

## 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!

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

**Vision:**

**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. 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. 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 2020 and 2021 school year.

Target: 2020-2021- Grades 4 & 5 will meet or exceed growth as measured by EVAAS. Proficiency for 2020-2021 will increase by 3-5 pts as measured by math and reading EOGs.

Target: 2020-2021 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
<i>Initial Assessment:</i>		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		
<i>How it will look when fully met:</i>		Maintain authorization status by meeting the 43 IB PYP standards and practices, additionally the team will work to implement the enhanced PYP elements.			Lindsey Mehall	06/01/2021
<b>Actions</b>				<b>42 of 49 (86%)</b>		
<i>Notes:</i>						
<i>Notes:</i>						
9/10/20			Creating a different ways of assessments, besides paper and pencil.		Grade Level Teachers	01/19/2022
<i>Notes:</i>						
9/21/21			Conduct parent IB Survey		Ethan Todd	03/14/2022
<i>Notes:</i>						
9/21/21			Conduct student IB survey		Ethan Todd	03/18/2022
<i>Notes:</i>						
9/21/21			IB Parent Night		Ethan Todd	03/25/2022
<i>Notes:</i>						
9/21/21			Completing self study as a staff		Darcy Nye and Lindsey Mehall	04/07/2022
<i>Notes:</i>						
9/21/21			Completing and working through PYP PDP throughout the year		Grade Teams	06/07/2022
<i>Notes:</i>						
9/21/21			Teachers visit other IB schools		Ethan Todd	06/07/2022

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 &amp; 3. Intervention and enrichment groups will be created based off of data and core expectations.</p> <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>	Limited Development 06/04/2017		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
<i>How it will look when fully met:</i>		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 Rtl Stored.		Ethan Todd	12/01/2021

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.

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.

**Actions**

**63 of 70 (90%)**

9/8/17 Analyze EOG data for 16-17 school year. Determine gap areas for reading and math.

Complete 09/12/2017

Frank Booth

09/12/2017

*Notes:* EOG

3rd Grade

ELA-72.5% M-81.5%

4th Grade

ELA-80.7% M-81.9%

5th Grade

ELA-66% M-70% Science-78%

Math: % Proficient-

	BA #1	BA #2	BA #3	BA#4
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:*

9/21/21 Train all teachers on the changes in RTI stored. Lindsey Mehall 10/15/2021

*Notes:*

9/21/21 Create intervention groups and collaborate on data to change often. Grade Level Chairs 05/16/2022

*Notes:*

9/21/21 Create groups as a result of data analysis. Grade level teams 05/31/2022

*Notes:*

9/21/21 Assign teachers and TA's groups to instruct. Grade Level Teams 05/31/2022

*Notes:*

9/21/21 Data Days to analyze data Grade Chairs 06/01/2022

*Notes:*

9/21/21 Creating and updating CORE plans (Tier 1) Grade level teams 06/01/2022

*Notes:*

9/21/21 LETRS training Lindsey Mehall 06/07/2022

*Notes:*

**Implementation:**

12/17/2018

**Evidence**

12/17/2018

**Experience**

12/17/2018

**Sustainability**

12/17/2018