

## Comprehensive Progress Report

**Mission:**

Cato Middle College High School will provide a supportive, flexible and academically enriched environment to prepare mature, motivated and responsible students for completion of high school requirements while successfully earning college credit through challenging curriculum that promotes intellectual growth in a college environment.

Cato Middle College High School will provide students with a challenging academic environment where they can also earn college credit while still in high school to prepare them for success as 21st Century Learners.

**Vision:**

**Goals:**

The percent of rising 12th-grade students on track to graduate from high school, enrolled, enlisted, or employed will maintain at 100% in SY2025-2026 (Aligns to A4.10 and A4.16 and CMS Goal 4)

The percent of students scoring College & Career Ready (CCR), on the Math III End of Course assessment, will increase from \_\_\_% in SY2024-25 to 70% in SY2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

The number of lost instructional days due to OSS will remain at 0 days from SY 2024-25 to SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2)

The percent of Chronic Absenteeism will remain at less than 5% in SY 2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

The school will retain 90% of its highly effective classroom teachers throughout the 2025-26. (Aligns to C3.04 and CMS Guardrail 4)



! = Past Due Objectives

KEY = Key Indicator

**Core Function:**

**Domain 1: Turnaround Leadership**

Effective Practice:		Practice 1B: Monitor short-and long-term goals			
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>		<p><b><u>SY 2025 - 2026 Our SIP Goals that align to this indicator are:</u></b></p> <p>The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 3 EOC (grades 9-12) will increase from <u>34.6 %</u> in SY2024-25 to <u>38 %</u> in SY2025-26.</p> <p><b><u>24-25 Assessment:</u></b></p> <p>The principal is consistently visible throughout the school, with classroom walkthroughs and weekly SLT observations beginning in Semester 2. While first semester walkthrough capacity was a challenge for some team members, a more structured observation and feedback schedule is planned for earlier in the upcoming school year. Data from observations, MVPA, and evaluations is being used to inform professional development and will be further analyzed alongside EOY data to refine SIP strategies and student support.</p> <p><b><u>SY 2024 - 2025 Our SIP Goals that align to this indicator are:</u></b></p> <p>The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 3 EOC (grades 9-12) will increase from 26.3% in SY2021-22 to 31% in SY2022-23 and 36% in SY2023-24. and We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.</p> <p>As of June 2024, we have partially met our goal aligned to this indicator. Math III CCR increased 0.9% from 24.1% to 25%. In addition, Math III GLP increased 17.1% from 51.7% to 68.8%. As of June 2024, we have not received EVAAS growth data. We will further reflect upon our</p>	Limited Development 08/10/2024		

progress toward meeting this goal once this information is released from the state.

As of June 2024, we have partially met our goal aligned to this indicator.

We had 93 student graduates, 73 of those students achieved the Associate degree and 100% of those students earned transfer credits based on the college course work as they have been dual enrolled in at Central Piedmont Community College. Additionally, Math III GLP increased 17.1% from 51.7% to 68.8%. This is the only EOC that our students take at CATO MCHS.

Our current school Insight TNTP data shows that trending over time in the category of Observation and Feedback our teachers scored our school at the domain level of 8.1 well above the national average of 5.0. This is definitely a success and strength of our school.

One challenge to note is that all feedback comes from one person—the principal.

Next year, with an academic facilitator and IAF onboard, there will be more opportunity from teachers to gain feedback from coaching support that does not also do their evaluation. Additionally, they will have more opportunity for peer observation and instructional feedback. These teachers, while very collaborative, have never had the opportunity to see each other teach. Thus, there is a major opportunity they have to learn from one another, give each other feedback and push each other's practice.

***How it will look when fully met:***

This target will be fully implemented once our leadership team has our full coaching and support plan operating with fidelity. This will allow us to provide weekly feedback, coaching and support to teachers and align the appropriate professional development needed to advance instruction. It will also include opportunities for our teachers to observe and give feedback to each other on a monthly basis. The goal would be for us to develop a culture of instructional support, growth, and excellence across the school.

**Michael Lee**

**06/30/2026**

**SY2025 - 2026:**

School principal and our accountability facilitator will have **daily informal visibility walks to be present in every classroom every day.**

The goal of these visibility or learning walks are to be present, learn general trends for classrooms and to build relationships with teachers and staff in a positive, non-evaluative way but for the purposes of whole-staff PD and genuine physical notes for teachers.

