

Comprehensive Progress Report

Mission: At CCE, all students are encouraged to become active, independent, inquiring, lifelong learners who will have the tools to succeed in a complex and changing world. We work collaboratively to build our community of excellence!

Vision: Our vision is providing an outstanding internationally competitive education for all CCE students.

Goals:

Strategic: Over the next three years, all students will improve in math concept areas as measured by the NC Math EOG for grades 3, 4 and 5 as measured by student proficiency; for grades K-2 NC State Math Assessment. iReady will be used in grades K-3 to monitor students and ensure they are on target for proficiency. 2019-2020- 3rd Grade: 72% to 75% 4th Grade: 59% to 63% 5th Grade: 73% to 76% 2020-2021- 3rd Grade: 75% to 78% 4th Grade: 63% to 67% 5th Grade: 76% to 79% 2021-2022- 3rd Grade: 78% to 81% 4th Grade: 67% to 70% 5th Grade: 79% to 83% Strategic: Over the next three years, all students will improve reading comprehension as measured by the NC Reading EOG for grades 3, 4 & 5 as measured by student proficiency; for grades K-2 we will use the iStation Reading assessment to ensure students are on target for reading comprehension. 2019-2020- 3rd Grade: 65% to 68% 4th Grade: 72% to 75% 5th Grade: 71% to 74% 2020-2021- 3rd Grade: 71% to 74% 4th Grade: 75% to 78% 5th Grade: 74% to 77% 2021-2022- 3rd Grade: 74% to 78% 4th Grade: 78% to 81% 5th Grade: 77% to 80%

Target: All students and certified staff will implement the Programme of Inquiry as measured by classroom inquiry cycles, planner assessments and feedback for 2019 and 2020 school year.

Target: 2019-2020- Grades 4 & 5 will meet or exceed growth as measured by EVAAS. Proficiency for 2019-2020 will increase by 3-5 pts as measured by math and reading EOGs.

Target: 2019-2020 MTSS will be implemented with fidelity for CORE plans in grades K-5 and Tier II will be implemented with fidelity as measured by RIOT paperwork, Tier Reports and progress monitoring.

Strategic: CCE will continue to refine, reflect and implement the PYP framework to maintain authorization status as measured by PYP evidences and authorization reports. 2019-2020- Full PYP framework will be implemented and competencies will be maintained & teachers will transition to the enhanced PYP planners and PYP Core Competencies. 5th grade exhibition will be implemented with fidelity as measured by the PYP Core Competencies. 2020-2021- Students will be able to articulate the main components of the PYP framework, and we will be reauthorized.

Strategic: MTSS will be implemented with fidelity in reading and math in grades K-5, as measured by RIOT paperwork for CORE, Tier II and Tier III. 2018-2019- CORE plans will be constructed, students will be added based on data and adjusted. Progress monitoring will also be implemented and monitored for Tiers 2 and 3 2019-2020-CORE plans will be constructed, students will be added based on data and adjusted. Progress monitoring will also be implemented and monitored for Tiers 2 and 3. Student progress will be monitored to ensure students' needs are being met. 2020-2021- CORE plans will be constructed and implemented. Quarterly data days at that time teachers will adjust students in MTSS based on data. Progress Monitoring will occur weekly.

