

Comprehensive Progress Report

Mission:

At Winding Springs we believe all students are empowered to pursue their purpose and passion when they feel valued, safe and comfortable. Therefore, we consistently build meaningful and trusting relationship which nurture the academic and social emotional growth of our community.

Vision:

All students will pursue their purpose and passion in an environment where they feel valued, safe, and comfortable. Meaningful and trusting relationships that nurture the academic and social emotional growth of our community will be established.

Goals:

The number of OSS/ISS incidents will decrease from 2.9%(25) in SY 2023-24 to 2.3%(20) in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will decrease from 22.5% in SY 2023-24 to 12.5% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-5 will increase from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs, in part, through the use of Title I Funds. Increase 3rd-5th Grade Literacy from 41% proficiency to 55% as measured by the North Carolina School Performance Grade Indicator

Increase the achievement level within the Students with Disabilities Subgroup in Math and Literacy from >5%achievement to 15% by June of 2025 as a TSI designation as measured by the North Carolina End of Grade Assessment.

The percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55% in June 2024 to 60% by June 2025, with an end goal of 91% by June 2029 through the use of their Title I Funds.

The school will retain 95% of its highly effective 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	

Initial Assessment:

As of June 2025, according to “unofficial” End of Year Assessment Results Winding Springs Elementary School showed gains in Math- GLP 48%, CCR 29.9% and Science- GLP 61.7% and CCR-51.9% EOY proficiency, and overall school composite 41.8% GLP & 27.3% CCR as compared to ‘22-’23.

We did not meet our goal of the percent of Black and Hispanic 3rd grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts(ELA) EOG will increase from 14.3% in SY2021-22 to 32.2% in SY2022-23 and 50% in SY2023-24. However, we did close that gap from 14.3% to 23.1% who scored at the College and Career Ready (CCR) level -- a 4 or 5 -- on the English Language Arts(ELA) EOG.

Our school experienced several successes related to this indicator: Increases in Math- CCR 29.9% and Science- GLP 61.7% and CCR-51.9% and overall school composite 41.8% GLP & 27.3% CCR as compared to ‘22-’23.

As we move into the 2025-2026 school year, we do not anticipate challenges in continuing this work around observation & feedback.

While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by continuation of best practices and structures to move students along with being strategic in supporting teachers with content throughout the school year.

Limited Development
08/08/2024

<p>How it will look when fully met:</p>	<p>When these objectives are fully met, student performance will increase as teacher practice in the classroom improves. As practices depend upon the curriculum, PLC collaboration, and individual teacher preparedness, the principal's focus on instruction will improve the practices in each of those areas. As the expectations for planning and delivery are established and monitored, the principal reinforces best practice and adjust areas in need of improvement. Modeling the importance of highly effective teaching and learning will continue to shift the culture at Winding Springs Elementary to one of high expectations and student progress. Additionally, regular classroom observations by school leaders will improve visibility, leadership capacity and school culture. When this indicator is at full implementation, we expect the following outcomes:</p> <p>Improvements to Insight data or principal-develop survey results for the following questions -</p> <ul style="list-style-type: none"> • I regularly discuss feedback about my teaching with an instructional leader at my school. • Each time I am observed, I get feedback that gives me specific actions to improve my teaching practice. • My observer consistently follows up to see how successfully I am implementing feedback from our last observation. • Leaders at my school work hard to retain effective teachers • In the past year, a leader at my school informed me that I am high performing (irreplaceable teachers). 		<p>Matthew Slota 7/25/23</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>0 of 3 (0%)</p>		
	<p>8/8/24 Utilize the district CAW walkthrough tool bi-weekly, focused on one specific grade level each time, to identify trends in teacher practice across the school, identify the highest leverage areas of need, provide feedback to teachers and plan professional learning aligned to demonstrated needs. Principal will monitor evidence for change in practice. (3-5CCR, SEL, Disproportionality & EVAAS)</p>		<p>Matthew Slota</p>	<p>06/10/2026</p>

Notes: This year, we have continued to develop and enhance our CAW weekly observations by including Teacher Leaders during these instructional CAW's conducted by the Instructional Leadership Team. Teachers are strategically selected to participate in a walk for teachers directly above or below their grade level. During the debrief the team discusses glows, grows and implications for future practice across the school community along with completing the qualtrics matrix for each subject and visit. We will continue to work on this action for the 2025-2026 school year.