School principal will complete **weekly formal instructional feedback walks for each teacher** through the formal walk-through document.

Upon completion of each walkthrough, the results will be shared with the teacher for immediate feedback. If required, the teacher or principal would request a follow-up meeting.

School principal will complete **all formal evaluative observations and PDPs by the district due dates for all staff.**

**SY2024 - 2025**

**Action 1:**

- **October/November 2024:** New [Cato MCHS Walkthrough Form](#) created in Microsoft Office. New form reviewed by Leadership team and pushed out to staff for review and feedback. Revisions completed based on feedback.

- **December 2024:** Walkthrough form created and calibration walks are being scheduled. Cycle of observation and feedback established to include one walk per week from member of the Leadership team with feedback given to the teacher through the Microsoft Office form. Teachers will choose either one planning or one coaching session per month with Ms. Best.

- **February 2025:** Weekly walk through began. [Walk through observation schedule](#) created.

<b>Actions</b>		<b>0 of 3 (0%)</b>		
8/10/24	The Principal will align Professional Development to areas of data-informed student need, teacher PDP goals, and district initiatives. These walk-through documents will align with bi-weekly PD during staff meetings. (Goal 4, Guardrail 4)		Michael Lee	10/30/2025

*Notes:* The process has been initiated; however, we recognize that an earlier start would have supported more consistent implementation. While the structure is now in place, the number of completions this year may be limited. We plan to re-establish and fully implement the process at the beginning of the upcoming school year to ensure greater consistency and impact.

All PD will occur during our bi-weekly staff meetings unless staff members need or request specific PD based off observations and administrative feedback.

8/13/24 The Principal will cultivate a culture of continuous improvement and peer-to-peer professional learning by utilizing a Pineapple Chart to foster professional growth through no risk voluntary observations, and feedback. Teachers will be provided this opportunity at least once per quarter, especially younger or newer teachers.

Michael Lee

10/30/2025

*Notes:* While we got a late start on this action step, professional development priorities for the 2025–2026 school year have now been identified based on Q3 walkthrough data. Focus areas include Differentiation and Small Group Instruction, Intentional Lesson Planning and Internalization, Academic Monitoring, Student-to-Student Academic Conversations, and Rigor/Honors Standards. We are also coordinating with district specialists to provide targeted support for Middle College teachers. These areas will guide more intentional and timely implementation in the upcoming school year.

8/10/24 The Principal will implement consistent weekly classroom walkthrough and teacher feedback cycle to identify additional coaching needs and for ensuring standards aligned instruction. ( Goal 4, FAM-S)

Michael Lee

01/01/2026

*Notes:*

**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
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**Initial Assessment:**

**25-26 School Year:**

Our school will implement and hold bi-weekly staff meetings on Wednesday mornings which will have a section of time dedicated to MTSS at the end of the meeting for specific student concerns, problem solving, planning and updates for student interventions. The school principal, counselor, accountability facilitator and all instructional teachers will be involved in these meetings.

If tutoring is identified as a need for students through MTSS, we would assign the specific tutoring and area of intervention to the content area teacher with detailed times, cadence and tools for measuring outcomes. After 4-6 weeks of interventions, we would make a determination of next steps for the student. This would apply to both high school classes and support for college courses.

General open tutoring walk-ins or by schedule is offered by each teacher from 9:30 to 11 am each day.

Our school will hold weekly Leadership Team meetings on Friday mornings to review current trends both inside the classroom (instruction and climate) and needs outside of the classroom (physical environment, prosocial climate, family engagement, etc).

**24-25 Assessment:**

Our school is consistently implementing MTSS practices through a regularly scheduled Student Support Team that focuses on the whole child—addressing academic, SEL, and attendance needs. This year, we developed a tiered support plan tailored to specific student caseloads and used regular meetings to monitor progress and make adjustments as needed.

One of our key challenges has been ensuring that student needs identified through MTSS are more directly connected to classroom instruction, and that teachers are consistently involved in planning supports.

As we continue to refine our process, caseload documentation and FAM-S data will provide insight into effectiveness and inform improvements going forward.

The SIP Goal that aligns to this indicator is:

We will meet or exceed expected Educator Value Added Assessment

Limited Development  
07/18/2024

System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24.

