

## Comprehensive Progress Report

### Mission:

School: The mission of Windsor Park Elementary is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment.

District: The mission of Charlotte-Mecklenburg Schools is to create an innovative, inclusive, student-centered environment that supports the development of independent learners.

### Vision:

School: The Windsor Park staff will provide students with the skills and strategies needed to be prepared and highly successful for a globally competitive market.

District: The vision of Charlotte-Mecklenburg Schools is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential.

### Goals:

Goal 1: 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 8.2% in SY 2021-22 to 29.1% in SY 2022-23 and 50% in SY 2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 1)

Goal 2: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2022-23 and SY 2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)

Goal 3: The percent of students reporting a positive self-perception of their self-efficacy will increase from 62% on the Fall 2021 Panorama Screener (in Grades 3-5) to 67% in SY 2022-23 and 72% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 3)

Goal 4: Out-of-School Suspension (OSS) disproportionately for Black students will decrease from 46.1% in SY 2021-22 to 34.5% in SY 2022-23 and 23.0% in SY 2023-24. (Aligns to A4.06 and CMS Guardrail 1)

Goal 5: 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)

Goal 6: Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Goal 7: 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)

Goal 8: The percentage of Black and Hispanic K-2 students combined who score on or above grade level on the end of year DIBELS assessment will increase from 47% in SY 2021-22 (K: 57, 1st: 46, 2nd: 37) to 60% in SY 2022-23 (K: 65, 1st: 60, 2nd: 55) and 75% in SY 2023-24. (Aligns to A2.04 and B3.03)

Goal 9: The percent of Black and Hispanic 3rd - 5th grade students combined who score at the College and Career Ready (CCR) level -- a 4 or 5 -- on the Winter Math MAP will increase from 15% in SY 2021-22 (3rd: 17.8, 4th: 15.2, 5th: 11.8) to 32.5% in SY 2022-23 (3rd: 33.9, 4th: 32.6, 5th: 31) and 50% in SY 2023-24. (Aligns to A2.04 and B3.03)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
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>		Instructional teams PLC teams consist of groups of teachers organized into grade-levels, grade-level clusters, or subject-areas are provided an opportunity for teachers to work collectively to improve instruction and student achievement. Instructional teams work to implement SCOS using curriculum guides, district resources, and a variety of resources to organize lesson and unit plans that guide instruction for all students. Students are assessed on mastery of content and a plan of action is developed if partially mastered or non-mastery.	Limited Development 08/05/2022		
<i>How it will look when fully met:</i>		Standards-aligned units of instruction that include standards-based objectives and criteria for mastery, pre-post tests that assess student mastery, learning activities aligned to objectives, and corresponding materials for these activities that are well-organized and easily accessible by teachers. Full implementation look-fors but not limited to PLC meeting agendas, unit plans, weekly lesson plans, and small group lesson plans. Informal and formal assessment data generated by the school and district will be analyzed to make adjustments to weekly lesson plans and small group lesson plans.		Kristina Clark DOE 05.23.2022	06/07/2024
<b>Actions</b>			<b>0 of 8 (0%)</b>		
8/5/22		Module and enVisions Internalization Guide will be updated and utilized by teachers to unpack instructional units.		Sara Balum	06/07/2024
<i>Notes:</i>					
8/5/22		PLC planning protocol will be implemented. The purpose of PLC is centered around discussing the how of each lesson, adjusting, modifying, identifying any misconceptions, and enriching activities, and taking it live to model/script lesson plans.		Sara Balum	06/07/2024
<i>Notes:</i>					
8/5/22		Administration and teachers will monitor 3rd grade reading Black and Hispanic student group data and provide research-based strategies aligned with curriculum when students are not mastering standards.		Lynnette Bittle	06/07/2024

<i>Notes:</i>				
8/5/22	Weekly ESL Amplification will be added to grade level lesson plans by ESL teachers to provide general education teachers with how to present concepts in many different contexts for the ML students.		Kristina Clark 05.23.2022	06/07/2024
<i>Notes:</i>				
8/5/22	Vertical planning to articulate the learning targets to ensure continuity between grade levels that are above and below.		Sara Balum	06/07/2024
<i>Notes:</i>				
8/5/22	Include ML teachers and Special education teachers on instructional teams to allow for the development of standards-aligned individual education programs (IEPs) and English Language Learner (ML) personnel to address students' linguistic needs.		Lynnette Bittle	06/07/2024
<i>Notes:</i>				
8/5/22	Pre-planning meetings are each week with someone from the instructional support team and admin team in attendance to discuss student data and respond to clarifying questions and/or support.		Kristina Clark 05.23.2022	06/07/2024
<i>Notes:</i>				
8/5/22	Teachers will develop and implement Do-Nows and Exit tickets to provide real time feedback and remediation.		Kristina Clark 05.23.2022	06/07/2024
<i>Notes:</i>				