8/8/24 Principal meets bi-weekly with instructional leaders (Teacher-Leader Pathway) to discuss strategies, challenges and calibrate on the utilization of the district CAW walkthrough tool to identify the highest leverage areas of feedback and support for teachers. (3-5CCR, SEL, Disproportionality, Title 1 Funding & EVAAS)(FAM-S 29)

Matthew Slota

06/10/2026

Notes: The principal regularly attends PLC meetings to support the instructional work grade level teams are doing in literacy, math, and science planning. Being a part of those sessions provides the opportunity to share feedback with MCLs and reiterate expectations for preparedness and delivery. The principal has also intentionally worked to schedule extended planning sessions prior to each quarter to provide teachers a 3-hour block to focus on data review and small group planning for upcoming modules after benchmark assessment windows. In addition to the Instructional Leadership Team planning weekly Core Action Walkthroughs it allowed the ILT the opportunity to discuss the implementation of the EL Curriculum and Literacy Best Practices in classrooms across the school. This year, we were also able to include math walkthroughs to monitor the implementation of enVision. As stated above the principal, also extended the opportunity beyond ILT to include teacher leaders. Those walks were opportunities for our team to calibrate and provide teachers with meaningful feedback. Included in the weekly CAW's teachers receive the specific feedback from the CAW along with one of the teachers being selected to be used for the Core Action Indicators Evaluation Survey and a PDF of is also shared with the teams feedback and findings. We will continue to work on this action for the 2025-2026 school year.

M. Bowling CAW Indicator Survey

In beginning the 2025-2026 school year, focus will be placed on introducing a new walkthrough tool where instructional priorities are clearly discussed, outlined and modeled. The walkthrough tool will highlight trends across the school community with instructional delivery to inform conversations with ILT/TLP as well as professional development and coaching opportunities.

8/8/24	Utilize Title I funding to hire a UNCC Teacher Coach to support instructional practices of specifically identified teachers in need of additional coaching and feedback. (3-5CCR, SEL, Disproportionality, Title 1 funding, & EVAAS)		Matthew Slota	06/10/2026
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Notes: This year the principal used Title I funding to secure a teacher coach from UNCC. She supports five teachers in various grade levels and contents to provide specific coaching and feedback in the classrooms deemed most in need of intentional, ongoing support. At the end of the year, many of these teachers showed significant growth and no longer needed this level of support. For the 2025-2026, we identified a new coaching caseload to receive specific coaching and feedback support.

	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>In June of 2023, Winding Springs Elementary was an F for the Students with Disabilities subgroup. In 2024-2025 unofficial results showed significant progress within this subgroup. Schoolwide Composite for SWD increased 9.1% GLP and 4.1% CCR. For the math composite increases of 9.1% GLP and 4.1% CCR. For the ELA school composite, increases of 7.7% GLP and 4.1% CCR.</p> <p>In order to address the needs of our SWD Subgroup, we have incorporated the following:</p> <p>Provide professional development to the staff on how to provide support and scaffolds for students to be able to access grade level content inside the classroom.</p> <p>Provide professional development to grade levels on district resources that can be used to differentiate lessons and modify assignments for students.</p> <p>Provide training on how to access IEP and read student IEP goals to gain understanding on how to support these goals during small group instruction.</p> <p>Students receive daily and/or weekly individualized support from teacher assistants during independent work time to assist them in accessing grade level assignments.</p> <p>Provide a session during curriculum night for parents of SWD to learn about the curriculum and how they can support their children at home.</p> <p>Data analysis is conducted of SWD during half day planning to analyze growth of students and access effectiveness of interventions.</p> <p>The EC team met with each grade level and provided resources for differentiating lessons and modifying work for EC Students. We showed them how to access the CMS EC Resource page, which has a number of</p>	Limited Development 09/11/2023		

resources for both behavior and academics. (graphic organizers for reading and writing, lined writing and graph paper of various sizes, social stories, calming library, etc) During these meetings, the team also shared directions on how to log in to ECATS, so they can access their EC students' IEPs. Even though they received copies of the IEPs, ECATS gives a more in-depth look at the students' social and academic history, test scores, and previous IEPs.