**24-25 BOY Assessment:**

As of June 2024, we have not received EVAAS growth data. We will further reflect upon our progress toward meeting this goal once this information is released from the state. Based on Branching Minds and progress monitoring data, we have partially met our goal aligned to this indicator. However, based on principal regular check ins with students regarding college course success, this goal would be closer to being met. I (principal) conferenced with 18 students and their parents, and conducted 12 one on one conferences with students from January to May 2024. I found my principal check in meetings and conferences with students and/or parents to be very beneficial and impactful. We also worked with 4 students/parents specifically on student attendance. Many students improved and it increased parent involvement in supporting their students academically, instead of leaving students completely on their own.

Challenges identified are that Branching Minds and the current Standard Treatment Protocols are not very applicable to the uniqueness of our program. Opportunities that exist is to create an MTSS framework unique to middle and early colleges. This would help us align, share ideas and provide better ongoing support to our students.

<p><b>How it will look when fully met:</b></p>	<p><b><u>SY2025 - 2026</u></b></p> <p>This will be fully implemented when students participate in the tiered supports provided to them. This may mean that despite our unique school schedule, we assign mandatory tutoring participation to students and engage more parent support in ensuring students attend. When fully met, we will have a more consistent and robust MTSS team structure by infusing our staff SIT members into the MTSS team.</p> <p>Due to multiple staff changes for this school year, full implementation will occur with the inclusion of the support of our School Counselor, Social Worker and School Psychologist along with the school principal, accountability facilitator and all classroom teachers.</p> <p><b><u>SY2024 - 2025</u></b></p> <p><b><u>Action 1:</u></b></p> <ul style="list-style-type: none"> <li>- <b>September 2024:</b> YL ML Student and S1 Virtual Student Check Ins have begun. Mrs. Best talking with students on a weekly or biweekly basis as needed. <a href="#">Progressive MTSS Agenda (SIP)</a></li> <li>- <b>November 2024:</b> CPCC Only student list generated and divided into case loads. Members of the Leadership Team will have 3 touchpoints with students on their case load by end of S1.</li> <li>- <b>January/February 2025:</b> Continue 1-1 conferences with students/parents with CPCC GPA below or at 2.0 threshold and students who had CPCC course grades with a D or F. Check In caseload created for CPCC Only Spring 2025 students. MTSS Team and 3 teachers with extra planning will regularly check in with these students throughout the semester. No update on when we will get access to CPCC grading system.</li> </ul>		<p><b>Michael Lee</b></p>	<p><b>02/28/2029</b></p>
<p><b>Actions</b></p>		<p><b>0 of 2 (0%)</b></p>		
<p>7/18/24</p>	<p>The Leadership Team will implement MTSS Teaming Structures through monthly SIT and student support services meetings in effort to collectively problem solve and provide support to student academics, attendance, and over all wellness. (Goal 4, Guardrail 3, FAM-S 3)</p>		<p>Aiesha Huitt</p>	<p>02/28/2026</p>
<p><i>Notes:</i></p>				
<p>9/2/25</p>	<p>We will provide weekly tiered supports to students to include weekly tutoring as well as CPCC academic supports, ML supports, NCVPS supports, and to ensure student success. (Goal 4, FAM-S 3)</p>		<p>Aiesha Huitt</p>	<p>04/30/2026</p>

Notes:

**Core Function:**

**Domain 3: Instructional Transformation**

**Effective Practice:**

**Practice 3B: Provide rigorous evidence-based instruction**

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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*Initial Assessment:*

**25-26 Assessment:**

Curriculum planning is primarily developed individually by teachers, with opportunities for cross-school collaboration when available. Teachers are in the initial phases of creating and participating in regular PLCs with other middle colleges by content area.

At the school level, teachers are mostly the only content area teacher so there is limited cross-classroom collaboration. Due to staff turnover, the leadership team, which includes a new principal, new counselor and the loss of a counseling position and academic facilitator position, is currently assessing the classroom needs. One early area of instructional focus academic monitoring to give student feedback and assess how teachers are measuring student performance and responding to student needs.

