

North Mecklenburg High At-A-Glance

Student-led Clubs, Organizations and Acceleration Class Offerings

North Mecklenburg High School offers a wide variety of clubs and organizations that cater to student interests:

Fashion Club	Rugby	Debate and Speech Team	Latin Dance
Hip Hop Club	NAACP	FBLA	Chess
Robotics Club	Student Council	FCCA	Book Club
Habitat for Humanity	DECA	Model UN	Inside/Out- Photography
Ultimate Frisbee	Writing Club	CAD Club	Viking Pride/ Campus Beautification
Art in Film	Art Club	Accelerated Theatre	Technology Club
TSA	Basketball	Chorus	Calculus Study Hall
College Applications	SAT/ACT Prep	Computer Aided Drafting (CAD)	Everything Sneakers Design Club
Guitar	FCCLA	Archery Club	Athletic Study Halls
Girls to Girls	MYP/IB Study Hall	Physical Conditioning	Physics Club
Racket Sports	Animation Club	JROTC	Step Team
Theater	Ultimate Frisbee	Viking Pride (Campus Beautification)	Concert Band
Current Events	Newspaper	Martial Arts (No Contact)	Science Olympiad

Teacher-Led Task Forces

North Mecklenburg has activated staff through the use of four main task forces that drive its “Culture of Achievement”:

- **Acceleration/Enrichment Task Force-** The governing body of staff members that guide the implementation and maintenance of the Acceleration/Enrichment Block on Thursdays and Fridays.
- **Discipline Task Force-** Team of staff dedicated to ensuring the safe operations and expected behaviors of the student body. The Team governs and reviews discipline data/policies and makes recommendations where appropriate.
- **Public Relations/Community Outreach Task Force-** The team of staff members that guide efforts to increase school visibility with the community and general school climate. This task force is charged with communicating the image and vision of North Mecklenburg HS to the community.
- **Social Task Force-** This staff organization publishes the weekly newsletter, drives school social events for both staff and students, and recognizes student and staff contributions to North Mecklenburg HS.

School Support Organizations

- **Senior board-** Organizes and implements activities for the senior class. These activities include cap and gown investment day, movie afternoons, leave your mark days, pep rallies, senior breakfast and many more.
- **Viking Training Camp-** An opportunity to provide support for incoming freshman in their transition from Middle to High School. Student tour the school, meet teachers, talk to upper class students, and learn the traditions of North Mecklenburg HS.
- **Viking Teacher Academy-** Viking Teacher Academy is designed to provide teachers new and early in the profession with support, mentorship, and strategies to maintain high morale and quality instruction.

Principal Student Advisory Board – Established in the spring of 2012, the PSAB is an application/invite group of students that advises the Principal on strategies that foster a positive culture and climate to North Meck. Their work has been imperative to the success of the programs that make North Mecklenburg High School unique.

Athletic Programs

- In accordance to the North Carolina High School Athletic Association (NCHSAA), North Mecklenburg offers all athletic programs congruent with Division 4A designated schools.



North Mecklenburg High School

Unique Academic Programs & Initiatives

Enrichment & Acceleration

To meet the needs of all students at North Mecklenburg High School, we have built an enrichment & acceleration block into the school day. This 50 minute block held two times each week is designed to meet both the academic and social needs of our students. Enrichment classes are opportunities for students to receive tutoring and extra help in their core classes. Acceleration classes & clubs are designed to challenge our students in their thinking and give them experiences in fields that they may not get during the regular school day.

Scheduling & Retention rate

We have designed a master schedule that fosters collaboration between teachers and supports the unique needs of our students. Our 9th & 10th grade teachers are teamed so that they share a common group of students. Common planning blocks are done by grade level so that teachers can meet with their colleagues to discuss the progress of their common students and collaborate by planning in their content teams. Through this scheduling initiative, we have reduced the retention rate in both 9th & 10th grade from 31% in 2010-11 to 10% in 2011-12.

Student success model

The student success model is an RTI process that is being used by our teams of teachers. Using this model, our teachers collaborate to put interventions in place that enable all students to find academic success.

Alternative to suspension program

The alternative to suspension program is an initiative to keep students in school when they would normally be sent home for out of school suspension. When students are assigned to alternative to suspension, they are housed on campus in an ISS type setting. Teachers visit these students during the school day to provide them with their work and the support they need to complete that work. In this setting students are able to learn instead of being sent home where they will generally only fall further behind in their learning.