In the EC Resource classroom, the EC teachers are using SPIRE/Sounds Sensible for reading instruction. The students receive daily, explicit phonics instruction. The EC teachers administered the SPIRE placement test at the beginning of the year to determine levels. The teachers also administered the CORE Phonics Assessment and CORE High Frequency Word Survey to determine skill levels and IEP goals. The teachers use weekly assessments from the SPIRE program to progress monitor, along with spelling pattern tests, and reading comprehension passages aligned with their IEP goals. Time in resource reading classes is divided between SPIRE and the students' other IEP goals.

For math instruction, the teachers use a combination of Number Worlds, mini lessons on standards from the gen ed classrooms, and lessons on their IEP goals. At the beginning of the year, EC teachers administered the Number Knowledge test to determine present levels. Students are progress monitored bi-weekly and lesson plans are adjusted accordingly.

The successes with Student with Disabilities include the positive movement of the growth index. There was a new team implemented to support Exceptional Children. (delete) The collaboration between this team and MTSS was streamlined. Students received their interventions, and there was clear communication of expectations for all stakeholders.

The opportunities for growth include implementing support for both SWD and their families, beginning support for classroom teachers on how to serve students with disabilities throughout the school day, and streamlining the data to be intentional about cross-team collaboration with SWD.

There was ongoing professional development for the entire WSES Staff during the 2024-2025 SY which focused on delivering grade level content to this subgroup of students, while also working to close their gaps based on their IEP goals.

<p>How it will look when fully met:</p>	<p>When this objective is fully being met, all of the allocated resources will align to address the instructional needs for students with disabilities including high-quality instruction, intervention for gaps in understanding and enrichment to extend student learning. Throughout the building, students will be engaged in intentional kinesthetic learning that enhances student engagement and mastery.</p> <p>The teacher leader pathway positions will continue to support teachers at the various levels of implementation and continue working to understand and address the needs of students with disabilities.</p> <p>With all of these implemented, these efforts will be reflected in EVAAS, specifically the SWD group.</p>		<p>Matthew Slota 7/25/23</p>	<p>06/10/2026</p>
<p>Actions</p>		<p>2 of 4 (50%)</p>		
<p>6/17/25</p>	<p>Completed ATSI School Annual Resource Allocation Self-Assessment</p> <p>https://docs.google.com/document/d/1G99KAVA_jxRFb5jyzNSwj5S2ENAzKmlacXJmsHv1wcU/edit?usp=sharing</p>	<p>Complete 06/17/2025</p>	<p>Matthew Slota 7/25/23</p>	<p>06/10/2025</p>
<p><i>Notes:</i></p>				
<p>9/3/25</p>	<p>Use \$12,532.19 of ATSI Funds (from February 2025) to pay 9 teachers for extended day tutoring (before and after school) to provide additional practice on grade level standards for Students with Disabilities in grade levels 1-5.</p>	<p>Complete 06/30/2025</p>	<p>Matthew Slota 7/25/23</p>	<p>06/13/2025</p>
<p><i>Notes:</i></p>				
<p>12/12/24</p>	<p>Weekly planning sessions for math, literacy, and science with grade level teams, ML and EC teachers that are purposeful and aligned to the state standards with teams analyzing data, collaborating and determining best practices and supports to help all students (specifically SWD and ML subgroup) access upcoming lesson content. These sessions will also determine the support that will be provided by instructional assistants during push-in support for SWD.</p>		<p>Matthew Slota 7/25/23</p>	<p>06/10/2026</p>

Notes: For the 2025-2026 school year, there is a need to be more strategic on outlining expectations for involvement in instructional planning. Suggestions include:
 Scheduled monthly meetings
 TLP liaisons for grade level & EC
 Involvement in extended benchmark planning
 Review of grade level PLC agendas
 Strategic scheduling of PLC attendance (ex. Module or unit unpacking)
 Parent communication initiatives

9/11/23

Within the 2025-2026 school year, our school identified the following resource inequity: instruction/training; as a result, our school plans to mitigate this inequity by engaging by using the strategies gained from RELAY/NCILA professional development to provide professional development and training to all staff on how to provide academic and behavioral support and scaffolds for SWD to access grade level content inside the classroom. This will increase leader capacity around instructional best practices for all students, with a specific emphasis on Students with Disabilities. (Goal 4).

