

Comprehensive Progress Report

Mission:

The mission of Levine Middle College High School is to maximize academic achievement for every student in a high school and college environment.

Vision:

Levine Middle College High School will provide students with a challenging and nurturing learning environment to enable them to graduate from high school while being able to earn an associate degree or Career Certification through Central Piedmont Community College.

Goals:

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% in SY2024-25 to ___% in SY2025-26. (Aligns to A4.10 and A4.16 and CMS Goal 4)

Guardrail 1 Goal: The percent of students scoring Grade Level Proficient (GLP) on Math 3 End of Course assessments will increase from 92.0% in SY 2024-25 to 100.0% in SY 2025-26. (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2 Goal: Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2025-26. (Aligns to A1.07, A4.06 and CMS Guardrail 2).

Guardrail 3 Goal: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4 Goal: The school will retain 100% of licensed classroom teachers throughout 2024-25. (Aligns to C3.04 and CMS Guardrail 4)



! = 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	
<i>Initial Assessment:</i>		2024-2025: ○ Where are you in relation to the Wise Ways description?, ○ What successes and challenges did you experience this year?, (Once EOY data is available, add any data related to the goals connected to the indicator you are assessing) ○ What efforts led to the data listed?	Limited Development 07/25/2024			

Mr. Weghorst utilized the district provided curriculum and assessments. Our MTSS team met monthly to monitor student academic and attendance data. Interventions were prescribed and monitored as needed. All students passed their first semester CMS classes and are on track to pass their second semester CMS classes. CPCC GPA data was analyzed and interventions/supports were prescribed mid-year to help students meet continuation requirements. We had 12 of our 13 Math III students achieve a 3, 4, or 5, so we exceeded our GLP SIP goal of 86% (92% actual).

2023-2024

1. To what extent did you meet any SIP goals related to this indicator? We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY2022-23 and SY2023-24. (Aligns to A4.01 and B3.03 and CMS Goal 4)
Update: We do not yet have access to this data.

2. What successes did you experience? Mr. Weghorst utilized Mastery Connect and available data to inform his instruction. All but one Math III student scored in the “grade level proficient” range in December. Math Peer Tutoring has been available to students. Levine Scholars Academy has begun and will provide students with test-taking tips and strategies prior to the ACT administration and AP exams. Teachers are monitoring student progress and communicate with support staff/parents when appropriate. We met with every student not meeting the continuation requirements for middle college (CPCC GPA) and appear to have fewer students ineligible to continue in the program than in the past.

3. What challenges did you face? We continue to have a few students who are not successful in transitioning from a traditional high school to a middle college framework. These students often struggle with their CPCC classes and do not maintain the required GPA to stay in the program.

4. What opportunities exist to address these challenges? We are looking to bolster our orientation process and supports for students earlier in the school year.

How it will look when fully met:	Levine MCHS has implemented a systematic multi-tiered system of support for all students. Students in need of supplemental academic or social-emotional support are identified, and provided interventions, and their progress is monitored for effectiveness. Data-driven problem-solving maximizes academic and social-emotional growth for all students.		Brian Bambauer	06/30/2026
Actions		0 of 3 (0%)		
7/25/24	Our Math III teacher will utilize Mastery Connect assessments and data trackers with fidelity to inform which standards need reteaching and which students need additional support (individual students, small groups, whole group). (Guardrail 1)		Erik Weghorst (8/23/22)	12/30/2025
<i>Notes:</i>				
7/25/24	The school's MTSS Team (principal, counselor, Data Manager, school psychologist, support staff as needed, teachers as needed, and parents as needed) will meet monthly to discuss students in need of academic or behavioral support to create and monitor specific student interventions. (FAM-S #3)		Brian Bambauer	05/30/2026
<i>Notes:</i> Meeting agendas and minutes will be maintained Will be monitored for efficacy				
7/25/24	Teachers will monitor student grades, formative assessment data, and mid-quarter progress reports to identify those students who are struggling and reach out to the parent, student, counselor, principal, etc. as needed in an effort to better support all students and to ensure overall academic success (Goal 4, Guardrail 1)		Brian Bambauer	05/30/2026
<i>Notes:</i>				

Core Function:		Domain 3: Instructional Transformation			
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

Initial Assessment:

2024-2025: ○ Where are you in relation to the Wise Ways description?,
○ What successes and challenges did you experience this year?, (Once
EOY data is available, add any data related to the goals connected to
the indicator you are assessing) ○ What efforts led to the data listed?