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		Grade level teams meet once a week as a PLC and determine which data points to analyze and review. The school had developed Wyatt's Place, intervention lab, in which small group instruction takes place for the identified students based on current data points.	Limited Development 08/11/2022		
<i>How it will look when fully met:</i>		All students will be provided effective quality core differentiated instruction. When students don't respond to the differentiated core instruction teachers will provide differentiated core instruction to the whole class + additional targeted instruction for students in need in small groups using research-based strategies. When students don't respond to small group the targeted small group instruction, students will receive intensive support i.e. sometimes provided in one-to-one settings. The intensity/frequency and duration of the intervention are considered based upon the needs of the students. The student data will be tracked in the branching minds platform. The MTSS team will meet bi-weekly. All teachers will be trained on the branching minds platform and research-based strategies.		Kristina Clark DOE 05.23.2022	06/07/2024
<b>Actions</b>			<b>0 of 5 (0%)</b>		
8/11/22	Teachers will be trained on the Branching Minds Platform and provided on-going PD as needed.			Sara Balum	07/09/2023
<i>Notes:</i>		-District providing initial training. -School will seek LC support when additional supports are needed.			
8/11/22	Establish meeting dates and times to review performance of students who do not respond to interventions in tier II and determine next steps			Sara Balum	06/07/2024
<i>Notes:</i>		Meeting schedule will be created.			
8/11/22	Administration, instructional support, and grade levels will review subgroups (EC, ESL, Race, TD & etc.) data and make needed instructional adjustments as we working to close the achievement gap.			Lynnette Bittle	06/07/2024
<i>Notes:</i>		-Utilizing the Branching Minds platform and any other data points not included in branching minds.			
8/11/22	Teachers will implement the Tiers of Instruction and Intervention.			Lynnette Bittle	06/07/2024

*Notes:* Tier 1: Teachers provide differentiated core instruction to the whole class (ALL students);  
Tier 2: eachers provide differentiated core instruction to the whole class + additional targeted instruction for students in need (often in small groups);  
Tier 3: Teachers provide differentiated core instruction to the whole class + additional targeted instruction (often small group) + intensive support (sometimes provided in one-to-one settings). The intensity/frequency and duration of the intervention are considered based upon need.

8/11/22 Administration and instructional support will monitor instruction to ensure that the tiers of instruction and intervention are being implemented with fidelity. Feedback will be provided and coaching when needed.

Shanna Rae

06/07/2024

*Notes:* Tier 1: Teachers provide differentiated core instruction to the whole class (ALL students);  
Tier 2: Teachers provide differentiated core instruction to the whole class + additional targeted instruction for students in need (often in small groups);  
Tier 3: Teachers provide differentiated core instruction to the whole class + additional targeted instruction (often small group) + intensive support (sometimes provided in one-to-one settings). The intensity/frequency and duration of the intervention are considered based upon need.

	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
<b>Initial Assessment:</b>			Wildcats Pledge is implemented with students. K-5 teachers were trained on the Caring Schools Curriculum and it is implemented with all scholars during morning meetings. Counselors and Social Worker identify learners of concern or need to create small groups using Panorama data. CATS awards are given out daily to students. 5th graders are given leadership opportunities (morning announcements, peer support for break out rooms and quarterly awards).	Limited Development 08/05/2022		
<b>How it will look when fully met:</b>			Through guided classroom meeting lessons, role-playing, and modeling teachers will focus on the guiding Principles: children must understand that everyone has emotions and that their emotional experiences are not unique, children must know that different emotions are prompted by different situations, children must know that there are different ways to express emotions and they must know how to use those different ways, children must understand that other people may not feel the same way that they do, children must understand that they can do things to affect how they feel and how others feel. Panorama survey data will increase from the Fall to the Spring. Artifact (s): Data comparison from the Fall to the Spring.		Shanna Rae	06/07/2024
<b>Actions</b>				<b>0 of 5 (0%)</b>		
	8/5/22	K-5 teachers will be trained on Caring Schools Curriculum and implement lessons during schedule time based on student needs and data.			Carrell Frederick	06/07/2024
<i>Notes:</i>						
	8/5/22	School health team will meet monthly to ensure implementation of the district's wellness plan for staff and students and highlight healthy practices throughout the year with the assistance of families and community partners.			Paris Speight	06/07/2024
<i>Notes:</i>						
	8/5/22	Identify and refer students to SBMH using data points i.e. panorama, office referrals.			Claire Olsen	06/07/2024
<i>Notes:</i>						