Progress Monitoring & Mastery Learning

Teachers have taken the time to break down their standards by objective and create documents that allow students to track their own mastery of those of objectives. Using this mastery model, students are given multiple opportunities to learn the material they haven't yet mastered and are assessed again after the learning has occurred.

Credit Recovery Program through APEX

Students who have fallen behind their cohort by failing courses are given the opportunity to take these courses online for credit recovery through APEX. To support students in their efforts, we have a dedicated teacher for this program. Students are given the opportunity to work through these courses during enrichment & after school.

Specific Curricular Offerings & Programs:

Occupational Course of Study	International Baccalaureate
Advanced Placement	Career & Technical Education
Career & College Promise	Online Courses through NCVPS



North Mecklenburg High School

Enrichment & Acceleration

What is enrichment & acceleration? When is it? Why are we doing this?

- Enrichment & Acceleration is a built in 50 minute block that takes place 2 times per week. The purpose of this block is to support students in their learning and push them to new levels.
- By using progress monitoring and mastery learning, teachers & students are able to pinpoint specific needs and use this time to for re-teaching, re-looping & re-assessment. It also provides an incentive for students who are mastering all the content in their classes by enabling them to participate in acceleration classes and clubs on a regular basis during the school day.
- Enrichment/ Acceleration block will take place between second & third block on Thursday & Friday each week.
- Students who are not pulled for enrichment will attend acceleration classes & clubs. Students will choose their acceleration class/ club at the beginning of the school year. A student's first block A-day teacher may change the student's acceleration class or club if the student makes a reasonable request.
- We encourage students to be self-advocates and request classes/teachers for enrichment when they realize they need extra help in a course.

Enrichment - tutoring, re-looping, qualifiers, re-tests in any core content area

Acceleration - classes that peak student interest and allow them to learn & experience things that they otherwise do not get during the regular school day

Clubs - student lead club meetings will take place during the enrichment & acceleration block to enable students who ride the bus participate

How will teachers choose their students each week? by when? what will the hierarchy look like?

- Enrichment teachers: choose the students they need each week by Wednesday at 3pm.
- Enrichment Hierarchy:
 - 1st Priority- Tested Courses: EOCs, AP, IB, etc.
 - 2nd Priority- Core courses (as determined by team)
 - *Each team will need to decide how they are going to approach this process to ensure that students who are struggling in multiple classes get the help they need.
- Things to consider:
 - How many EOC, AP, or IB courses the student is taking?
 - What are the student's grades in the course(s)?
 - How far behind (goals, objectives) is the student?
 - When is the Final – January or June?

North Mecklenburg High School

Analysis of Retention Data & Schedule Interventions

Data from 2010 - 2011 School Year:

Grade	Total Students	Students Retained	% Retained
9	386	120	31%
10	327	103	31%
11	277	39	14%
12	475	12	2.5%
Total	1739	274	16%

Data from 2011 - 2012 School Year:

Grade	Total Students	Students Retained	% Retained
9	485	47	10%
10	393	41	10%
11	326	15	5%
12	306	17	6%
Total	1581	120	8%

Analysis of data from 2010-2011 school year. A majority of the 9th grade students that were retained were not scheduled in either English I or Algebra I during the 2010-2011 school year. Many of these students were placed in literacy, Foundations of English and Foundations of Algebra. This was a traditional pathway to support students with specific deficiencies as they transitioned to high school. In this pathway, students were retained in 9th grade and would need to attend summer school for English I & Algebra I stay with their cohort. If a student is retained in 9th grade, their risk of dropping out increases drastically.

Practices & Interventions put into place:

- 1) **Teaming of 9th & 10th grade:** 9th & 10th grade teachers are teamed and each team serves a common group of students. These teams meet to discuss student progress put interventions in place when needed.
- 2) **Support classes along with grade level courses:** Students who come to high school with deficiencies in math and reading are scheduled with secondary English & Math teachers. These teachers focus on closing the individual learning gaps for students. They complete the support classes while taking the grade level courses (i.e. English I & Algebra I) so they are able to maintain their status with their graduation cohort.
- 3) **Progress Monitoring & Mastery Learning:** Teachers monitor student progress by objective and students keep track of their own mastery levels. Students are given multiple opportunities to master objectives through re-looping and re-assessment.
- 4) **Enrichment & Acceleration:** Two days each week we have a 50 minute block where students are pulled for enrichment in classes where they have not mastered all of their objectives. Students in good standing get to attend acceleration classes & clubs of their choice.
- 5) **Credit Recovery Program:** Students who have been retained are double blocked in core classes during the school day. In addition, students who have failed courses are given the opportunity to recover credits through an online program called APEX. These online credit recovery classes are offered in addition to classes students take during the regular school day.