**SY2025 - 2026 The SIP goal that aligns to this indicator is:**

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 3 EOC (grades 9-12) will increase from 34.6% in SY2024-25 to 38% in SY2025-26 (10 percent increase)

**24-25 Assessment:**

Curriculum planning is primarily developed individually by teachers, with opportunities for cross-school collaboration when available. Walkthrough data indicated most lessons being delivered at an honors level. However, collaboration across content areas and with other teachers remains a challenge due to the unique structure of our program. Intentional planning time and targeted PD, when available, have supported alignment and instructional growth, and artifacts such as walkthrough data and PLC notes will continue to inform instructional improvements.

**SY2024 - 2025 The SIP goal that aligns to this indicator is:**

The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 3 EOC (grades 9-12) will increase from 26.3% in

SY2021-22 to 31% in SY2022-23 and 36% in SY2023-24.

Limited Development  
07/18/2024

As of June 2024, we have partially met our goal aligned to this indicator. Math III CCR increased 0.9% from 24.1% to 25%. In addition, Math III GLP increased 17.1% from 51.7% to 68.8%.

Successes that were experienced were tutoring opportunities provided to students, the use of the benchmark assessments to help monitor and adjust instruction as well as the use of the Math 3 Benchmark Response resources which helped Mr. Messer increase student understanding.

Challenges anticipated in the 2024-2025 school year are the use of a new Math 3 curriculum and managing implementation of something new.

The opportunities that exist to impact this challenge is quality training and support for my Math teacher as well as ongoing support of the MCHS Math PLC.

<p><b>How it will look when fully met:</b></p>	<p>This indicator will be fully implemented when our teachers are trained and can effectively use district required curricula to implement standards aligned instruction and design discretionary moves to meet student needs. Full implementation will also be met through consistent and robust Middle/Early College PLC resources for ongoing sharing of resources and supports. Lastly, utilize pre-test assessments to identify student understanding early on and to plan for targeted instruction effectively.</p> <p><b><u>Action 1:</u></b></p> <p>- September/October 2024: New Math 3 Curriculum is being taught. Students are struggling with new teaching and learning style dictated by the curriculum. Student workbooks have been delayed. MVPA Benchmark 1 data reviewed with Mr. Messer and Mrs. Best to identify trends and next steps to support student growth.. Mrs. Best attended Master Teacher PD which included a Core Action Walk and review of content. Information was brought back to Mr. Messer.</p> <p>- November/December 2024: MVPA Benchmark 2 data review with Ms. Riley and shared with Mr. Messer. Math 3 data is trending higher than in previous year. Principal attended Data session with other MCHS principals at Harper, led by Ryan Ryvak and the Math department.</p> <p>February/March 2025: Mrs. Best attended Master Teacher PD which included Core Action Walkthroughs of 4 teachers and a debrief of observations. Information will be shared with Mr. Messer at next meeting. MVPA Benchmark 1 data reviewed with Mr. Messer, Ms. Riley, and Mrs. Best to identify trends and next steps to support student growth.</p>		<p>Michael Lee</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p>0 of 4 (0%)</p>		
<p>8/10/24</p>	<p>Teachers will participate in content focused professional learning community meetings with content partners across the middle colleges, and participate in district content meetings as provided throughout the school year to increase overall student progress. (Goal 4, FAM-S 29)</p>		<p>Michael Lee</p>	<p>10/30/2025</p>

*Notes:* Progress on this action step was limited this year, and we recognize the need to carry it forward into the upcoming school year. To build momentum, we are exploring options to send teachers to relevant professional development or bring targeted training directly to CATO. This continued focus will help us strengthen implementation and better support instructional growth.

7/18/24 The Leadership Team will support and monitor the implementation of new Math 3 curriculum to ensure implementation of high quality CORE academic math instruction. (FAM-S 29, Goal 4, Guardrail 1). This will be monitored through daily visibility walks, weekly walk-throughs, formal observations and Mr. Lee and the ML teacher will provide direct and daily small group work in to students in small groups in math 3 classes.

Michael Lee

02/28/2026

*Notes:* This includes middle/college early college PLC participation, the principal meeting with the teacher to discuss data, and sharing support resources to be used to differentiate instruction for students.

9/29/25 Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours.  
  
(Aligns to A2.04)

Michael Lee  
(September 2025)

05/29/2026

*Notes:*

7/18/24 The Leadership Team will implement consistent classroom walkthrough and teacher feedback cycle to identify coaching needs and for ensuring standards aligned instruction and honors or AP level instruction, depending on the class. (Goal 4, Guardrail 1, Guardrail 4).  
  