! = 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
Initial Assessment:		Currently our grade levels are working on vertical planning and articulation. We are working to create IB unit planners for each grade level that can be accessed online by all staff members. We have PLC meetings weekly with grade levels to assess and plan instruction. Students actively participate in creating an inquiry cycle for our IB objectives that are being taught. Our teachers, support staff and enhancement teams work with classroom teachers to differentiate instruction for students.	Limited Development 06/04/2017		
How it will look when fully met:		Maintain authorization status by meeting the 43 IB PYP standards and practices.		Lindsey Mehall	06/01/2020
Actions			22 of 28 (79%)		
	1/14/19	Add resources to Guided reading book room connected to learner profile evidence: books ordered and ready for check out	Complete 06/30/2019	Vivian Melvin	06/30/2019
<i>Notes:</i>					
	1/14/19	ongoing Learner Profile and attitude book area in Media Center & Mother Tongue Display	Complete 06/30/2019	Vivian Melvin	06/30/2019
<i>Notes:</i>					
	1/14/19	Creating and refining authentic PYP assessments and reflections: evidence planners	Complete 06/30/2019	Amy Jordan	06/30/2019
<i>Notes:</i>					
	8/26/19	Assign PYP Goal Team chair to establish team and direction for 2019-2020 school year.	Complete 08/01/2019	Susan Fail	08/01/2019
<i>Notes:</i>					
	8/26/19	Monthly goal team meetings to monitor implementation	Complete 08/20/2019	Emily Moore	08/20/2019
<i>Notes:</i>					
	8/26/19	Create goal team and establish agreement	Complete 08/30/2019	Emily Moore	08/30/2019
<i>Notes:</i>					
	8/26/19	Train new staff on IB PYP basics: planners, essential agreements and learner profiles.		Lindsey Mehall	09/30/2019

	<i>Notes:</i>			
8/26/19	Team will create and refine authentic PYP assessments and reflections		Lindsey Mehall	09/30/2019
	<i>Notes:</i> Evidence: planners			
8/26/19	Conduct an IB Family Night to introduce new families to framework		Susan Fail	10/31/2019
	<i>Notes:</i>			
8/26/19	Ensure new staff have Category 1 training.		Lindsey Mehall	11/30/2019
	<i>Notes:</i>			
8/26/19	enhance mother tongue display in media center along with adding additional books that support learner profiles		Vivian Melvin	11/30/2019
	<i>Notes:</i>			
8/26/19	Add resources to guided reading book room connected to learner profile evidence: books ordered and ready for check		Emily Moore	12/10/2019
	<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>		<p>MTSS has been implemented in all grade levels, K-5. CORE plans are developed based on data analysis and team input. CORE expectations have been developed and communicated with every team. Teams have reviewed current students that are either on the watch list, in Tiers 2 or 3 for both behavioral and academic.</p> <p>A master schedule was created with EC students being scheduled first. Every ELA and Math block has at least 110 minutes of instruction. Grades K-5 have defined their math and ela blocks for a systematic approach to delivery. Admin has established expectations for CORE. Math and ELA approaches will be done through guided reading and guided math. Math will follow the upside down model. Both approaches will be monitored for fidelity through the use of CWT's, observations, and data analysis. Once the universal screeners are complete, CCE will conduct data analysis to determine next steps for CORE, tiers 2 & 3. Intervention and enrichment groups will be created based off of data and core expectations.</p>	Limited Development 06/04/2017		

	<p>The reading, math and MTSS goal team will monitor implementation of the CORE plans, along with the fidelity to the MTSS process, along with data collection. This will occur monthly.</p>			
	<p>Priority Score: 2</p>	<p>Opportunity Score: 2</p>	<p>Index Score: 4</p>	
<p>How it will look when fully met:</p>	<p>The objective, A4.01 when fully met, will be when each teacher is able to successfully articulate the process of MTSS, have the ability to share and analyze data for both reading and math in CORE and Tiers 2 & 3, and be able to successfully navigate RtI Stored.</p> <p>A4.01 will also be successful, when proficiency continues to increase in reading and math and teachers meet or exceed growth as measured by EVAAS.</p> <p>The MTSS goal team will monitor fidelity, along with the reading and math goal teams. RtI stored will also be monitored for completion through observation, teacher reflection and data days. Teachers will also complete an EVAAS reflection form to determine their effectiveness, and what is working and what needs to be improved.</p>		<p>Susan Fail</p>	<p>06/01/2020</p>
<p>Actions</p>		<p>40 of 47 (85%)</p>		
<p>9/8/17</p>	<p>Analyze EOG data for 16-17 school year. Determine gap areas for reading and math.</p>	<p>Complete 09/12/2017</p>	<p>Frank Booth</p>	<p>09/12/2017</p>
<p>Notes: EOG 3rd Grade ELA-72.5% M-81.5%</p> <p>4th Grade ELA-80.7% M-81.9%</p> <p>5th Grade ELA-66% M-70% Science-78%</p> <p>Math: % Proficient- BA #1 BA #2 BA #3 BA#4</p>				

