

## Comprehensive Progress Report

**Mission:** C ultivating a  
C ommunity of global learners through  
I nquiring Minds and utilizing  
B alanced Approaches to lifelong learning

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

**Goals:**

2025-20256 GOALS 4.01 - 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. Strategic Goal: Ensure all students receive high-quality, evidence-based instruction through a fully implemented Multi-Tiered System of Support (MTSS), with interventions and enrichment aligned to individual academic and behavioral needs. By May 22, 2026, the school will achieve 100% documented fidelity in MTSS implementation (as measured by NC MTSS Self-Assessment and Tiered Fidelity Inventory), with at least 80% of students meeting or exceeding grade-level proficiency benchmarks in reading and math, and at least 70% of students demonstrating growth from fall to spring on school-wide assessments (e.g., iReady, mCLASS, or state benchmarks).

2025-2026 Goal: A1.07 - All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. Strategic Goal: Ensure that all classrooms consistently implement proactive, positive behavior supports that promote an orderly, respectful, and engaging learning environment. SMART Goal Statement: By June 2026, 100% of classroom teachers will explicitly teach, model, and reinforce classroom rules and procedures at least once weekly using positive behavior strategies, as documented in lesson plans and observed during quarterly walkthroughs, resulting in a 15% decrease in office discipline referrals compared to the 2024–2025 school year baseline.



! = Past Due Objectives      KEY = Key Indicator

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>				
<b>Effective Practice:</b>		<b>Practice 3A: Diagnose and respond to student learning needs</b>				
	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

<b>Initial Assessment:</b>	Monthly meetings to discuss data and individual students. Based on data, our teachers move students within the tiers and provide the interventions needed to close their gaps. Documentation needs to be improved in a more timely fashion.	Limited Development 08/13/2025		
<b>How it will look when fully met:</b>	<p>Tier 1 (Core):</p> <p>Every classroom delivers standards-aligned instruction that is differentiated to meet varied learning needs.</p> <p>Teachers use formative assessment daily to adjust instruction on the spot.</p> <p>Students can articulate learning goals and describe how they can improve.</p> <p>Tier 2 (Targeted):</p> <p>Small-group instruction is clearly visible during the day, with groups formed based on specific skill gaps.</p> <p>Instructional time for interventions is protected — no overlap with core instruction or non-academic tasks.</p> <p>Teachers use research-based strategies matched to the skill deficit.</p> <p>Tier 3 (Intensive):</p> <p>Students with the highest needs have individualized plans with clear goals and timelines.</p> <p>High-frequency progress monitoring is evident, and instruction is adapted promptly if growth stalls.</p> <p>Universal screening happens three times a year without gaps in participation.</p> <p>Grade-level PLCs meet biweekly with data as the centerpiece of conversation.</p> <p>Intervention and core instruction adjustments are made immediately</p>		<b>Dawn Cardwell</b>	<b>05/22/2026</b>

when data shows lack of progress.

100% of all students will show growth from BOY to EOY on Diagnostic assessments.

More than 80% of students meet or exceed grade-level proficiency.

We will grow from 60% proficiency to 70% of students demonstrate proficiency from fall to spring.

The achievement gap for subgroups is closing year-over-year.

Tier movement (e.g., from Tier 3 to Tier 2 or Tier 2 to Tier 1) is visible in data reviews.

<b>Actions</b>		<b>0 of 11 (0%)</b>		
8/18/25	Create intervention schedules to ensure students receive additional small-group support without missing core instruction (WIN Time) included in Master Schedule		Grade Level Chairs	08/22/2025
<i>Notes:</i>				
8/18/25	Monitor fidelity of Tier 1 instruction through classroom walkthroughs and coaching		Dawn Cardwell	10/10/2025
<i>Notes:</i>				
8/13/25	Provide targeted PD sessions for staff on tiered instruction, progress monitoring, and selecting evidence-based interventions.		Dawn Cardwell	10/10/2025
<i>Notes:</i>				
8/13/25	Review and align all core, supplemental, and intensive instructional materials to research-based practices.		Dawn Cardwell	10/10/2025
<i>Notes:</i>				
8/13/25	Ensure Tier 1 lessons are standards-aligned and include differentiation for diverse learning needs.		Dawn Cardwell	12/19/2025
<i>Notes:</i>				
9/15/25	Use trained part-time tutors to pull groups specifically ofr the lowest deficit area as determined by data analyzed in PLCs.		Dawn Cardwell	03/06/2026
<i>Notes:</i>				
8/13/25	Use universal screeners three times a year to identify students at risk.		Megan Callaghan	04/29/2026
<i>Notes:</i>				
8/13/25	Implement small-group interventions for students performing below		Christina Ruyle	05/22/2026