Each teacher will have at least 1 walk-through per week with the walk-throughs aligned to the PD provided in staff meetings based on student need. Teachers would receive a copy of the walk-through results the day of their completion.

Michael Lee

05/30/2026

*Notes:* The principal and accountability facilitator will conduct classroom walkthroughs and provide direct feedback to teachers on a weekly basis.

The principal will conduct all formal observations and observation feedback to teachers.

Effective Practice:		Practice 3C: Remove barriers and provide opportunities			
KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p><b><u>25-26 Assessment:</u></b></p> <p>Our school provided an orientation week for all students with mandatory meetings for all students. The counselor also met individually with students over the summer to update their high school classes and with the CPCC advisor to register for CPCC courses.</p> <p>For juniors, we also have an ACT/Leadership Course in the spring to support their ACT performance while adding in ACT specific events throughout the fall.</p> <p>For seniors and 13th graders, we have mandatory senior meetings in addition to other BOY meetings. During these meetings, our counselor reviews their transcripts to strategize for graduation and to make plans for post-graduation.</p> <p><b><u>24-25 Assessment:</u></b></p> <p>We have implemented a comprehensive college and career readiness plan that includes student orientation, as necessary reboots, individual advising meetings, guest speakers, college/career fairs, and regular collaboration with CPCC advisors. Students receive targeted support through individualized caseload meetings and access to a college and career website featuring scholarship tools and planning resources. Ongoing assessment of student needs has helped shape these supports, leading to increased engagement with scholarships, internships (MYEP), and field experiences such as Microsoft and What’s Your E field trips.</p> <p><b><u>BOY Assessment:</u></b></p> <p>As of June 2024, we have partially met our goal as it relates to this standard. While the BOE/School goal was to achieve 75% of students earning a HS endorsement, we moved from 58% of students achieving at the end of 2022-23 to 68.4 % earning endorsements in 2023-2024, a 10.4% gain.</p> <p>100% of our students have access to advanced course work as that is the goal of the middle college program. 73 out of 93 graduates received their associates degree in addition to their high school diploma and all students achieved 50 or more transfer credits. Three in-person school</p>	Limited Development 08/16/2022		

information sessions and two virtual school information sessions were held from November to April to support the transition of students interested in attending CATO MCHS. Additionally the following things take place to support students post-secondary transitions—school partnership and recruitment visits with Carolina Youth Coalition and One Gen ( nonprofits who support minority and first generation college students). We also had several career events with guest speakers from Atrium, Red Venture, Entrepreneurs, etc. Students also took a field trip to Microsoft. We also took a group of students to area College Fairs and we host monthly college recruitment visits on campus during lunch. This year we had East Carolina, Duke, Chapel-Hill, UNCC, and more. In-person ACT prep tutoring as well as ACT Prep modules on Edgenuity were offered to students to support their preparation, performance and opportunities for increased endorsements.

We encountered challenges in getting students to participate in the ACT prep consistently.

We will look for opportunities to increase student participation and seek student voice in what kinds of ACT prep support would be most useful and accessible for them.

Priority Score: 3

Opportunity Score: 2

Index Score: 6

**How it will look  
when fully met:**

**SY2025 - 2026:**

At full implementation, we will have a scholarship club in place and will provide quarterly scholarship workshops as well as send weekly scholarship communications out to students. We will also provide monthly career development activities to students, including one on one career planning meetings.

**SY2024 - 2025:**

**Action 1:**

- November/December 2024: Check In caseload created for CPCC Only Fall 2024 students. MTSS Team will regularly check in with these students throughout the semester. No update on when we will get access to CPCC grading system. Reviewed student CPCC grades from the fall semester

- January/February 2025: 1-1 conferences with students/parents with CPCC GPA below or at 2.0 threshold and students who had CPCC course grades with a D or F. Continue 1-1 conferences with students/parents with CPCC GPA below or at 2.0 threshold and students who had CPCC course grades with a D or F. Check In caseload created for CPCC Only Spring 2025 students. MTSS Team and 3 teachers with extra planning will regularly check in with these students throughout the semester. No update on when we will get access to CPCC grading system.