Analysis of data from 2011-2012 school year. Based on the data shown above, the interventions that were in place during the 2011-2012 school year had an immense impact on the overall retention rate and specifically the retention rate in 9th & 10th grade (decrease from 31% retained to 10% retained). We will continue to implement these practices to achieve and maintain a 90% + graduation rate.



North Mecklenburg High School

Viking Progress Monitoring & Objective Mastery Grading

Traditional Grading

Goal I	Test I	No Re-Test
Obj. 1.01	<div style="font-size: 48px; font-weight: bold;">63%</div> <div style="font-size: 24px; font-weight: bold;">One Grade</div>	
Obj. 1.02		
Obj. 1.03		
Obj. 1.04		

Objective Mastery Grading

Goal I	Test I	Mastered, N/Y	Qualifier	Re-Test
Obj. 1.01	42%	N/Y	12% of EOC	
Obj. 1.02	94%	✓ mastered		
Obj. 1.03	82%	✓ mastered		
Obj. 1.04	34%	N/Y	8% of EOC	

- Ø Students are given four test grades instead of one.
- Ø Each objective is graded separate from the others so we can pinpoint what students have & have not mastered.
- Ø Qualifiers are used to determine when a student is ready for a re-test.
- Ø This process:
 - Gives students an opportunity for success.
 - Reduces volume of what has to be remediated.
 - Identifies the specific needs & strengths of each student.



North Mecklenburg High School

Exceptional Children's Department

The North Meck Exceptional Children's Department consists of seven EC teachers and six assistants. We serve 137 students in different settings which include:

Occupational Course of Study

The Occupational Course of Study is a pathway that students with disabilities can complete to earn a high school diploma. This diploma track is for students who need a modified curriculum that focuses on post – school employment and independent living. Students earn a total of 24 credits, including 4 Career and Technical Education credits and must obtain a total of 900 work hours (school based, community-based, and paid employment) and a Career Portfolio. We currently have 35 students enrolled in the OCS program.

Co-taught classes

Co-taught classes are available for students who need support in Regular Education classes. Having a Regular Education teacher as well as an Exceptional Children's teacher allows for the student/teacher ratio to be lowered, ensuring more individualized and small group instruction to be possible. Co-teachers work with the regular education teachers to plan for instruction to meet the needs of all students in the classroom. EC co-teachers work with regular education teachers in English I, English II, English III, English IV, Algebra I, and Geometry.

Learning Labs

Learning Labs are available for students who need more support than they are able to receive in co-taught classes. Learning Labs in 9th and 10th grade are focused on English I, English II, Algebra I and Geometry and run on an A/Day B/Day schedule so the students can receive support throughout the year. 11th and 12th grade Learning Labs are given the semester the students have English III and English IV to help the students with their Senior Exit Project paper (11th grade) and Senior Exit Project Presentation (12th grade). Students also receive support in the other classes when needed.

Consultative Model

Students who are able to be successful with a less restrictive intervention can receive accommodations through a consultative model. Case managers meet with consultative students to check on their progress in classes and add support if needed.

Testing Accommodations

Our EC staff members have access to students' accommodations and can provide separate setting, extended time and read aloud accommodations to students.