Matthew Slota
7/25/23

06/30/2026

Notes: Comprehensive Needs Assessment - w/ TSI Addendum Link:
<https://drive.google.com/file/d/1ONrcWz0q2VzdXK3LRpzsgkKh8bw1BP6r/view?usp=sharing>

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
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Initial Assessment:

As of June 2025, Winding Springs did not meet the school improvement goal that the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-5 will increase from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs, in part, through the use of Title I Funds. Increase 3rd-5th Grade Literacy from 41% proficiency to 55% as measured by the North Carolina School Performance Grade Indicator.

Currently 29.8% of students performed at a College and Career Readiness rate. This is a -.2 percentage point decrease from the 2024-2025 results.

Our school experienced several successes related to this indicator:

Promoted a school-wide vision and mission for MTSS implementation, including the development and dissemination of a school-wide implementation plan that outlined attendance, behavior, social-emotional, and academic areas

Allocated resources (e.g., time, personnel, materials) for planning and delivery of evidence-based assessment, instruction and intervention

Provided ongoing professional development and coaching support to school staff

Collected and analyzed data on MTSS implementation efforts

Provided tiered interventions to 100+ students in literacy and 50+ students in math

Increase in the number of students that moved down a Tier

As we move into the 2025-2026 school year, we anticipate the following challenges:

Allocating sufficient time to collect, and analyze data and create and monitor plans for academic, behavior, attendance and SEL

Staff accountability for implementing interventions and progress monitoring across all areas (attendance, SEL, behavior) with fidelity.

Meeting the needs of all students that require supplemental/intensive support across all areas

Limited Development
07/22/2024

While challenges exist, we have opportunities to address these challenges during the 2025-2026 school year by:

Creating a calendar that outlines all deadlines and dates

Providing ongoing coaching and PD for all staff as needed in all areas. In 2025-2026, there will be an increased focus on providing teachers with strategies to positively impact and replace unwanted behavior in the classroom (specifically for Students with Disabilities)

Utilizing teacher leaders to provide Tier III interventions

Facilitating monthly MTSS leadership team meetings, BASE meetings, Attendance/Behavior/SEL Focused meetings with SST

In order to address the needs of our SWD Subgroup, we have incorporated the following:

Provide ongoing professional development to the staff on how to provide support and scaffolds for students to be able to access grade level content inside the classroom.

Provide ongoing professional development to grade levels on district resources that can be used to differentiate lessons and modify assignments for students.

Provide training on how to access IEP and read student IEP goals to gain understanding on how to support these goals during small group instruction.

Students receive daily and/or weekly individualized support from teacher assistants during independent work time to assist them in accessing grade level assignments.

Data analysis is conducted of SWD during half day planning to analyze growth of students and access effectiveness of interventions.

How it will look when fully met:

When fully implemented, Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 77.8% in June 2024 to 80.8% by June 2025, with an end goal of 91% by June 2029 through the use of their Title I Funds.

When fully implemented there will be an increase in the achievement level within the Students with Disabilities Subgroup in Math and Literacy from >5% achievement to 15% by June of 2025 as a TSI designation as measured by the North Carolina End of Grade Assessment.