**Michael Lee**

**06/30/2026**

Actions	0 of 4 (0%)		
<p>8/10/24 The Leadership Team will ensure PLC planning and ongoing classroom instruction is in alignment with the NCDPI new standards for Honors courses and ensure that both include the integration of NCDPI Portrait of a Graduate skills. (Goal 4)</p> <p>Math PLCs will meet weekly, English will meet monthly and Social Studies will meet bi-monthly.</p> <p>The PLCs will contain these key components: Unpack the standard, Analyze student work and formative assessments to identify trends and misconceptions, and Collectively plan the instructional path.</p> <p>Monitoring in Practice Instructional Planning: Through weekly walkthroughs and formal observations, we will monitor for clear, measurable daily objectives that build toward mastery.</p> <p>Peer Feedback: Teachers are encouraged to conduct optional, monthly peer visits (either observing or being observed) to provide specific and actionable feedback.</p>		Sherritta Bell	10/30/2025
<p><i>Notes:</i> This action step will continue into the next school year. While current walkthroughs have been useful in identifying instructional alignment, the next step is to deepen the process by focusing on instructional quality and consistency across classrooms. Strengthening this work will be a priority in 2025–2026 to better support teacher growth and student outcomes.</p>			

8/10/24	<p>We will provide high quality academic advising that ensures students meet their HS graduation expectations and their CPCC program aspirations (in collaboration with CPCC advisor). (Goal 4)</p> <p>Students must attend a mandatory grade-by-grade orientation at the beginning of the year, which includes meeting staff (teachers/CPCC), completing necessary paperwork, touring the campus, attending a club fair, and a lunch social.</p> <p>To ensure a smooth transition, all students must also meet with the high school counselor and CPCC advisor over the summer to finalize schedules.</p> <p>Additionally:</p> <p>Seniors/13th Graders meet individually with the counselor and advisor at the start of the semester for a graduation check, transcript review, and counseling session.</p> <p>All students have an end-of-year checkout to confirm summer/next year registration, or for graduating students, to finalize requirements and graduation details.</p>		Sherritta Bell	05/01/2026
<i>Notes:</i>				
8/22/22	We will monitor student CPCC grades once per month and include them in our bi-weekly MTSS meetings. (Goal 4)		Michael Lee	05/30/2026
<i>Notes:</i>				

8/22/22	<p>We will provide scholarship and career development opportunities to students throughout the year to support student planning and preparation for future enrollment, enlistment, or employment. (Goal 4)</p> <p>We will support students' academic futures through year-round visiting college representatives and a field trip to UNC Chapel Hill.</p> <p>To prepare Juniors for college admission testing, we offer:</p> <p>ACT Prep Mini-Sessions (Sept.–Dec.): Weekly sessions focusing on practice questions, test-taking strategies, and skills-focused instruction.</p> <p>Required ACT-Leadership Class (Starting Jan.): A semester course for all Juniors combining focused ACT preparation with essential leadership skills, featuring weekly guest speakers and periodic visits to area businesses.</p>		Sherritta Bell	05/30/2026
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Notes:

<b>Implementation:</b>		04/25/2023		
<i>Evidence</i>	4/25/2023			
<i>Experience</i>	4/25/2023			
<i>Sustainability</i>	4/25/2023			

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4A: Build a strong community intensely focused on student learning</b>
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	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
<b>Initial Assessment:</b>			<p><b><u>SY2025 - 2026 Assessment:</u></b></p> <p><b><u>SY2025 - 2026 Our SIP Goals that align to this indicator are:</u></b></p> <p>The number of lost instructional days due to OSS will remain at 0 days from SY 2024-25 to SY 2025-26</p>	Limited Development 08/10/2024		

(Aligns to A1.07, A4.06 and CMS Guardrail 2)

**24-25 Assessment:**

All teachers completed Capturing Kids' Hearts (CKH) training and implemented social contracts in their classrooms to support relationship-building and classroom culture. A part-time school counselor was added to provide in-class guidance lessons and connect students to support services, with teachers actively referring students as needs arose. While progress has been made, a continued challenge is helping teachers see the value in consistently building time for relationship development alongside academic instruction.

**SY2024 - 2025 Our SIP Goals that align to this indicator are:**

Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24.

and

The percent of students reporting a positive self-perception of their self-efficacy will increase from 57% on the Fall 2021 Panorama Screener (in Grades 6-12)

to 62% in SY2022-23 and 67% in SY2023-24.