Our goal is to provide support to all students, but at the same time to help all students to become as independent as possible to prepare students for their life after high school. This can be a challenge with such a diverse population of students to serve including students who have Mild Intellectual Disability, Learning Disabilities, Orthopedic Impairments, Other Health Impairments, Serious Emotional Disabilities, Autism, and Visual and Hearing Impairments

North Mecklenburg High School

Career Technical Education



“North Meck CTE, A History Of Excellence & Skill”

North Mecklenburg has a long tradition in Career Technical Education. Since its inception North has provided CTE classes to teach practical skills that students can apply immediately after graduation. These skills can help them earn a living and become productive citizens for our community. North has been proud to offer all the CMS CTE programs throughout its history. Cosmetology, Culinary and Horticulture have been staple programs for the Northern Mecklenburg community for years. Our Cosmetology program was closed 3 years ago when its only teacher of 30+ years retired. Mr. Hayes has recognized the gap that this left in our community and has, with CTE Central Office, decided to restart the program this Spring Semester. North's cosmetology and culinary facilities are currently under renovation. They will reopen for the spring of the 2012-2013 school year. Students who take part in the cosmetology program will have the opportunity to earn their cosmetology license upon completion. Students who take part in the culinary program will now have the opportunity to provide full food service through the newly added restaurant and catering services to the community. These two programs prepare our students for careers after North Meck and they also serve our staff and community with cosmetology services and meals, cake sales and weekly lunches to name a few. The North Meck Horticulture provides a spring and fall plant sale and a poinsettia Christmas sale. They also are very involved in school campus beautification. We also offer Marketing, Business, Apparel and Project Lead The Way Engineering programs. Each area also provides our students a chance to join its respective co-curricular CTSO (Career Technical Student Organization). Members work on community projects and compete in local, state and national competitions. Our Marketing DECA chapter has a long rich history as well. It was the largest in NC for many years. Even though North Meck has split 3 times in the past 10 years NM DECA has produced many local, state and even national winners. Our program is back on the rise and we anticipate our largest student membership in 3 years in 2012-13. We are very proud of our NM CTE program and our CTE teachers work hard in and out of the classroom to teach our students valuable lifelong skills.

North Meck's CTE Career Cluster Offerings

- Agriculture, Food & Natural Resources
- Arts, A/V Tech & Communications
- Business, Management & Administration
- Finance
- Hospitality & Tourism
- Human Services
- Information Technology
- Marketing
- Science, Tech, Engineering & Mathematics

North Meck's CTE Career Technical Student Organizations (CTSO)

- Future Farmers of America (FFA)
- Delta Epsilon Chi and Distributive Education Clubs of America (DECA)
- Technical Skills America (TSA)
- Future Business Leaders of America (FBLA)
- Family, Career & Community Leaders of America (FCCLA)



International Baccalaureate at North Mecklenburg High School

School

Quick Facts about IB at North

- IB started at North in 1994, and this will be our 17th year of graduating International Baccalaureate students.
- Since May of 2011, we have had 69 Diploma Candidates, 55 have earned their IB Diploma
- Last year, North Meck lead the district in the number of students who earned an IB Diploma
- As of 2011-2012, all students are Diploma Candidates since the Certificate program is no longer an option in the district.
- The Diploma Program currently has 87 juniors and 64 seniors.
- The Middle Years Program has 164 freshmen and 130 sophomores.
- This is our largest 9th grade IB-MYP class to date.
- 33 faculty members teach in the IB program (all but 3 will be IB trained by October)

The Diploma Program

Over the course of the two-year program, students

- study six subjects chosen from the six subject groups (English, World Languages, Social Studies, Science, Math, Arts)
- complete an extended essay
- follow a theory of knowledge course (TOK)
- participate in creativity, action, service (CAS).

Senior Examinations

Seniors register for their May IB Exams in November of each year. To date, CMS is paying for half of each exam taken. We are working to encourage sponsors to help with the cost of those exams for our students if they do not qualify for the Fee Waiver.

What is our vision of an IB continuum?

We'd like to see a smooth, strong arch that spans Blythe, Alexander, and North – the creation of a K-12 IB spectrum that begins in the Primary Years at Blythe, crosses the bridge into the Middle Years Program at Alexander, and ends when students walk across the stage to receive a diploma from North Meck and the Diploma from the International Baccalaureate. Without excluding others, we know we have a unique opportunity in the district to build this kind of expansive program—we not only want to share property lines, but we want to share in the IB Mission with our two sister schools. We want Blythe kindergarteners to have this goal: I will graduate a Viking.

What are we doing to create that continuum and to build the strongest Diploma Candidates possible?

We're being very intentional about strengthening the two bridges: between the 8th and 9th grade years, and then the 10th and 11th grades from MYP to DP. They take different strategies—the first is to acclimate students to life at North and entry into a high school IB program. The second is to prepare students academically and personally so as to ensure that the move into the Diploma Program is a natural, highly desirable, transition.