“Transfer Tuesdays” have been provided by CPCC all year. A UNC
Chapel Hill recruiter presented to our students last semester. This
semester, CPCC Levine hosted a large college fair and our Juniors were
able to participate. Naviance training has occurred. All Seniors have
created resumes and are participated in mock interviews. Our
counselor has supported students when completing their FASFA as
needed.

2023-2024:

1. To what extent did you meet any SIP goals related to this indicator?
The percent of graduates earning a state high school endorsement will
increase from 61.5% in SY2021-22 to 68.3% in SY2022-23 and 75.0% in
SY2023-24. (Aligns to A4.16 and CMS Goal 3) Update: current
graduation data suggests 89% of our students will graduate with an
endorsement this year.

2. What successes did you experience? We dramatically increased the
number of students graduating with an endorsement. We also did a
good job of informing our students and parents about endorsements
and what is required to earn each one.

3. What challenges did you face? We still have some students not
meeting the ACT reading requirement which prevents them from
earning some endorsements.

4. What opportunities exist to address these challenges? We will
continue to teach our students and parents about endorsements and
work to better prepare our students for the reading portion of the ACT.

Limited Development
08/16/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:	Students have the skills, knowledge, and support needed to successfully plan their transition out of high school (effective college/career decision-making).			Brianne Van Lauwe (8/22/24) 06/30/2026
Actions			0 of 4 (0%)	
8/16/22	The school will develop and implement a plan to help students be successful on the ACT, including sharing information with families regarding the free practice test, test-taking tips, strategies, etc. ELA teachers will also embed comprehension and test-taking strategies for students in their lessons. (Goal 4)			Brian Bambauer 03/25/2026
<i>Notes:</i>				
9/9/22	Career Development Coordinator Ms. Stitt and Levine staff will develop a program so that all students create a college/career resume and participate in a mock interview (with feedback). (Goal 4)			Brian Bambauer 05/30/2026
<i>Notes:</i>				
9/9/22	Our counselor and CDC will provide various information sessions for students and parents related to Naviance, the college application process, and how to apply for financial aid. (Goal 4)			Brian Bambauer 05/30/2026
<i>Notes:</i> Financial Aid night scheduled for September 3, 2025 at 6:30 pm (virtual).				
9/9/22	Students will have the opportunity to participate in various college fairs, meet with college admissions representatives on campus, and/or participate in college visits throughout the year. (Goal 4)			Brianne Van Lauwe (8/22/24) 05/30/2026
<i>Notes:</i>				
Implementation:			06/05/2024	
Evidence	6/5/2024			
Experience	6/5/2024			
Sustainability	6/5/2024			

Core Function:	Domain 4: Culture Shift
Effective Practice:	Practice 4A: Build a strong community intensely focused on student learning

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>		<p>2024-2025: ○ Where are you in relation to the Wise Ways description?, ○ What successes and challenges did you experience this year?, (Once EOY data is available, add any data related to the goals connected to the indicator you are assessing) ○ What efforts led to the data listed?</p> <p>All staff attended the original CKH training. Three of us attending the Process Champions training. Every staff meeting we have modeled aspects of the EXCEL model, including Good Things, Launch, etc. Our MTSS team has been monitoring attendance and academic data. We have provided several school-wide SEL activities this year including a thankfulness activity, candy grams positive affirmations, and 28 Kindness Challenge. We have maintained a rate of 0 in-school and out-of-school suspensions this year.</p> <p>2023-2024:</p> <ol style="list-style-type: none"> 1. To what extent did you meet any SIP goals related to this indicator? Maintain the proportionality of our Out-of-School Suspension (OSS) data for Black students at 0% in SY2022-23 and SY2023-24. (Aligns to A4.06 and CMS Guardrail 1) Update: We had 0 out-of-school suspensions this year. The percent of students reporting a positive self-perception of their self-efficacy will increase from 53% on the Fall 2021 Panorama Screener (in Grades 6-12) to 58% in SY2022-23 and 63% in SY2023-24. (Aligns to A4.06 and CMS Guardrail 3) Update: Spring 2023 data was 59% for this area. 2. What successes did you experience? We continue to have no inschool or out-of-school suspensions. We met our Panorama survey goal as well. 3. What challenges did you face? We still have some areas (challenging feelings) in the Panorama report that are low compared to the district. 4. What opportunities exist to address these challenges? We created a school-wide month-by-month plan with SEL activities for this year. We will continue to build and improve on this program for next year. 	Limited Development 07/25/2024		