	grade level, using research-based programs matched to specific skill deficits. Progress monitor every 2–4 weeks and adjust interventions as needed.			
<i>Notes:</i>				
8/13/25	Provide individualized, high-intensity interventions at least 3–5 times per week for students with persistent learning gaps. Hold data team meetings monthly to review student progress and adjust plans.		Kristie Land	05/22/2026
<i>Notes:</i>				
8/13/25	Document intervention plans and adjustments in the school’s MTSS tracking system.		Dawn Cardwell	05/22/2026
<i>Notes:</i>				
8/18/25	Use PLCs to analyze core instruction data and adjust lesson planning for differentiation		Kristie Land	05/22/2026
<i>Notes:</i>				

<b>Core Function:</b>		<b>Domain 3: Instructional Transformation</b>			
<b>Effective Practice:</b>		<b>Practice 3C: Remove barriers and provide opportunities</b>			
	<b>A1.08</b>	<b>ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Teachers have made classroom expectations with the students but there is inconsistency in the implementation of those expectations. Varying styles of discipline and behavior expectation.	Limited Development 08/14/2025		
<b>How it will look when fully met:</b>		<p>Classroom Environment:</p> <p>Every classroom is orderly, welcoming, and consistent — students know what to do the moment they enter.</p> <p>Rules and procedures are posted visually in student-friendly language and are referred to regularly.</p> <p>Transitions are smooth, with little to no downtime or disruption.</p> <p>Teacher Practices:</p> <p>All teachers are explicitly teaching and reteaching rules and procedures, not just at the beginning of the year. but also after breaks or when</p>		<b>Megan Callaghan</b>	<b>05/22/2026</b>

problem behaviors emerge.

Positive reinforcement outweighs corrections — praise, encouragement, and recognition are the primary tools.

Teachers use clear, consistent routines so students know expectations without reminders.

Lesson plans and daily agendas include small notes on routines (e.g., “review group work norms”).

Student Behavior:

Students can articulate the classroom rules in their own words and explain what they look like in action.

Students follow procedures with minimal prompting because they are internalized.

Peer-to-peer correction is respectful and constructive.

Increased student participation and on-task behavior as noted in observations

Schoolwide Culture:

Office discipline referrals are down significantly from baseline (15% reduction in office discipline referrals or behavior incidents)

There’s a shared language of expectations across classrooms, hallways, cafeteria, and playground.

The school’s positive behavior recognition system is active — students are earning acknowledgments for meeting expectations and are proud of it.

Leadership & Monitoring:

Walkthrough data shows 100% implementation of positive behavior teaching practices.

Administrators can point to specific examples of teachers effectively handling challenging behaviors through proactive methods.

Teachers share strategies with each other during PLCs, creating a culture of continuous improvement in behavior management.

**Review & Monitoring**

Quarterly Data Reviews: Leadership team analyzes walkthrough data + student survey results to check progress.

Adjustments: If less than 80% implementation, add targeted PD, coaching cycles, or grade-level supports.

End-of-Year Reflection: Compare baseline to final student surveys and walkthrough results to measure growth.

<b>Actions</b>		<b>0 of 8 (0%)</b>		
8/14/25	Teachers explicitly teach classroom rules and procedures during the first 10 days of school and reteach them after each school break.		Megan Callaghan	08/22/2025
<i>Notes:</i>				
8/14/25	Provide professional development focused on classroom management and restorative practices.		Beth Lindquist	09/02/2025
<i>Notes:</i>				
8/18/25	Provide coaching and peer observations focused on feedback and student perseverance.		Beth Lindquist	12/19/2025
<i>Notes:</i>				
8/14/25	Admin team uses a Classroom Management Walkthrough Checklist quarterly, providing feedback within 24 hours.		Kristie Land	02/22/2026
<i>Notes:</i>				
8/18/25	Reduction in avoidant behaviors (e.g., task refusal, giving up quickly).		Megan Callaghan	03/06/2026
<i>Notes:</i>				
8/14/25	Introduce and consistently apply at least two new behavior management techniques in the classroom (e.g., behavior contracts, tiered consequences, positive reinforcement systems).		Amy Snyder	04/22/2026

*Notes:*

8/14/25 Implement a schoolwide positive recognition system (e.g., praise notes, ClassDojo points, PAWS) for students demonstrating adherence to expectations.

Beth Lindquist

05/22/2026

*Notes:*

8/18/25 Walkthrough Data shows at least 80% of teachers observed using growth mindset practices (feedback on effort, student goal-setting, persistence reinforcement).

Kristie Land

05/22/2026

*Notes:*