

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:

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)

Levine Middle College High school will provide a minimum of 30 minutes for duty free lunch period on a daily basis for every teacher. (A4.06)

Levine Middle College High School will provide duty-free instructional planning time for every teacher with the goal of providing an average of at least five hours of planning time per week (A2.04)

Levine Middle College High School will provide a positive school climate by promoting a safe learning environment free of bullying and harassing behaviors. (A4.06)

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)

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)

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)

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 66.7% in SY2021-22 to 71.0% in SY2022-23 and 75.0% in SY2023-24. (Aligns to A2.04 and B3.03 and CMS Goal 2)



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
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>		Our counselor, counselor intern, and Career Development Coordinator meet formally and informally with students to coach them regarding graduation endorsements and transitioning to college or career (applications, resumes, interview skills, etc.). We also host some parent/student engagement events related to being successful in college, applying to a 4-year institution, applying for financial aid, etc. We utilize Comprehensive Innovative High School "055" monies to fund our Career Development Coordinator.	Limited Development 08/16/2022		
<i>How it will look when fully met:</i>		Students have supportive and informative networks as they plan their transition out of high school. Students leave Levine with significant "social capital" related to access to critical information and support on how to prepare and effectively participate in college/career decision-making. All students receive effective college advising and mentoring. Predictive analytics systems are utilized to determine college readiness using student academic rigor and performance data to help teachers develop early interventions that target specific student needs.		Brianne Van Lauwe (6/1/21)	06/15/2024
<i>Actions</i>			0 of 1 (0%)		
	8/16/22	Students participate in ACT preparation activities in an effort to be more successful on the ACT (particularly the reading portion of the assessment - score of 22 or higher).		Kim Tuttle (6/1/21)	02/01/2023
<i>Notes:</i>					