

North Mecklenburg High School 2012-13

SCHOOL IMPROVEMENT PLAN REPORT

School: North Mecklenburg High School

Principal: Matthew G. Hayes

Address: 11201 Old Statesville Road

Huntersville, NC 28078

Courier Number: 480

Phone: 980-343-3840

Learning Community: Northeast Learning Community

Area Superintendent: Dr. Dawn Robinson

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MISSION STATEMENT

District: ***Maximize academic achievement by every student in every school.***

School: ***"The mission of North Mecklenburg High School is to build a community with the common goal of becoming productive, conscientious global citizens. Our mission is to uphold rigorous academic standards with opportunities to develop intercultural understanding, through inquiry and experience, in order to encourage lifelong learning."***

BELIEFS

- Students enhance their own learning by engaging in real world activities and experiences as they work with community and business leaders
- Teachers and staff achieve the highest level of professional satisfaction through the use of progressive teaching methods.
- Students and staff will focus on high standards of achievement in all curriculum areas and prepare to learn about and contribute to our global community.

SMART GOALS

Based upon analysis of data and needs assessment, our focus will be upon the following outcomes:

- Increasing our African American and Exceptional Children's test scores in all EOC tested courses.
- Develop grade level and content area professional learning communities while implementing an RTI model to address next steps when students stop learning.
- Increase our composite EOC to above 85% by 2012.
- Increase the graduation rate to above 90%. Our Senior Graduation cohort is being addressed through scheduling and student enrollment in Hawthorn's concurrent enrollment program, the Performance Learning Center and NOVANET.

VISION

District: ***CMS provides all students the best education available anywhere, preparing every child to lead a rich and productive life.***

School: Through an on-going intensive review of each student's successes and failures as related to mastering content objectives, it is our goal to provide an educational environment where all students are afforded equal opportunities to be successful in their quest of knowledge. This will be provided through rigorous instruction, continuous assessment and prescribed interventions focused on the individual students needs of each student. We will prepare our diverse population of learners to be self-directed and intellectually engaged as they prepare for service and leadership in a global society.

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ASSESSMENT DATA SNAPSHOT

		North Mecklenburg High School - 600480											
		2009-2010 School Year				2010-2011 School Year				2011-2012 School Year			
Subject	Demographic Subgroup	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio	% Prof.	% Met Exp. Growth	Avg. Growth	High Growth Ratio
Algebra I	Total	85.4	64.9	0.140	1.9	75.2	57.3	0.073	1.3	64.7	48.0	-0.072	0.9
Algebra II	Total	91.9	64.4	0.185	1.8	87.4							
Biology	Total	91.8	50.3	-0.010	1.0	78.1	51.0	0.033	1.0	84.4	68.4	0.324	2.2
Civics/Economics	Total	82.4	52.6	0.028	1.1	69.6	39.5	-0.152	0.7				
English I	Total	92.8	63.5	0.165	1.7	80.0	56.6	0.028	1.3	79.8	54.1	0.069	1.2
Geometry	Total	82.0	51.1	-0.005	1.0								
Physical Science	Total	77.4	76.8	0.467	3.3	85.2							
US History	Total	90.9	63.1	0.192	1.7	91.7	74.2	0.302	2.9				
Writing	Total	78.3				67.5							
EOC Total	Total	87.4	59.1	0.106	1.4	79.6	54.6	0.042	1.2	76.8	57.3	0.116	1.3
School Composite	Total	86.6	58.9	0.106	1.4	78.3	54.6	0.042	1.2	78.3	57.3	0.116	1.3

