

Comprehensive Progress Report

Mission:

Every student. Every lesson. Everyday.

Vision:

Every student at Winterfield, regardless of background, will reach their highest potential. High proficiency is not a goal, but a reality. Unique experiences and perspectives are celebrated. Intentional opportunities are created to ensure every student will have a successful future and make a positive impact on the greater global community.

Goals:

The percent of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 38.7% in SY2024-25 to 53.3% in SY2025-26 (aligns to A2.04, B3.03, CMS Goal

The percent of students scoring College and Career Ready (CCR) on reading End of Grade assessments in grades 3-5 will increase from 8% in SY2024-25 to 18% in SY2025-26 (Aligns to A2.04 and B3.03 and CMS Goal 2)

100% of teachers will utilize the WES Behavior Matrix to reinforce school wide expectations with fidelity (Guardrail 3, A4.06, E1.06)

90% of teachers who are rated proficient or above in all 5 standards in the NCEES will be retained (Guardrail 4 and B3.03)

Percent of black students scoring CCR on Reading EOGs in grades 3-5 will increase from 55.8% in June 2025 to 60.3% by June 2026. (CMS Guardrail 1, A2.04, B3.03)

Percent of 5 grade students scoring at or above benchmark in SCIENCE as measured by the EOG assessment will increase from 53% in June 2025 to 65% June 2026.

Percent of ML students that count in the denominator that meet their individual goal will increase from 54.8% in June 2025 to 59% by June 2026. (A2.04, B3.03)

The number of OSS/ISS incidents will decrease from 2.2 % in SY2024-25 to 1.2 % in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 25.68% in SY2024-25 to 23.11% in SY2025-26.

Percent of kindergarten through 5 grade students scoring at or above benchmark in MATH as measured by iReady (K-2) and EOGs (3-5) will increase from 54.8% in June 2025 to (K-2: 60.3%) (3-5: 57%) in June 2026.



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 proposed current implementation for our walk-throughs will start with our ILT's. Our ILT team was trained through our "Get Better Faster" model on how to coach teachers effectively. We will make weekly visits to classrooms with a school-wide focus. This school-wide focus for the beginning of the school year: which included making sure teachers provided students rules, procedures, and expectations to establish a safe classroom environment. Winterfield will use every opportunity to analyze and desegregate data during Faculty Meetings and PLC's. The Admin Team will frequently attend PLC's and are assigned teachers to coach based on the need.</p> <p>Challenges:</p> <p>ILT calendars - prioritizing walk throughs and coaching feedback</p> <p>Not ALL teachers received regular feedback</p> <p>3-5 students will also use their agendas to track data. Teachers will have one on one conversations with students by providing whole classroom instruction first then one on one to implement proper ways to track data.</p>	Limited Development 08/09/2024		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>Winterfield Elementary teachers will receive regular walk-throughs with consistent feedback based on the “Get Better Faster” model. ILT’s will sign up weekly to observe teachers using Glows and Grows as implementation to improve students' learning continues. Accountability will be set into practice as each ILT will sign up on the tiered schedule. Each ILT is assigned a teacher to coach during PLCs and day to day management throughout the building. Feedback will continue on a regular basis. Teachers will become more knowledgeable of how to interpret EVAAS data with the expectation of gaining implementation of standards and instruction.</p>			Antoinette Brandon 09/24	06/10/2026
Actions			0 of 2 (0%)		
	9/26/25	Schedule tiered walk-throughs (weekly and biweekly) for each teacher that are assigned by MCL and Provide feedback weekly after IL team meets (using the “Get Better Faster” model) shared out during PLC and/or staff meetings (B3.03)		Gaviria and Kanter	11/25/2025
<i>Notes:</i>					
	9/26/25	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Schedule walk-throughs for each teacher that are assigned. (B3.03) Provide feedback using the “Get Better Faster” model. (B3.03)		Hastie Hovey	11/25/2025
<i>Notes:</i>					
Implementation:			09/24/2025		
Evidence	9/1/2025	Sample unit plans (with standards listed) PLC agendas/minutes Lesson plan examples Assessment data snapshots Walkthrough summaries			
Experience	9/1/2025				

Sustainability

9/1/2025

Maintain consistent and protected time for weekly PLC meetings focused on refining and updating standards-aligned units.

Regularly review and revise units based on student performance data, teacher feedback, and changes to state standards or district curriculum.

Provide ongoing professional development to support teachers in deepening their understanding of vertical alignment, differentiation, and culturally responsive instruction.

Continue to involve instructional coaches in facilitating planning and ensuring alignment across grade levels and content areas.

Monitor implementation through classroom walkthroughs and unit plan reviews to ensure continued fidelity and effectiveness.

