Comprehensive Progress Report

Mission:

In collaboration with Community, Home, Students, and Staff, we educate all students to the highest level of academic achievement, giving students the opportunity to reach and expand their potential, and become productive citizens in society.

Vision:

The vision of Cape Hatteras Secondary School of Coastal Studies is to empower students with the knowledge, skills, attitudes, and desires to positively contribute to a rapidly changing global world, while instilling empathy for others, respecting diversity, and maintaining ethical responsibility.

Goals:

CHSS Goal: CHSS will work together using the MTSS framework to focus on Tier 1 core strategies to support all students while also identifying students needing extra interventions to support growth in all subgroups by 5%.

CHSS Goal: Teachers, administration, and support personnel will work together to implement AVID strategies in all classrooms to enhance academic engagement and performance specifically focusing on WICOR and key academic vocabulary.

CHSS Goal: Staff members will participate in professional development surrounding techniques to identify and support students experiencing anger, anxiety and depression.

! = Past Due Objectives   KEY = Key Indicator

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
A2.01	**Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	This year CHSS is adding a variety of meeting opportunities with a renewed effort on planning differently. 1. High school added a PLC meeting that meets once a month to plan incentive programs, and monitor Tier 1 instructional practices. 2. Math and English PLC's are meeting to plan vertically in order to better identify gaps in instruction and monitor benchmarks and Check-in data more closely. 3. Leadership team is meeting monthly to monitor and facilitate Tier 1 and 2 instructional priorities as set forth by data planning meetings. 4. The middle school PLC will meet twice a month to discuss instruction practices, Tier1, 2, and 3 students to monitor progress.	Limited Development 11/06/2023		
How it will look when fully met:	PLC information will kept and logged in the shared Google folder to capture all relevant information concerning the work being completed by each PLC. MTSS notes will be documented and retained to demonstrate all plans, progress monitoring and growth.		**Erin DelMonte**	**06/07/2024**
Actions		**0 of 1 (0%)**		
11/7/23	Follow the created meeting calendar and log all discussions, assignments, due dates, and follow-up conversations on each task created based on data.		Beth Rooks	06/07/2024
Notes:				
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: | 6/20/23

After examining preliminary data from the EOG/EOC, there are concerns surrounding the vertical alignment of the standards. The priority needs to be instructional teams or areas of tested EOG/EOC coming together to review the standards and how they are aligned through the examination of objectives, assessment items, and curriculum. While it is clear through the use of PLC time that the math department has begun this process and English determined the need for this process, a deep dive has not been completed.

It is necessary for our teams to collaborate and engage in a process of:

• Prioritizing: Identify the most critical learning standards for the grade level or course from among the full

set of relevant standards.

• Unpacking: Identify the explicit and implicit domain skills for those learning standards at the grade and

course level.

• Powering: Identify the essential skills from among the domain skills (Marzano et al., 2013) | Limited Development
06/20/2023 | | |

How it will look when fully met:	ELA and math will work with their PLC's to continue in depth discussions on content alignment throughout the grade levels. Teachers are already beginning to identify areas that need to be further developed in lower grade level content to support skill acquisition in high school. Once completed, the framework will better support growth in the high school level classes for Math I and Math III, English II and Biology by defining the areas needed to support growth and skill acquisition. Additionally, through the use of the framework and the examination of benchmark and check-in data, teachers will work towards spiraling curriculum, increasing academic vocabulary, factual recall and citing information in texts. • The high school has created a PLC that meets monthly to collaborate to increase engagement, buy-in from students on completing work and showing growth, and collaborative planning to assist with students' growth in all classes. • SKIP Trip engagement trips to increase completion of all assignments on time, no discipline referrals, and good attendance • Working lunch with teachers to assist with help in content areas and work completion. Middle school will continue to pull students during WIN time and address Tier 1 interventions to support growth. Teachers are working together to share students and switch students during like periods so that students may be accelerated or supported based on their content knowledge. • This will be done through pre and post testing, benchmark and check-in data.		Jordan Tomberlin	06/07/2024
Actions		**0 of 1 (0%)**		
10/16/23	Each PLC team will complete a vertical alignment examination sheet detailing skills needed to support growth within the framework of SCOS requirements.		Jordan Tomberlin	06/03/2024
Notes:				