8/5/22	Monitor and develop action plans for students with high absenteeism.		Paris Speight	06/07/2024
<i>Notes:</i> Recurrence - more frequent as needed.				
8/5/22	Counselors and social workers identify learners of concern or need to create small groups using Panorama data, office referral data and classroom teacher input.		Claire Olsen	06/07/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>			
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<b>Effective Practice:</b>	<b>Monitoring instruction in school</b>			
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	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
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<b>Initial Assessment:</b>	Administration and instructional support attend PLC meetings to ensure that all instructional planning is aligned to the curriculum, school/district expectations, and student needs. Administration and instructional support provide immediate daily feedback and coaching to teachers. Professional development plan is developed based on teacher or teacher group needs. Subsequently, monitoring, feedback, and coaching is provided.			Limited Development 08/05/2022		
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<b>How it will look when fully met:</b>	When this task is fully met, our Spring Insight survey will reflect 80% or higher per teacher agreement regarding this indicator. The Principal and team monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. Teachers will also make adjustments based on the feedback in order to increase student understanding through effective and high quality instruction.				Lynnette Bittle	06/07/2024
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<b>Actions</b>				<b>0 of 5 (0%)</b>		
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8/5/22	Implement Walkthroughs that include the Instructional Look Fors that aligns with district expectations and feedback/coaching follow-ups.			Lynnette Bittle	06/07/2024
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*Notes:*

8/5/22	The principal will have weekly meetings with the leadership team to discuss trends in the building, coaching loads, walkthrough data and create professional development for the staff.			Shanna Rae	06/07/2024
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*Notes:*

8/5/22	Weekly coaching meeting with the AP and Principal to discuss leadership strategies to coach teachers, analyze problems of practice and analyze data to prepare for the leadership meetings.			Shanna Rae	06/07/2024
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*Notes:*

8/5/22 There will be ongoing professional development connected to walk-through data and focused on specific implementation needs.

Lynnette Bittle

06/07/2024

*Notes:*

8/5/22 Analyze walk-through data and compare student data to identify individual specific needs for teachers.

Lynnette Bittle

06/07/2024

*Notes:*

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
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
<i>Initial Assessment:</i>		We have refined our ESL nights and we have added topics to give a more structured purpose for each night. Monthly night events are tailored to teach parents how to help their child home academically and socially and emotionally. The Principal added a duty to one ESL teachers' job description, by having this person work more with newcomers and help provide families with support outside of the school setting. The principal sends out weekly connect-ed messages, monthly newsletters, and any other flyers to alert parents of school events. We have several social media sights to assist with delivering messages to parents.	Limited Development 08/05/2022		
<i>How it will look when fully met:</i>		When this objective is fully met, we will see an increase in parent participation for family meetings to 75-100 families per event. Every grade level sends monthly newsletters home to families. Staff will communicate curriculum letters to families when new units are being introduced. Parents have access to curriculum information in the Canvas platform. Communication with community partners to create a Little Free Library information station for families. Teachers contact families weekly to provide updates on student progress and provide strategies on how parents can help their child at home.		Shanna Rae	06/07/2024
<i>Actions</i>			<b>0 of 5 (0%)</b>		
	8/5/22	Create a family curriculum video or a type of media to post on social media and the school website, to inform parents of curriculum updates and how to help their child.		Paris Speight	06/07/2024
<i>Notes:</i>					
	8/5/22	Each grade level will develop a hard copy of newsletters and electronic copy to ensure that all parents have access to curriculum updates and additional support.		Carrell Frederick	06/07/2024
<i>Notes:</i>					

8/5/22	Structured parent teacher conferences to provide resources and strategies on how parents can help their child at home.		Shanna Rae	06/07/2024
<i>Notes:</i>				
8/5/22	Social Media Platforms Communication - Instagram, Facebook, WP Website, will be used to communicate with parents.		Sandra King	06/07/2024
<i>Notes:</i>				
8/5/22	Family engagement activities/meetings will be implemented to engage all families that are instructional and non-instructional.		Shanna Rae	06/07/2024
<i>Notes:</i>				