

Comprehensive Progress Report

Mission:

Our Mission Statement Winterfield educates students to achieve high academic growth, overcome obstacles, and realize their potential through a rigorous and meaningful curriculum. We purposefully foster a diverse, multilingual, and globally conscious learning community.

“local boards of education of low-performing schools shall include with their online plans a brief explanation that low-performing identification continues pending assessment data from the 20-21 school year.”

Vision:

Winterfield staff intentionally create a nurturing environment and provide high quality teaching and learning that empowers ALL students to achieve the vision.

Goals:

Goal 1: Provide grade level appropriate instruction for all students with just-in-time scaffolds to increase overall proficiency on all MAP growth targets from 17.3% proficient to 60% proficient in reading and from 24.7% proficient to 60% proficient in math K-5

Goal 2: Establish and maintain a culture that supports belonging, SEL (social emotional learning) skills, and learning for all students and staff and reduce total number of disciplinary infractions that result in OSS (out of school suspension)/ ISS (in school suspension) by 10% as compared to 2018-2019 (from 56 events to 50).

Goal 3: Reduce the percentage of students who are chronically absent by 1.5% as compared to 2018-2019 (from 10.5% to 9%).

"Goal 4: Increase overall proficiency on EOG exams in grades 3-5: a. Increase reading proficiency in grades 3rd-5th from 11.8 to 60% grade level proficiency and meet high growth status as measured by the N.C. Ready EOG Reading Assessment. b. Increase math proficiency in grades 3rd-5th from 11.9% to 60% grade level proficiency and meet high growth status as measured by the N.C. Ready EOG Math Assessment. c. Increase 5th grade science proficiency from 24.5% to 65% grade level proficiency and meet high growth status as measured by the N.C. Ready EOG Science Assessment."

Goal 6: Foster a sense of belonging and partnership among families and our community.

The NC SBE's statutory provision 115C-105.27(b)(6) requires all schools to include a plan to provide a minimum of 30 minutes for a duty-free lunch period on a daily basis for every teacher under G.S. 115C-301.1(a) A4.06

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. A.201

Provide a positive school climate, under CMS regulations JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. 4.06

! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
!	A1.08	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>This indicator is partially implemented. For the past five years Winterfield has held a daily morning meeting to support students with the development of a growth mindset when it comes to their academic and behavioral success. We have a well-established school-wide discipline system; however, a review of academic data and behavioral data shows that our African American students are currently underperforming.</p> <p>We have an academic, social, emotional, and behavioral challenge with our AA student population. There are currently 65 African American students enrolled in grades 3rd-5th at Winterfield Elementary. Fourteen of the 65 African American students in grades 3rd-5th or 22% are exceptional students. Seven of the AA students at WES are English Language Learners hailing from the following countries: Angola, Burundi ,Congo, The Democratic Republic of Congo, and Ethiopia. To date no significant initiatives have been taken to support this group of students other than our core instructional program.</p> <p>African Americans and SWD had the highest rates of chronic absenteeism in 2019.</p> <p>AA-12.5</p> <p>SWD-18.37% (what can we do to make sure they all feel like they are part of the classroom?)</p> <p>African American students also had the highest number of suspensions (57) during the school year both ISS and OSS. African Americans were 26.2% of the student population in 2018-2019; however, they accounted for 55% of the suspensions issued. (What percentage of the subgroup has a suspension? Are these “repeat offenders”?)</p> <p>Our AA children are chronically absent, over disciplined and only 20.2% of them are achieving academically.</p> <p>Our school makes sure there is at least one adult who knows me well</p>	Limited Development 09/22/2020		

and shows interest in my education and future. (Disagree: 33% AA Males)

My teachers take students' thoughts and ideas into account when making decisions. (Disagree: AA Males 33%)

I'm certain I can figure out how to do the most difficult class work. (Disagree: AA Male 33%, AA Female, 31%, and Hispanic Female 31%)

How it will look when fully met:

When this objective is fully implemented, there will be no discernable achievement gap between our African American and Hispanic/Latino students in end of grade assessments and end of year MAP performance. Our goal for both subgroups is a letter grade of a D or better.

**Angela GrantDOE:
8/26/17**

06/10/2022

Actions

0 of 2 (0%)

9/22/20 Develop an African American student mentor program based on research on AA student strengths and coping strategies.

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8/26/17

06/10/2022

Notes: Our 1st organizational meeting was held on 9/24/2020

9/22/20 High Expectations Teaching 102 Course for all WES certified staff members. This course is funded by Title I. This course teaches what it looks like and sounds like when a teacher acts authentically from a growth mindset. Participants will learn how to choose language, develop classroom structures, and use effective instructional strategies to motivate all students, but particularly to get low-performing, low-confidence students to change their stereotype about themselves. Teachers will apply all the skills and structures of the course to one low-performing, low-confidence student to get that student to change their stereotype of themselves.

Angela GrantDOE:
8/26/17

06/10/2022

Notes: The 102 course will focus on Building Equity and Being an Antiracist.