Comprehensive Progress Report

Mission:

The Career Academy and Technical School will work collaboratively with students, parents, teachers, and the community to educate students and foster lifelong learning, to help all students reach their full potential and to develop successful, responsible, and ethical citizens in a global community.

Vision: To prepare students for business and industry careers by challenging them with cutting-edge technology and exposing them to the latest innovations in job markets in both Iredell County and beyond.

Goals:

Goal 1 - By the end of the 2025-2026 school year the total industry recognized credentials will increase by + 15%

Goal 2~ By the end of the 2025 - 2026 school year we will increase partnerships to 22.

Goal 3: Strategic Goal: By the end of the 2025 - 2026 school year we will increase the number of students who demonstrate proficiency on state assessments by 5%.

Goal 4: The Career Academy and Technical School will reduce office discipline referrals (ODRs) by 10% during the 2025–2026 school year through proactive classroom management strategies, restorative practices, and increased student support services.

! = Past Due Objectives KEY = Key Indicator

Core Function:			**Domain 3: Instructional Transformation**			
Effective Practice:			**Practice 3A: Diagnose and respond to student learning needs**			
	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**

Initial Assessment:	PLCs meet weekly to identify students who are struggling/failing courses. Teachers submit lesson plans for admin review to a google folder Assessment questions match standards addressed. There are short cycle and summative assessments. Face to Face courses employ hands on approaches to teach and demonstrate student understanding of the standards. CTE teachers and SPED teachers collaborate three times a year to monitor progress of students in the OCS pathway towards meeting standards identified in the modified blueprints for those who qualify. Accommodations and Modifications are shared for students who qualify for them based on their IEP or 504 plan. Students participate in competitions such as SKills USA to assess skills and compare skills to expectations in a simulated work environment.	Limited Development 09/04/2024		

	Priority Score: 3	Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	PLCs will meet weekly and completely a weekly agenda with minutes to identify students who are struggling/failing due to poor academic performance or poor attendance. PLCs will identify research based strategies to support struggling or failing students. PLC leads will share information in Leadership Meetings. Instructors will use assessments to determine differentiated needs for assignments and/or assessments by students or student groups. Parents and Guidance Counselors will be notified of student needs through Infinite Campus, progress reports, report cards, and telephone/email communications.			**Larry Rogers (elected 9/2/2025)**	**05/22/2026**
Actions			**0 of 6 (0%)**		
9/4/24	Teachers will contact parent(s)/guardian(s) of students who are failing courses due to poor/inconsistent attendance and/or grades.			Michelle Minarik (elected 9/2/2025)	04/16/2026
Notes:					
9/4/24	Professional Learning Community leads will communicate with the leadership team when there are students who are struggling with academics, behavior, or attendance with the leadership team.			Lavinia Cope(elected 9/2/2025)	04/16/2026
Notes:					
9/4/24	Meetings will be held with Base School Counselors who students are struggling/failing their courses.			Mindy Sadowski (elected 9/2/2025)	04/16/2026
Notes:					
9/5/24	Teachers will keep communication logs to be reviewed by administration during their midyear and summative PDP conferences.			Larry Rogers (elected 9/2/2025)	04/16/2026
Notes:					
9/4/24	Professional Learning Communities will meet weekly to discuss students needs (academics, behavior, and attendance).			Lauren Crawford (elected 9/2/2025)	05/22/2026
Notes:					

9/22/25	Teachers will submit lesson plans into google drive for administration review to ensure delivery of quality instruction.		Larry Rogers (elected 9/2/2025)	05/22/2026
Notes:				
Implementation:		09/05/2025		
Evidence	5/20/2025 Spreadsheets for meetings and conferences are available upon request but contain confidential information and will not be made public. Rosters were kept for Saturday School attendance.			
Experience	5/20/2025 There was an increase in communication. Parents and students advocated for supporting student growth. iAcademy and CDC held conferences with students, parents, and principal. A variety of staff made themselves available to support Saturday School.			
Sustainability	5/20/2025 Yes, we made strides in this area. However, there is room for improvement. Absences continue and with absences comes lost time for instruction.			

Core Function:	Domain 3: Instructional Transformation				
Effective Practice:	**Practice 3B: Provide rigorous evidence-based instruction**				
KEY	**A1.07**	**ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		24-25 year: Staff enforces the district code of conduct. Staff enforces school wide rules. Focus has been on attendance and cell phone policies. Admin had held BOY class meetings to underscore the value of following rules. School has Student of the Week to provide an example of the expectations for behavior. Each teacher generates classroom rules, expectations, and processes specific to their department's needs to create a safe and orderly environment so all students can learn.	Limited Development 09/07/2023		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		All teachers will teach students with a positive approach, have school wide classroom rules, school wide expectations, CATS mission and CATS values posted. The staff has developed school wide expectations. Posters are in all classrooms including mobile units. Each department will review the documents with students to define what these items look like(behavior) in the specific areas e.g. Auto Tech, Fire Safety, Nursing, OCS, etc.		**Michelle Minarik (elected 9/2/2025)**	**05/24/2026**
Actions			**2 of 4 (50%)**		
9/6/24		Teachers will post and review with students expectations, CATS values and mission	Complete 08/11/2025	Michelle Minarik (elected 9/2/2025)	08/11/2025
Notes:					
9/22/25		Teachers review new state law regarding wireless communication device usage in the educational setting.	Complete 08/28/2025	Larry Rogers (elected 9/2/2025)	08/29/2025
Notes:					
9/22/25		Teachers will post school wide classroom rules and review with students.		Toni Ingram (elected 9/2/2025)	10/10/2025
Notes:					