As of June 2024, we have partially met our goal aligned to this indicator. Due to the passing of SB-49, we were not able to administer the panorama survey to the majority of our students and do not have current data for this goal.

As of June 2024, we have partially met our goal aligned to this indicator. According to the Teacher Working Conditions Survey, 100% of teachers agree with the statement, "This school uses positive behavioral interventions and support". Additionally, 100% of staff agree that our school "provides adequate services to help students with

social, emotional and mental health needs.”

Additionally, we had only one student suspension this school year and we had zero Title IV incidents. We had only one student identified as chronically absent this school year.

Successes experienced this year really lie in the strong relationships built between CATO staff and students as well as relationships fostered between students. Our students learn that they need to lean on us and each other for support to be successful and begin to trust that we will help them wherever needed.

A key challenge to consider is how to gain better data about student social emotional well-being given the absence of quality data via the Panorama Survey and lack of participation due to recent legislative impacts.

As an opportunity, we may consider creating our own survey or seeking support from our student services department to determine alternative ways to collect student SEL data. Another opportunity we have for growth is that we have added a half-time counselor to our program for next year which is going to further enhance what we are able to do to support student emotional well-being.

<p><b>How it will look when fully met:</b></p>	<p>Full implementation will mean that we have hired our additional half-time counselor whose main focus will be social emotional training of staff and direct support to students. We will also be able to leverage the support of our part-time social worker two times per month. We will also leverage referring students to Atrium Virtual Health and School Based Mental Health supports.</p> <p><b>Action 1:</b></p> <ul style="list-style-type: none"> <li>- <b>August/September 2024:</b> Teachers attended CKH Training and began implementing the Social Contract into classroom.</li> <li>- <b>October/November 2024:</b> CKH Process Champions named and attended training.</li> <li>- <b>January/February 2025:</b> CKH Process Champions attended training and mini CKH PD on the use of the Social Contract.</li> </ul>		<p>Michael Lee</p>	<p>06/30/2026</p>
<p><b>Actions</b></p>		<p>1 of 4 (25%)</p>		
<p>8/13/24</p>	<p>The school will develop a student focused peer mentoring program to increase SEL and academic support to at-risk students to enhance school culture and community, as well as increase retention rates.</p> <p>After district approval, we will send out a student survey to understand their needs and challenges and utilize our two leadership clubs to create a plan focused on this. Our plan will be aligned to the results of the student survey.</p>		<p>Aiesha Huitt</p>	<p>10/30/2025</p>
<p><i>Notes:</i> This action step will continue into the next school year. While there were some informal opportunities for growth this year, nothing was fully formalized. Moving forward, we plan to create more structured and intentional opportunities to support this area, ensuring greater consistency and impact in the upcoming year.</p>				
<p>9/29/25</p>	<p>Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis.</p> <p>(Aligns to A4.06)</p>		<p>Michael Lee (September 2025)</p>	<p>05/29/2026</p>
<p><i>Notes:</i></p>				

9/29/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.  (Aligns to A4.06)		Michael Lee (September 2025)	05/29/2026
<i>Notes:</i>				
8/10/24	School staff will continue to implement CKH practices in the classroom to enhance school culture. (Guardrail 3, FAM-S 31)	Complete 03/01/2025	Michael Lee	05/30/2026
<i>Notes:</i>				

<b>Core Function:</b>	<b>Domain 4: Culture Shift</b>
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<b>Effective Practice:</b>	<b>Practice 4C: Engage students and families in pursuing education goals</b>
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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
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<i>Initial Assessment:</i>	<p><b><u>24-25 Assessment:</u></b></p> <p>The principal maintains consistent communication with families through weekly ParentSquare messages, and approximately 75% of teachers regularly share classroom updates with parents. Teachers contact families when students are not meeting expectations, and the principal holds meetings with students and parents whose GPA falls below 2.0. Parent feedback indicates they feel informed and connected to what’s happening at school, though continued efforts are needed to help families better understand academic processes and how to support their child’s success.</p> <p><b><u>BOY Assessment:</u></b></p> <p>As of June 2024, we have partially met our goal as it relates to this indicator. Based on the 2024 Teacher Working Conditions Survey, 100% of our teachers agree that our school encourages parent involvement. 100% of teachers also agree that they share information with parents about student learning, and 100% agree that parents are well informed about what is going on at the school.</p>	Limited Development 08/10/2024		
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From Sept 1, 2023 to June 4, 2024 I have sent 70 posts via ParentSquare to our parents in an effort to keep them informed. Some of the successes gained as a result of these efforts is that parents were better able to support their students with knowledge and information gained through communications from the school. We were also able to get our PTA back up and running this school year through communication and recruitment efforts.