How it will look when fully met:	Levine MCHS teachers play a key role in supporting their students' development of social/emotional competencies, both through faithful implementation of evidence-based programs (Capturing Kids Hearts) and through creating a healthy classroom culture.		Brian Bambauer	06/30/2026
Actions		1 of 6 (17%)		
8/13/25	Duty Free Lunch: Levine MCHS will provide a duty-free lunch period for every teacher on a daily basis. ALIGN TO: A4.06	Complete 08/11/2025	Brian Bambauer	08/11/2025
<i>Notes:</i>				
7/25/24	Staff will continue with the implementation of the Capturing Kids Hearts program. (Guardrail 3, FAM-S #31, FAM-S #30)		Brian Bambauer	05/30/2026
<i>Notes:</i>				
7/25/24	The school will create and implement a three-tiered Attendance Plan to decrease the number of chronically absent students. (Attendance, Guardrail 3) (Attendance, Guardrail 3) https://docs.google.com/document/d/1KLzTCTT4c_lb0i3GQWVAc6AJiYBH2dwZyVYeTdsU9xo/edit?usp=sharing		Brian Bambauer	05/30/2026
<i>Notes:</i> Link to Attendance Plan: https://docs.google.com/document/d/1KLzTCTT4c_lb0i3GQWVAc6AJiYBH2dwZyVYeTdsU9xo/edit?usp=sharing				
8/27/24	LMCHS Staff will provide school-wide SEL activities, including those from CKH, throughout the year to support each student's social-emotional learning and growth.		Brienne Van Lauwe (8/22/24)	05/30/2026
<i>Notes:</i>				
8/13/25	New Levine students will be provided with a returning Levine student as peer mentor to help navigate the unique structure of the Middle College HS.		Brienne Van Lauwe (8/22/24)	05/30/2026
<i>Notes:</i> Mentors met with Mentees during Junior Orientation and assisted with the scavenger hunt activity.				
9/24/25	Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors.		Brian Bambauer	05/30/2026
<i>Notes:</i>				

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:

2024-2025: ○ Where are you in relation to the Wise Ways description?,
○ What successes and challenges did you experience this year?, (Once
EOY data is available, add any data related to the goals connected to
the indicator you are assessing) ○ What efforts led to the data listed?

The MTSS Leadership Team has met monthly and monitored student
academic and attendance data. Interventions were prescribed and
monitored as needed. We hosted 2 virtual parent sessions, one on
FAFSA and one on teen anxiety. The principals sends a comprehensive
newsletter to students and parents weekly.

2023-2024:

1. To what extent did you meet any SIP goals related to this
indicator? The percent of graduates earning a state high school
endorsement will increase from 61.5% in SY2021-22 to 68.3% in SY2022
-23 and 75.0% in SY2023-24. (Aligns to A4.16 and CMS Goal 3) Update:
current graduation data suggests 89% of our students will graduate
with an endorsement this year.

2. What successes did you experience? We provided students
and parents with various information sessions regarding applying to
college, applying for financial aid, being successful in college, and
sessions on how to utilize Naviance. We also sent home a detailed
Friday Update newsletter to parents and students each week. Our
campaign to promote endorsements was effective.

3. What challenges did you face? We need to continue to focus
on effective orientation for our students transitioning from
traditional schools to middle college. We also need to continue to
support our students (and their parents) in understanding what is
required for each type of endorsement.

4. What opportunities exist to address these challenges?
More extensive student (and possibly parent) orientation could help
our students be more successful at managing their time, organizing
their high school and college work, etc., and therefore more successful
in their CMS and CPCC courses.

Limited Development
07/25/2024

How it will look when fully met:	All LMCHS parents/guardians are actively involved in their child's education and well-informed about how to best support their middle college student at home.		Brian Bambauer	06/30/2026
Actions		0 of 3 (0%)		
7/25/24	The school's MTSS Team (principal, counselor, attendance secretary, school psychologist, support staff as needed, teachers as needed, and parents as needed) will meet monthly to discuss students in need of academic or behavioral support. Interventions will be discussed, implemented, and monitored for efficacy. Meeting agendas and minutes will be maintained. (FAM-S #3, Goal 4)		Brian Bambauer	05/30/2026
<i>Notes:</i>				
7/25/24	LMCHS will host various informational sessions (virtual and in-person) for students and parents covering a variety of topics, including how to be successful in college, the college application process, how to apply for financial aid, how to help teens deal with anxiety, etc. (Goal 4)		Brian Bambauer	05/30/2026
<i>Notes:</i>				
7/25/24	Parents and students will receive a weekly communication and/or newsletter (Friday Update) via email, ParentSquare posts, and Remind texts to engage parents in ways that directly relate to their children's academic progress. (Guardrail 3, Goal 4)		Brian Bambauer	05/30/2026
<i>Notes:</i>				