9/22/25	Professional Learning Communities review office discipline referrals.		Lavinia Cope(elected 9/2/2025)	05/22/2026
Notes:				
Implementation:		05/20/2025		
Evidence	9/4/2024 Mission, Values, and Norms posters are visible in all classrooms. Discipline data is visible in Educator's Handbook.			
Experience	9/4/2024 The posters provide a ready reference to unify the culture and class norms. This helped teachers clarify infractions when making referrals to the office. Expectations were consistent across settings except when allowing for CTE class vs VOCATS variations.			
Sustainability	9/4/2024 Mission, Values, and Norms posters should remain and be reviewed regularly (eg BOY, at semester breaks, and EOY)			

Core Function:	Domain 3: Instructional Transformation			
Effective Practice:	**Practice 3C: Remove barriers and provide opportunities**			
A4.13	**The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5131)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	All CATS CTE programs have at least one industry recognized credential that can be obtained upon completion of the coursework. However, not all CATS students are earning all credentials available to this point. Welding a Mitchell Community College partnership. Manicuring has been removed from CATS campus.	Limited Development 09/20/2021		
	Priority Score: 3 Opportunity Score: 1	Index Score: 3		
How it will look when fully met:	Each program will offer credential training and assessment as directed by the Department of Public Instruction. In many areas, there are also add-on credentials available to enhance the proof of learning during coursework at CATS. Students will understand the value of these credentials and seek employment beyond high school that require or give incentives to employees for having advanced training.		**Lauren Crawford (elected 9/2/2025)**	**05/22/2026**
Actions		**0 of 4 (0%)**		
9/20/21	Recognize students for achieving credentials at CATS		Larry Rogers (elected 9/2/2025)	05/19/2026
Notes:				
9/7/23	CDC is logging all credentials obtained by program area for the school year in a google spreadsheet.		Lauren Crawford (elected 9/2/2025)	05/22/2026
Notes:				
9/5/24	Identify credentials available for subject areas not currently offered		Andy Chenevey (elected 9/2/2025)	05/22/2026
Notes:				
9/20/21	Secure funding for credentials through local fundraisers and sponsorships.		Larry Rogers (elected 9/2/2025)	05/22/2026
Notes:	Sept: online t-shirt purchase Oct: Heintz Bros. Car Show/Community Yard Sale			
Implementation:		05/20/2025		
Evidence	9/5/2024 CDC has credentials lists and SKills USA rankings.			

		Experience	9/5/2024 CATS has experienced generosity from the community in donations to allow teams to participate in Skills USA and National competitions.			
		Sustainability	9/5/2024 Funding availability is necessary to sustain these efforts.			
		A4.15	**The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).(5133)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:	We currently provide advanced CTE programming to all high school students in Iredell-Statesville Schools. We market our programs, but need to continue to reach out and advertise our school. The iAcademy is a unique approach to public education through a hybrid of time spent learning in class and at home. The best of both worlds, flexibility is built into the fabric of the program. Parents choose which aspects will most benefit their student and create a customized learning plan with the instructor. Students who have an IEP and qualify are enrolled in the Occupational Course of Study pathway to a NC diploma. These students receive on site job training in the PAES lab, job shadowing opportunities in the community through business partnerships, and support through Vocational Rehabilitation services to obtain paid employment. We currently have four business partners. Students are enrolled in Health/PE,electives, and CTE classes with their non-disabled peers. Students who qualify are dually enrolled in I-SS and Mitchell Community College in their junior and/or senior year should this training support their post secondary goals. Academically the students are enrolled in blended classes through North Carolina Virtual Public Schools.	Limited Development 09/20/2021		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Students in the 11th and 12th grades participate in community-based training hours/internships/apprenticeships. Students will go out to the community-based sites weekly and complete the assigned work in at least 2 hour increments. Students will have a greater choice in community sites to offer a wider variety of work environments to support more students and to match student post secondary interests. We want more of our students to take advantage of the summer work program opportunities sponsored by I-SS. We want more students to take I-SS summer maintenance jobs if they are interested that lead to full or part time employment for them. We monitor clock hours using a spreadsheet.		**Lavinia Cope(elected 9/2/2025)**	**05/24/2026**
Actions		**0 of 2 (0%)**		
9/7/23	Redesign OCS class matrix to allow the Sophomores the opportunity to complete required school-based training hours and move into community-based hours in 10th grade year.		Lavinia Cope(elected 9/2/2025)	01/06/2026