When the objectives for the MTSS process at Winding Springs Elementary are fully met all students will have the supports they need to be successful and continue progressing towards their fullest potential. Every classroom will offer strong core instruction to ensure all students are receiving high-quality learning opportunities in tier one. Student progress will be actively monitored and classrooms will offer a rigorous, aligned and enriching learning experience for all. Students who need additional support to be successful with the core curriculum are identified early. If students are not finding success in the classroom, tiered interventions will be put in place to further support their progress. Interventions are aligned to student needs, monitored for fidelity and analyzed for impact. Working collaboratively with general education teachers, support staff, EC and ML teachers will allow for a better understanding of student challenges. As a result, staff will be able to determine if a student's academic challenges are due to other factors than a learning disability, such as motivation, cultural norms, or linguistic barriers. This process will reduce disproportionality in referrals and allow students who do have a learning disability to receive the appropriate services earlier. When this indicator is at full implementation, we expect the following outcomes:

Reduction of disproportionate referrals • Students with specific learning disabilities receive services sooner • At least 80% of students demonstrate proficiency on EOY assessments • Students will meet or exceed benchmark goals • Exceed expected growth as measured by EVAAS

**Matthew Slota
7/25/23**

06/10/2026

Actions		2 of 6 (33%)		
6/17/25	Completed ATSI School Annual Resource Allocation Self-Assessment https://docs.google.com/document/d/1G99KAVA_jxRFb5jyzNSwj5S2ENAzKmlacXJmsHv1wcU/edit?usp=sharing	Complete 06/17/2025	Matthew Slota 7/25/23	06/10/2025
<i>Notes:</i>				
7/23/24	<p>BUDGET: \$94,262.08 (2nd Grade Classroom Teacher) \$10,504.03 (Supplies & Materials) (AIJ warehouse for paper to support instruction) \$13,500.00 (UNCC Beginning Teacher Support expenses/PD Contract) \$26,768.48 (Teacher Leader Pathway Supplements)</p> <p>We will utilize the following Title 1 Funds on supplies that will positively impact the academic growth of all students inside and outside of the classroom. These supplies will supplement the curriculum and increase engagement of students.</p> <p>Lakeshore 992.56 Classroom Supplies We and Me 2416.50 Activity Cards School Specialty 5220.64 classroom Supplies Encore Samsung TV 954.35 Small group instruction Graphic Productions 3300.00 & 385.45 Active Hallway decals and Cards Barnes & Noble 8044.90 Literacy Library Direct School Supplies 3854.27 & 251.91 Rochester 100 1600.00 Take Home Folders Lakeshore Activity Rugs: \$2086.20</p>	Complete 06/30/2025	Matthew Slota 7/25/23	06/10/2025
<i>Notes:</i>				
9/3/25	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.		Warnke	06/10/2026
<i>Notes:</i>				

9/5/25	<p>BUDGET: \$95,187.12 (Classroom Teacher) \$3,500 (Workshops) \$19,959 (Extended Employment) \$22,330.38 (Supplies & Materials) (AIJ warehouse for paper to support instruction) \$12,500.00 (UNCC Beginning Teacher Support expenses/PD Contract) \$77,840.10 (Teacher Leader Pathway Supplements) We will utilize the following Title 1 Funds on supplies that will positively impact the academic growth of all students inside and outside of the classroom. These supplies will supplement the curriculum and increase engagement of students. \$2,546.48 School Specialty, Classroom Supplies</p>		Matthew Slota	06/10/2026
<i>Notes:</i>				
8/8/24	<p>Continue to use a collaborative and all-inclusive (SST, EC, ML, TD, TLP) teaming structure, that meets regularly, to facilitate and implement the multi-tiered system of support for attendance, academic, behavior and social emotional support (3rd ELA, SEL, Disproportionality & EVAAS) (FAM-S3) Instructional assistants will provide data based interventions and provide push-in support for SWD during independent worktime to assist them in accessing grade level content. The following evidence-based interventions: Orton Gillingham, SPIRE/Sounds Sensible, Number Worlds and Corrective Reading will be used to increase the overall performance of Students with Disabilities. (Goal 4).</p>		Matthew Slota 7/25/23	06/10/2026
<i>Notes:</i>				
<p>We will continue to work on this action for the 2025-2026 school year. Progress has been made to create a linked teaming structure. Members of SST, EC, ML teams are a part of the MTSS Leadership team. A monthly meeting schedule will be created that ensures the team meets regularly to discuss, analyze and desegregate school data across all four areas (academics, behavior, SEL, attendance)</p>				
8/8/24	<p>Provide professional development and coaching on expectations for all students (and specifically for SWD) for data-driven small group instruction, intervention, and enrichment in literacy, science and math during PLC meetings (or individually) to ensure teachers are delivering evidence based instruction that is aligned with individual student needs and based on ongoing data analysis. (3-5 CCR & EVAAS</p>		Slota	06/10/2026