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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
<i>Initial Assessment:</i>		At Winterfield Elementary we successfully reduced the number of tier 3 students by implementing intensive and supplemental interventions across all grade levels. However, we faced challenges with the dual language schedules and a shortage of teachers trained in the Orton-Gillingham approach, which impacted our ability to implement tiered reading interventions with full fidelity. Moving forward, we see opportunities for improvement through targeted instruction during small group sessions, which can better address the needs of students requiring tiered interventions in both reading and math.	Limited Development 08/21/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		At Winterfield Elementary full implementation of a multi-tiered instructional system would include ample time to provide differentiated interventions to all students as well as time to input data for each student. In addition, teachers need specific time implemented in their planning day to plan lessons specific for tiered intervention groups.		Hastie Hovey	06/10/2026
<i>Actions</i>			0 of 2 (0%)		
	9/26/25	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. Specials teachers will work with IL team to develop and implement intentional small group instruction based on reading data.(A4.01)		Rushane Lindsay 9/24	11/25/2025
<i>Notes:</i>					
	9/24/25	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		Kimberley Scott	06/10/2026
<i>Notes:</i>					

Implementation:		09/24/2025		
<i>Evidence</i>	5/30/2025			
<i>Experience</i>	5/30/2025			
<i>Sustainability</i>	5/30/2025			

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
		<i>Initial Assessment:</i>	<p>Winterfield Elementary will monitor MCL or EIT as each lead PLC, the expectation is to implement an agenda that will have continued focussed on data analysis. MCL or EITs will meet twice a week consistently with intentionality. The agendas will be written clearly that will provide pre-work, unpacking standards, and becoming knowledgeable of each standard including how to allow data to drive decision making. Winterfield will include 2 hour planning per week for vertical team planning setting expectations for each classroom and accountability measures within the classroom.</p> <p>Challenges:</p> <p>Planning and Accountability for small groups</p> <p>Teacher pre-work for curriculum conversations</p> <p>Accountability for small group instruction, progress monitoring</p> <p>Time for data analysis to impact small group instruction</p>	<p>Limited Development 08/21/2024</p>		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Winterfield Elementary will fully implement the admin attending PLCs on a regular basis. Admin will provide regular feedback as MCL or EIT lead. Admin will introduce planning and accountability measures alongside the MCL's to establish protocols in creating small groups. The look fors will include daily lessons and standards aligned with accountability measures in place that focus on students engagement in each grade level through instructional practices.			Hastie Hovey	06/10/2026
Actions			0 of 2 (0%)		
9/26/25	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. Schedule tiered walk-throughs (weekly and biweekly) and provide feedback weekly after IL team meets (using the "Get Better Faster" model) shared out during PLC and/or staff meetings. (A2.04)			Jasmine Sharpe-Brutus 9/25	11/25/2025
<i>Notes:</i>					
9/24/25	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			Tiffany Burks	06/10/2026
<i>Notes:</i>					
Implementation:			01/27/2025		
Evidence	1/27/2025				
Experience	1/27/2025				
Sustainability	1/27/2025				

Core Function:		Domain 4: Culture Shift			
Effective Practice:		Practice 4A: Build a strong community intensely focused on student learning			
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
<i>Initial Assessment:</i>		Winterfield effectively supports students' social-emotional learning (SEL), we propose building dedicated SEL time into the master schedule. Through the Caring Schools framework, student concerns will be addressed on a weekly basis, with a clear process for referring students to caseloads for small group counseling. The school counselor will deliver lessons to entire grade-level classes as needs arise, ensuring that behavioral challenges are proactively managed. This structured approach will help provide consistent support for students' emotional and behavioral development, creating a nurturing environment for growth.	Limited Development 08/21/2024		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		The expectation to provide full implementation is for all teachers to teach with fidelity and intentionality. Using PLC and Vertical planning to review data, standards and goals. Teachers will incorporate SEL Lessons, support small groups and determine through MTSS B.		Kimberly Scott DOE 9/12/23	06/10/2026
Actions			0 of 2 (0%)		
	9/24/25	To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)		Tiffany Burks	06/10/2026
<i>Notes:</i>					
	9/24/25	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)		Tiffany Burks	06/10/2026
<i>Notes:</i>					

Implementation:		09/24/2025		
<i>Evidence</i>	1/27/2025			
<i>Experience</i>	1/27/2025			
<i>Sustainability</i>	1/27/2025			

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
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Initial Assessment:	At Winterfield our current implementation includes several successful strategies for communication, such as a monthly newsletter, phone calls, social media outreach, home visits, and teacher-parent conferences. Despite these efforts, we have encountered challenges, particularly language barriers and issues with having accurate, working phone numbers for families. However, we see opportunities for growth as we continue to support students, ensuring they are prepared to succeed and meet grade-level expectations.	Limited Development 08/21/2024		
	Priority Score: 1	Opportunity Score: 3	Index Score: 3	
How it will look when fully met:	For full implementation to be achieved To build strong communication between teachers and parents, it's essential to keep parents regularly informed about student expectations, progress, behavior, and grades. This can be achieved through various methods, such as sending out monthly newsletters, making personalized phone calls, utilizing social media for quick updates, and scheduling regular teacher-parent conferences. Establishing clear, open communication channels helps parents stay engaged in their child's education and reinforces the partnership between home and school. Additionally, providing timely feedback on student performance and behavior ensures parents are aware of any areas needing improvement and celebrating successes.		Melanie Kirschner, DOE: 8/28/23	06/10/2026
Actions		0 of 2 (0%)		
9/26/25	Communicate referral process and schoolwide matrix with parents and stakeholders through ParentSquare(E1.06)		Tiffany Burks DOE 9/12/23	06/10/2025
<i>Notes:</i>				

9/26/25	Teachers will support students in the classroom by using a school wide behavior matrix including quarterly incentives (such as school store). Incentives will be communicated with parents and stakeholders (E1.06)		Tiffany Burks DOE 9/12/23	11/25/2025
<i>Notes:</i>				
Implementation:		01/27/2025		
Evidence	1/27/2025			
Experience	1/27/2025			
Sustainability	1/27/2025			