide duty-free instructional planning time for every teacher under G.S. 115C-301.1, with the goal of providing an average of at least five hours of planning time per week		Kira Michaw	06/06/2026
<i>Notes:</i>				
7/30/24	During PLC and data analysis PLC, instructional leaders create and model instructional practices that will address misconceptions.		Lourdes Almodovar	06/30/2026
<i>Notes:</i>				

Core Function:		Domain 4: Culture Shift				
Effective Practice:		Practice 4C: Engage students and families in pursuing education goals				
	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)	Implementation Status	Assigned To	Target Date

Initial Assessment:

At WP, we set out to achieve our school-wide goal of improving parent/family communication/engagement. The data from the 24-25 school year indicates that we have made steps towards reaching this indicator. Winget Park uses ParentSquare as our main method of virtual communication. Out of 713 students, only 8 students are not connected. We have a 99% contactability rate as of August 2025. 98% of our families prefer to receive communication via text message through ParentSquare. In May 2025, the school conducted an in-house parent survey to receive feedback from parents. This survey indicated that 89% of parents agree or strongly agree that their teachers provide effective communication. 90% of parents responded with or strongly agree that school administration has clear communication and is easy to speak to when a problem arises. Some of the successes can be attributed to a private Facebook group that was created for the parents of Winget Park to see what is happening and receive communication. The parent survey also included a spot to provide feedback to determine what they needed for the coming school year. The impact of our parent engagement events can be seen in our students' overall academic proficiency increases. The parent survey also allowed us areas of growth(challenges)for the 25-26 school year, such as more opportunities for parents to come to school for tours, especially with the amount of transient students we receive. This will allow us to showcase the great things happening around our school while welcoming new families. Our opportunities for improvement for the 25-26 school year include more events within our school building that are not PTA related, and therefore, free.

Limited Development
07/10/2024

How it will look when fully met:	All Winget Park Parents/Guardians are well informed about academic expectations at school and opportunities for support at home. The school consistently interfaces with parents at many points, in many venues, over the course of the schooling years. Principal, classroom teachers and support staff regularly communicate with parents. A collaborative effort exists to promote positive attitudes, habits, knowledge, and skills. Teachers include opportunities for support at home in communication. Parents/Caregivers feel comfortable communicating with the school. All Winget Park families are responsive through at least one of the established communication systems		Kim White	06/30/2026
Actions		1 of 3 (33%)		
8/13/24	Based on the Attendance plan created by school leaders, the social worker, school counselors and administrators will conduct meetings (virtually, home-visits, or in person) to partner with parents of students with chronic absenteeism to provide information, resources and a place to problem solve. (Guardrail 3)	Complete 11/07/2024	Kira Michaw	10/01/2024
<i>Notes:</i>				
7/30/24	The principal and teachers will use ParentSquare for consistent communication between school and home to engage parents in ways that directly relate to their children’s academic progress. (Goal s 1 and 2, Guardrails 1 and 3)		Kira Michaw	11/01/2025
<i>Notes:</i>				
7/30/24	~The school leadership team will plan family and community engagement events such as Tours with the Principal, Academic nights (curriculum night, STEAM night) and School Improvement Team monthly to allow all stakeholders and opportunity to provide feedback and learn more about the importance of the curriculum within the home (Goals 1 and 2, Guardrail 1, FAM-S 3).		Kim White	06/30/2026
<i>Notes:</i>				