Notes: We will continue to work on this action for the 2025-2026 school year. MCL's are present during weekly whole group and small group grade level PLC's. During that time we are coaching teachers on best practices and pushing them to model instruction to their peers. During the 2025-2026 school year, the goal is to empower teacher leaders to lead their PLC meetings to allow for great capacity for modeling, co-teaching and coaching.

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:

As of June 2025, Winding Springs Elementary did not meet the school improvement goal that the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-5 will increase from 28.9% in June 2024 school year to 34% in June of 2025. Based on end-of-grade assessments administered, nearly 30% of students in grades 3-5 performed at a proficient level. but only 18% of students performed at a College and Career Ready level. Currently 17.7% of students performed at a College and Career Readiness rate which is an increase from 16.9% in the 2023-2024 school year. This is a 0.8 percentage point increase.

The goal that the percentage of Kindergarten through 2nd grade students scoring at or above benchmark in early literacy as measured by DIBELS will increase from 55% in June 2024 to 60% by June 2025 was nearly met. During our end of year administration, 76% of kindergarteners performed at or above grade level benchmark, 43% of first graders performed at or above grade level and 52% of second graders performed at or above grade level for an overall average of 57%.

As we move into the 2025-2026 school year, we anticipate the following challenges: During the 2024-2025 school year, we continued to experience several challenges with staffing. During the first quarter, one teacher resigned, requiring classes to be taught by TLP members and long-term substitutes. In planning for the upcoming school year, we have worked to develop a staffing roster that increases the level of experience of our third grade team to best support the needs of students.

Additionally, we continue to face challenges with supporting students with significant foundational skill gaps in reading comprehension when they are still working to master prerequisite decoding skills. However, we will build on the professional development offerings about appropriate supports and scaffolds that ensure students with disabilities and multilingual learners can access core content.

As we work to strengthen student foundational skills in 3rd grade, we understand that work happens in kindergarten through 2nd grades. We have worked to provide high-quality skills instruction, as well as intensive and strategic interventions in those grade levels. The proficiency rate of our rising third graders continues to improve as we see increases in DIBELS assessments from the 2022-2023, again in 2023-2024 and once more in 2024-2025.

Limited Development
07/22/2024

**How it will look
when fully met:**

When fully implemented 3rd-5th graders will increase the percentage of students scoring CCR (college and career ready) in the reading end-of-grade assessments in grades 3-5 will increase from 28.9% in June 2024 school year to 34% in June of 2025 and to 50% by June 2029 as measured by EOGs through the use of Title I Funds

School will use Title I funds to ensure staff have appropriate resources and training to ensure their learners are proficient or above proficient in ELA assessments. Staff will build curriculum resources for the start of the school year and attend professional development to build capacity throughout the building through instructional delivery.

When our goals for planning are fully met, professional learning communities will collaborate to develop standards-aligned plans that maintain the integrity of the curriculum while promoting rigorous learning opportunities for students. Units of instruction will include standards-based objectives and criteria for mastery, pre-post tests to assess student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers. Teams will prioritize the most critical learning standards for their grade level and unpack those standards to develop a common understanding across the team. Professional learning communities will develop plans that ensure students master standards-based objectives through backwards planning from common assessments and analysis of formal and informal assessments throughout the unit. Understanding what students are expected to know, understand and be able to do will drive the development of assessments and learning opportunities that promote success on those assessments. Learning opportunities will support all learners and include opportunities for reteaching, remediation and enrichment as needed allowing teachers to respond to student progress. When this indicator is at full implementation, we expect the following outcomes:

- Increased student performance for all students in all subgroups based on DIBELS, i-Ready and NCEOG assessments
- Exceed expected EVAAS growth for our overall school index
- Improved School Report Card Grade •