Challenges that we would like to work on next year, include helping parents trust but verify student performance with their college courses in particular.

Opportunities to further support this challenge include the hiring of additional support staff(Academic Facilitator, half -time counselor, tech facilitator) who can assist the principal with training parents in a variety of ways so that they are better able to academically support their students.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

***How it will look when fully met:***

This will be fully implemented when I have all teachers trained to use Parent Square. This will allow provide a quick and easy way for them to stay in communication. We are also hoping that Student Square will be approved for use in the district so that teachers can use that to communicate with students.

This will also be fully implemented when we have a fully functioning PTA in place.

Last, full implementation will also include the establishment of 3-4 strong community partnerships that will benefit students and enhance the instructional and extracurricular program at our school.

**Michael Lee**

**06/30/2026**

**Actions**

**0 of 3 (0%)**

8/10/24	<p>We will continue to support and grow our school PTA to engage our parents to ensure access for all families in leveraging our existing tools for student academic support. (Goal 1)</p> <p>We will continue to support and grow the PTA to engage all parents and ensure they can leverage existing tools for student academic support.</p> <p>We will achieve this goal through three actionable areas:</p> <p>Increase Accessibility and Communication: Utilize multiple platforms (Parent Square, Instagram, Facebook, and Let's Talk) to ensure information reaches parents where they are.</p> <p>Quarterly Feedback &amp; Learning: Host Quarterly Parent Surveys to identify needs and Learning Nights to share resources.</p> <p>Foster a Culture of Inclusion: Schedule PTA meetings and events at convenient times (e.g., evenings, online) to accommodate working parents, emphasizing that participation is a shared responsibility that benefits all students.</p>		Michael Lee	05/30/2026
<p><i>Notes:</i> This will continue with the support of district Family Engagement Specialist, Dr. Yolanda Holmes.</p>				
8/10/24	<p>We will maintain strong schoolwide/classroom communications with students and parents through ParentSquare, Remind, email and other communication modes to engage parents in ways that directly relate to their children's academic progress. (Goal 4, FAM-S 3)</p>		Michael Lee	05/30/2026
<p><i>Notes:</i></p>				
8/10/24	<p>Develop 2-3 new community partnerships this year based on student survey results (once the district has approved our survey) focused on their career interests and transfer interests.</p>		Michael Lee	05/30/2026
<p><i>Notes:</i></p>				
<b>Implementation:</b>		05/02/2025		

<p><b>Evidence</b></p>	<p>5/2/2025  5/2/2025 We have strengthened family and community engagement, with 91% of families contactable, though app usage remains low at 26% and will be a focus moving forward. Key partnerships were reestablished and expanded, including the Chick-Fil-A Leadership Academy and new collaborations with CPCC leaders Dr. Moses Fox and Megan O’Herron to enhance student advising. Ongoing connections with CYC for ACT prep and engagement with PTA board volunteers further supported outreach and involvement efforts this year.</p>			
<p><b>Experience</b></p>	<p>5/2/2025  We have strengthened family and community engagement, with 91% of families contactable, though app usage remains low at 26% and will be a focus moving forward. Key partnerships were reestablished and expanded, including the Chick-Fil-A Leadership Academy and new collaborations with CPCC leaders Dr. Moses Fox and Megan O’Herron to enhance student advising. Ongoing connections with CYC for ACT prep and engagement with PTA board volunteers further supported outreach and involvement efforts this year.</p>			
<p><b>Sustainability</b></p>	<p>5/2/2025  To sustain our efforts and continue meeting this objective, we will focus on increasing engagement through our communication app by encouraging more families to download and use it consistently. Strengthening and formalizing partnerships—particularly with CPCC advisors and community organizations like CYC—will be essential to ensure continued student support and access to resources. Additionally, we will work to expand family involvement through intentional outreach and collaboration with the PTA and other school-based engagement opportunities.</p>			