K 39.8% 92.4% 90.3% 90.8%
 1 84.6% 74.8% 74.5% 80.6%
 2 72.2% 77.5% 79.6% 77.3%
 3 66.7% 64.4% 69.8%
 4 70.7% 58% 66.7%
 5 66% 57.1% 54.2%

ELA: % Proficient
 #1 #2 #3 #4
 2 78.1% 76.6% 79.8% 80.6%
 3 75.6% 65.6% 69.8%
 4 77.7% 69.5% 66.7%
 5 74.8% 80.1% 67.6%

SCIENCE: % Proficient
 CCE-#1 CCE-#2 CCE-#3
 64.3% 63.3% 71.7%

Notes:

3/5/19	Conduct end of year analysis of your MTSS Processes & ensure cycles are closed and prepared for next steps	Complete 06/10/2019	Classroom Teachers	06/08/2019
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8/26/19	NC Check In, iStation & NC Math assessment data will be analyzed and CORE plans updated	Complete 06/30/2019	Grade Level Teams	06/30/2019
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8/26/19	A master schedule that supports strong CORE instruction will be created	Complete 07/31/2019	Grade Level Teams	07/31/2019
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8/26/19	Goal Teams will meet to determine effectiveness of implementation and monitor fidelity	Complete 08/20/2019	Goal Team Chairs	08/20/2019
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8/26/19	Goal teams will be established to monitor CORE plan implementation and data analysis.	Complete 08/30/2019	Susan Fail	08/30/2019
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8/26/19	Teams will analyze 2018-2019 end of year data and determine strengths and opportunities for growth.	Complete 08/30/2019	Grade Level Teams	08/30/2019
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9/4/19	EC Teacher will participate in reading and math foundations to improve EC subgroup data	Complete 09/04/2019	Courtney Ranieri	09/04/2019
<i>Notes:</i>				
8/26/19	Plan and schedule math and reading foundations training for those that the data supports need it, on site.	Complete 09/11/2019	Lindsey Mehall	09/10/2019
<i>Notes:</i>				
8/26/19	CORE plans will be developed based on data analysis	Complete 09/16/2019	Lindsey Mehall	09/15/2019
<i>Notes:</i>				
8/26/19	Teams will develop intervention groups based on data and develop an implementation plan		Sara Tucker	09/30/2019
<i>Notes:</i>				
9/4/19	EC Teacher will meet monthly with regular ed teacher to review data and determine next steps for IEP goals/interventions		Courtney Ranieri	09/30/2019
<i>Notes:</i>				
9/4/19	PLC teams will participate in data days. Teams will determine action steps for their students based on data.		Lindsey Mehall	10/15/2019
<i>Notes:</i>				
9/4/19	PLC Teams will implement PAWS Time based on data, progress monitor and enter data in RtI Stored.		Lindsey Mehall	10/30/2019
<i>Notes:</i>				
8/26/19	Observations will be conducted in both reading and math and coaching will be provided as needed		Susan Fail	06/01/2020
<i>Notes:</i>				
8/26/19	PLC teams will enter progress monitoring data and analyze students on watch list and tiers 2 & 3		Lindsey Mehall	06/30/2020
<i>Notes:</i>				
8/26/19	Check In, iStation, iReady, NC Math Assessment Data will be analyzed and CORE plans adjusted based on data.		Lindsey Mehall	06/30/2020
<i>Notes:</i>				
Implementation:		12/17/2018		
Evidence	12/17/2018			
Experience	12/17/2018			

Sustainability

12/17/2018