**Matthew Slota
7/25/23**

06/10/2026

Actions		1 of 4 (25%)		
8/8/24	Weekly planning sessions for math, literacy, and science are purposeful and aligned to the state standards with teams implementing the instructional planning approach and data driven instruction model with integrity & fidelity as evidenced by the PLC planning agendas. Meetings will include participation of EC/ESL/TD teachers. (3-5CCR & EVAAS		Warnke	06/10/2026
<p><i>Notes:</i> Science PLC plans weekly to ensure accurate teaching of the content and best practices for encouraging student ownership in learning. Data is reviewed weekly to monitor for informal reteaching opportunities. During Math & Literacy weekly PLC meetings teachers are asked to explain misconceptions, model lessons with highest leverage strategy and share out resources with teammates. During weekly small group planning meetings, as a team we share out and discuss standards that students are proficient in and standards that need to be remediated. We will continue to work on this action for the 2025-2026 school year.</p>				
8/8/24	Implement the school-wide data analysis protocol for PLCs to analyze and review checkpoint assessment data biweekly and CMS Benchmark data quarterly that results in structured action plans for teachers. (3-5CCR and FAM-S 29)		Laguerre	06/10/2026
<p><i>Notes:</i> CMS MVPA Benchmark data was used to create reteaching opportunities and support opportunities. Teachers met as a PLC for half-day deep dives into data after each MVPA Benchmark. We will continue to work on this action for the 2025-2026 school year.</p>				
3/17/25	Utilize \$9703.00 of TI Funds for Active Floor (Bluum) (\$986.67 for license) in order to provide supplemental enrichment experiences for diverse learners that enhance and reinforce standards from the core curriculum.	Complete 03/17/2025	Warnke	06/10/2026
<p><i>Notes:</i> Utilize \$9703.00 of TI funds for Active Floor (Bluum) (\$986.67 for license)</p>				
9/18/25	Provide duty-free instructional planning time for every teacher under G.S. 115C-105.27 and 301.1 with the goal of providing an average of at least five hours of planning time per week, to the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.		Danielle Banister	06/30/2026
<p><i>Notes:</i></p>				

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

Initial Assessment:

As of June 2025, Winding Springs Elementary did meet the school improvement goals of The number of OSS/ISS incidents will decrease from 2.9% (25) in SY 2023-24 to 2.3% (20) in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

As of June 2024, Winding Springs had 200 total incidents (37 bus) OSS 12 Total (8 students, 8 African American).

Our school experienced several successes related to this indicator including a decrease in OSS referrals (29 to 12), a decrease in behavioral incidents (217 to 200) and over 600 students attended the Q4 Soar Celebration for meeting the school-wide expectations of being Safe, Respectful and Responsible

As we move into the 2025-2026 school year, we anticipate the following challenges:

Allocating sufficient time to collect, and analyze data and create and monitor plans for academic, behavior, attendance and SEL. Staff accountability for implementing interventions and progress monitoring across all areas with fidelity. Meeting the needs of all students that require supplemental/intensive support across all areas. Consistently monitoring and documenting progress with behavioral and SEL interventions.

While challenges exist, we have [opportunities to address these challenges during the 2025-2026 school year by creating a calendar that outlines all deadlines and dates, providing ongoing coaching and PD for all staff in behavioral management and SEL, utilizing SST staff to provide tiered interventions, and facilitating monthly MTSS leadership team meetings, BASE meetings, Attendance/Behavior/SEL Focused meetings with SST. We will also increase intentionality around Talon Tuesday topics by ensuring that they align with the School Counseling Program Quarterly Topics. This will allow teachers to use common language and increase teachers capacity to resolve classroom behaviors.

Although behavior incidents have decreased significantly, based on EOY data analysis, focus for the 2025-2026 school year will be placed on teaching students replacement behaviors and increasing their self-management and problem solving skills.

