

Comprehensive Progress Report

Mission:

In collaboration with Community, Home, Students, and Staff, Cape Hatteras Secondary School of Coastal Studies encourages the personal growth of each student and allows students the opportunity to become productive citizens through quality instruction and a safe and supportive learning environment.

Vision:

The vision of Cape Hatteras Secondary School of Coastal Studies is to inspire academic excellence, instill empathy for others, and embrace individuality, while preparing students for a sustainable future in a global society.

Goals:

CHSS Goal: Increase mental health support for all students experiencing trauma by providing students access to a crisis counselor. The crisis counselor will also provide professional learning support for teachers to help enhance support for students.

CHSS Goal: Cape Hatteras Secondary School will increase the number of students graduating college and career ready to 92%. DCS Goal: Increase high school graduation rate

CHSS Goal: Cape Hatteras Secondary School will show growth in all subgroups by at least 20% as referenced in EVAAS data using our full time ELL teacher and implementation by regular education teachers to provide intensive interventions and teacher training to support wholistic growth for students. DCS Goal: Reduce achievement gaps

CHSS Goal: Using a MTSS coordinator/instructional support specialist and implementation by regular education teachers, CHSS will work together to identify students needing extra interventions to support growth in all subgroups by 5%.

CHSS Goal: Teachers, administration, and support personnel will work together through Design Thinking meetings to create academic and non-academic opportunities to enhance school culture.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Data analysis and instructional planning				
	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date	

<i>Initial Assessment:</i>	Our instructional team has used grades, attendance, teacher made tests, check-in exams, and formative assessments to determine the progress of students. Many teachers have already begun to identify gaps in learning and are working to help remediate gaps in instructional understanding and foster growth.	Full Implementation 12/11/2020			
	A3.02	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEPs.(5111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	We have met with parents and have established transitional goals, contingency plans, and accommodations. Services are being provided both face-to-face and virtually.	Full Implementation 12/11/2020			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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
<i>Initial Assessment:</i>		Staff development has been provided in form of book and article reads, guest speakers, moodle learning staff development, and inservice opportunities provided by the guidance department. Full implementation in the classrooms needs to achieved by working with students to provide a variety of learning methods that help students be successful.	Limited Development 10/23/2019		
<i>How it will look when fully met:</i>		The school staff will create the following: Calm room to house students who are experiencing trauma After school and before school homework center School wide reads to help students to become more trauma informed School wide student conversations on how to help peers experiencing high ACE scores		Beth Rooks	06/11/2022
Actions			0 of 1 (0%)		
	12/6/21	Implement a counselor to help mitigate students with specific social-emotional crisis needs.		ashley Jackson	06/10/2022
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
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
<i>Initial Assessment:</i>		The principal completes regular walk throughs, observations and uses coaching methodically. The principal provides suggestions and feedback to the teachers and examines the implementation based on data.	Limited Development 10/23/2019		
<i>How it will look when fully met:</i>		<p>When this is fully implemented:</p> <p>The principal will set aside days and times in her schedule to dedicate to uninterrupted observation and feedback meetings</p> <p>Data will be collected in order to better refine teaching techniques and organization of the lessons, data management, and remediation effectively.</p>		Beth Rooks	06/11/2022
Actions			0 of 1 (0%)		
	12/6/21	Data observed will be shared with the MTSS team to help guide instructional coaching.		Beth Rooks	06/11/2022
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Teacher quality and experience			
	C1.01	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.(5152)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Using observation data, formal and walk-through, administration and teachers will work collaboratively to create PD opportunities through KYTE learning, District PD, and Friday Center to increase student growth.	Limited Development 01/26/2021		
<i>How it will look when fully met:</i>		PLC deciding what PD opportunities to work together.		Beth Rooks	06/10/2022
<i>Actions</i>					
<i>Notes:</i>					

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>		<p>Frequent Facebook posts and Blackboard Connect messages are sent home</p> <p>Two Bring Your Parent to School Days are implemented possibly in the spring</p> <p>Phone calls and text messages are sent by teachers to communicate with parents</p>	Limited Development 10/23/2019		
<i>How it will look when fully met:</i>		<p>*Monthly newsletter created by students and staff sent out electronically</p> <p>*Semester newspaper published</p> <p>*Semester parent night implemented to bring parents in to see student work and success in spring</p>		Beth Rooks	06/11/2022
<i>Actions</i>					
<i>Notes:</i>					