	A2.07	ALL teachers include vocabulary development as learning objectives. (5097)	Implementation Status	Assigned To	Target Date
Initial Assessment:		• Through the use of WICOR, our school is currently working to increase academic vocabulary acquisition by working directly with students to define, understand and acquire content area vocabulary through the use of writing, inquiry activities, and content driven instructional reading. • Writing across all content areas will support deeper level content and vocabulary acquisition. • Cloze reading and the Frayer model will be used to determine important information for students to remember and identify within paragraphs.	Limited Development 10/16/2023		
How it will look when fully met:		When fully implemented, the following will be seen: • Anchor charts to support constructed and process learning in all content areas. • Implementation of writing across the curriculum. • Consistent use of at least one WICOR strategy in each lesson to engage students in active learning. • Sharing of lesson strategies posted in notes in all PLC agendas. • Full implementation and usage of platforms such as Quill, Flocabulary, Common Lit, and IXL for daily skill development and growth • Full implementation of Exact Path as additional platforms for establishing growth and needed standard's focus for every child.		**Erin Stutts**	**06/07/2024**
Actions			**0 of 1 (0%)**		
	11/6/23	Continued monitoring of the strategies outlined above by collecting data during walk-through observations, lesson plans, peer observations, MTSS documentation, and PLC documents.		Beth Rooks	06/07/2024
	Notes:				

		A2.26	All teachers and teacher teams plan instruction with a curriculum guide that includes methods to enhance student motivation to learn. (5342)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers and teams are working to create learning and engagement opportunities for students. Teachers are currently writing grants that provide opportunities such as: • educational travel and field trips • STEM projects such as the bus conversion project that incorporates CTE and academic collaboration • HIP program that encourages all middle and high school students to submit all work on time, no referral and good attendance by rewarding with trips or fun activities during the school day • Integrated units that support learning	Limited Development 11/06/2023		
How it will look when fully met:			• More documented integrated units that support learning as reflected through lesson plans, project maps and presented projects.		**Evan Ferguson**	**06/07/2024**
Actions				0 of 1 (0%)		
		11/7/23	Document cross-curricular project based learning opportunities.		Suzanne Jennette	06/07/2024
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
KEY		C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our student data, formative and summative, is collected regularly and examined. Data is discussed regularly at meetings for PLC's, MTSS, Kid-talks, IEP's, and 504's. Teachers use the data to determine mastery and growth of skills and revisit concepts to recheck for skill acquisition using spiral activities such as warm-ups, exit tickets, etc.	Limited Development 11/07/2023		
How it will look when fully met:			When fully implemented, all teachers will use the data to provide systematic and targeted intervention and enrichment consistently. Tier 1 interventions will be implemented strategically and data will be reassessed to show growth and mastery.		Beth Rooks	06/07/2024
Actions				0 of 1 (0%)		
		11/7/23	Documentation of how Tier 1 interventions are being implemented consistently in each classroom and revisited monthly at each PLC meeting.		Beth Rooks	06/07/2024
		Notes:				

		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			CHSS Goal: Staff members will participate in professional development surrounding techniques to identify and support students experiencing anger, anxiety and depression.	Limited Development 11/07/2023		
How it will look when fully met:			Additional training is being implemented in the resiliency model in collaboration with Calm Minds, Kind Hearts for the staff. A team of volunteers are also being trained individually to serve as our steering committee for future work with students, parents and community members.		Beth Rooks	06/07/2024
Actions				0 of 1 (0%)		
		11/7/23	All staff will attend the training sessions offered during required workdays to support growth in the work needed for our students in social emotional support and awareness.		Beth Rooks	06/07/2024
		Notes:				