Notes:				
9/7/23	Add additional CBT sites		Amy Commer (elected 9/2/2025)	05/22/2026
Notes:				
Implementation:		09/03/2024		
Evidence	9/13/2022 Enrollment in all program areas has increased by more than 10%.			
Experience	9/13/2022 Our efforts to increase enrollment in all of our programs has increased this year.			
Sustainability	9/13/2022 All practices to promote CATS and the programs taught will be continued this year.			

Core Function:	**Domain 4: Culture Shift**			
Effective Practice:	**Practice 4B: Solicit and act upon stakeholder input**			
E2.04	**The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.(5191)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	Currently, CATS participates in local events such as parades and festivals hosted by the community. Career Development Coordinator maintains list of partnerships that lead to donations and scholarship opportunities for students.	Limited Development 09/20/2018		
	Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	CATS will continue to participate in community events, and will have a list of established business partners to utilize as we increase our activity with internships, co-ops, apprenticeships, and scholarships.		**Lauren Crawford (elected 9/2/2025)**	**05/22/2026**
Actions		**0 of 7 (0%)**		
9/4/24	School will continue to host tours for community members, students and families.		Mindy Sadowski (elected 9/2/2025)	05/22/2026
Notes:	This will be ongoing and by request. This also depends on date of enrollment.			

9/4/24	School will host a career and college fair during the school day and invite community businesses and local colleges. Departments invite those specific to their student body.		Mindy Sadowski (elected 9/2/2025)	05/22/2026
Notes:				
9/4/24	Coordinate blood drives with Red Cross and Community Blood Services through nursing and OCS to earn funds for post secondary education opportunities.		Melissa Hardiman	05/22/2026
Notes:				
9/4/24	Create brochure type quick reference cards with QR codes for recruiting		Tanya Topazio	05/22/2026
Notes:				
9/4/24	Share list of new business partnerships/internships/apprenticeships established.		Lauren Crawford (elected 9/2/2025)	05/22/2026
Notes:				
9/4/24	Update electronic signs at the road to alert the town of events happening at CATS.		Tanya Topazio	05/22/2026
Notes:				
9/4/24	Host business leaders on campus to meet with students directly.		Larry Rogers (elected 9/2/2025)	05/22/2026
Notes:				
Implementation:		09/13/2022		
Evidence	9/13/2022 Business partnerships have increased by more than 10%.			
Experience	9/13/2022 CATS has multiple business partners that are ongoing.			
Sustainability	9/13/2022 We will continue to stay connected with our business partners and host advisory meetings.			

Core Function:			Domain 4: Culture Shift			
Effective Practice:			Practice 4C: Engage students and families in pursuing education goals			
	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**
Initial Assessment:			It is the expectation of all departments to host an Open House each semester and invite all parents. Each department hosts these events. It is the expectation that all staff communicate with parents effectively and document those contacts, but there isn't a formal standard or streamlined log/process school-wide. A monthly newsletter is emailed. Hard copies are available in the front office.	Limited Development 07/20/2017		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Parents are aware of who to contact when they have a question. Parents receive a response in a timely manner. Parent logs are maintained by staff in a shared google drive. iAcademy students are aware of tutoring hours and general resources by accessing the iAcademy website.		**Larry Rogers (elected 9/2/2025)**	**05/22/2026**
Actions				**0 of 4 (0%)**		
7/20/17			Establish Open House dates.		Lavinia Cope(elected 9/2/2025)	05/22/2026
Notes:			Should we look at making our staff or partial staff available during the traditional schools Open Houses? When students go to pick up their schedule at their traditional school, they often want to come to CATS too to get directions and information before the first day of class. Or, should we send a representative to each Open House to answer questions?			
9/14/17			Teachers will keep parent communication logs to be reviewed by administration during their summative.		Larry Rogers (elected 9/2/2025)	05/22/2026
Notes:			Parent Communication logs will be reviewed at mid-year review and summative reviews.			
11/2/17			Demonstration of Knowledge VATS/OCS and Senior Portfolio presentations		Toni Ingram (elected 9/2/2025)	05/22/2026
Notes:						
2/1/18			Review parent involvement and communication portion of climate survey. Discuss strengths and weaknesses and develop action plan for weaknesses.		Amy Commer (elected 9/2/2025)	05/22/2026

Notes:				
Implementation:		09/14/2017		
Evidence	9/14/2017. All open houses held as scheduled. Sign-in sheets to support attendance.			
Experience	9/14/2017, dates were set for each department. Open houses held.			
Sustainability	9/14/2017. continue coordinating open houses with each department			