Limited Development
08/08/2024

How it will look when fully met:

When this goal is fully implemented, teachers will be well prepared to foster students' social/emotional competencies. Social and emotional learning, through using a schoolwide SEL and behavior plan, will teach the skills students need to handle themselves, their relationships, and their work. This will be evidenced in a decrease in number of reported aggressive behaviors incidents from 59 (2024-2025). These skills include knowing how to recognize and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. These skills will support students in calming themselves when upset or angry, making friends, resolving conflicts respectfully, and making ethical and safe choices. Teachers play a key role in supporting their students' development of social/emotional competencies, both through faithful implementation of evidence-based programs and through creating a healthy classroom culture. Educators will be able to effectively assist students in identifying and managing their emotions during morning meetings and Talon Tuesdays where students are giving the opportunity to reflect and facilitate discussions and problem solve issues that impact their classroom community. Additionally, teachers will be aware of what additional services are available for students needing extra support and maintain effective communication and collaboration among adults supporting those students to best to connect students and their families with those services.

When this indicator is at full implementation, we expect the following: A decrease in incidents (217 in 2024-2025 school year) and discipline referrals (31 OSS 2024-2025 school year), including the number of disproportionate Out-of-School Suspensions for Black students which will decrease. We expect improvements across classroom communities as students develop stronger relationships with their teachers and peers as indicated by our classroom daily attendance, morning meeting participation and student feedback. When at full implementation, students will become more proficient at regulating their own emotions as evidenced by decrease in discipline referrals and increase in positive phone calls. We also expect an increase in engagement and collaboration between school, family, and community stakeholders which will be illustrated with attendance at family events. Full Implementation will be illustrated by Insight or principal-developed survey results on the following questions: Interactions between students and adults at my school are respectful. and My school is a good place to teach and learn.

Matthew Slota
7/25/23

06/10/2026

		1 of 4 (25%)		
Actions				
8/8/24	<p>Continue school-wide behavior matrix and incentive program that focuses on safe, respectful and responsible behaviors throughout the school and rewards students for exhibiting those behaviors through a quarterly SOAR celebration based on their earned eagle points. Bi-Monthly, the SMART Team meets to analyze student discipline data for trends, determine if additional support is needed at core/supplemental or if a referral to MTSS-B is needed. A data summary is then sent school-wide to highlight positive and growth areas along with suggestions for improvement. Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (SEL & Disproportionality) (FAM-S 30)</p>		Matthew Slota	06/10/2026
<p><i>Notes:</i> We will continue to work on this action for the 2025-2026 School Year. A school-wide matrix and incentive program was implemented with fidelity and was successful in decreasing the number of behavioral incidents. Adjustments will be made to support SWD and students that receive intensive behavioral interventions. The SMART team will continue to meet monthly to analyze data. This team will request support for students that need an additional layer of support or formalized interventions</p>				
8/8/24	<p>Refine a three-tiered Attendance Plan that decreases the number of chronically absent students from 2024-2025 that includes the school-wide attendance initiative, Attendance HEROES (Here-Everyday-Ready-On time-Excited for-School), and actively involves parents in the process through formal meetings and engagement opportunities.(3-5 CCR ELA. SEL, Disproportionality & EVAAS)</p> <p>Tiered Attendance Plan Link: https://docs.google.com/document/d/1FVqo_H4nLFmc156o9YG6XX1TJp2svWzXbVILxQUw_ts/edit?usp=sharing</p>		Matthew Slota	06/10/2026

Notes: We will continue to work on this action for the 2025-2026 School Year. A three tiered Attendance Plan was implemented and facilitated by the SST.
 To increase consistency and fidelity, Attendance focused meetings will be held monthly next year (including the attendance secretary and administration). This will aid in streamlining the process.
 SST members will have caseloads at the beginning of the year based on current CA data and will conduct interventions on a consistent basis.
 HEROES incentive will be implemented with fidelity.
 Increase guardian involvement in attendance meetings, including meetings before the school year and throughout the school year based on historical attendance data and possible attendance contract that outlines process

8/8/24	Utilize ADMs, exchange process, and title 1 funds to create TLP positions and add a BMT to support MTSS-A and MTSS-B processes to increase student achievement and decrease behavioral incidents. (3-5 CCR & disproportionality)	Complete 11/25/2024	Matthew Slota	06/10/2026
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Notes:

9/18/25	Duty-Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis		Danielle Banister	06/30/2026
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