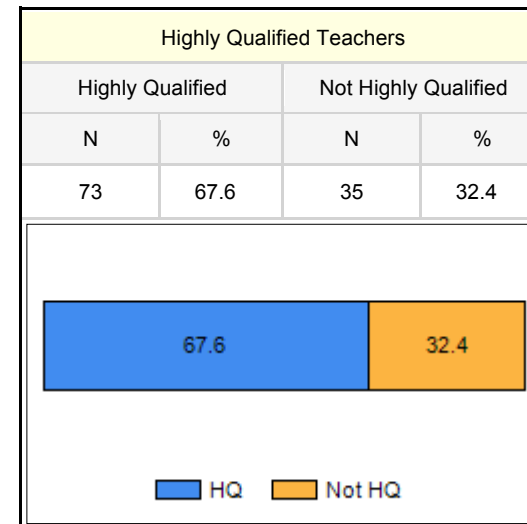
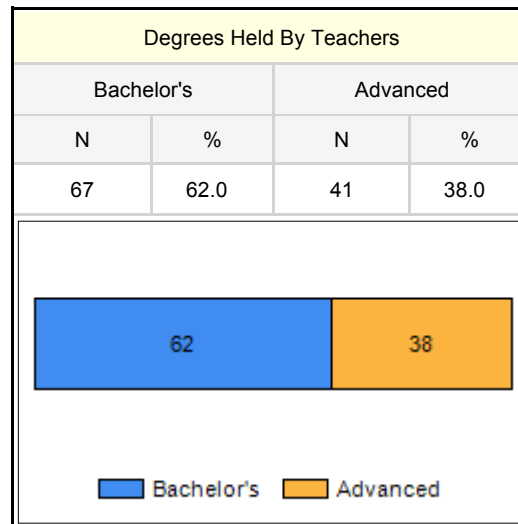
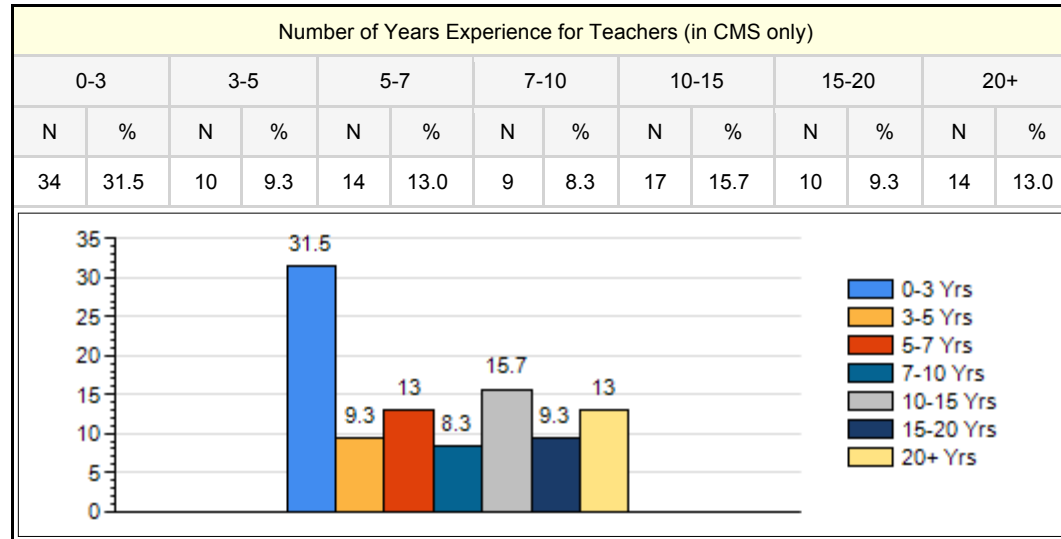
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North Mecklenburg High School - 600480																				
School Composite																				
2009-2010 School Year						2010-2011 School Year					2011-2012 School Year					2012-2013 School Year (Target)				
Subgroup	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	Grad. Rate	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	Grad. Rate	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	Grad. Rate	Perf. Composite	Avg. Growth	AYP Reading	AYP Math	Grad. Rate
African-American	78.2	0.097	Met	Met	73.7	73.9	-0.01	Not Met	Met	84.1	74.9	0.090	Met	Met	88.5					
Asian	97.1	0.307	Insuf Data	Insuf Data	73.9	85.6	0.228	Insuf Data	Insuf Data	100.0	93.9	0.153	Insuf Data	Insuf Data	77.8					
Hispanic	66.9	0.025	Insuf Data	Insuf Data	51.4	73.1	0.081	Not Met	Met	65.6	67.6	0.052	Met	Met	67.6					
Multi-Racial	87.9	0.008	Insuf Data	Insuf Data	100.0	93.1	0.102	Insuf Data	Insuf Data	100.0	95.5	0.312	Insuf Data	Insuf Data	90.9					
Native American	55.6	-0.34	Insuf Data	Insuf Data	60.0	80.0	0.013	Insuf Data	Insuf Data	0.0	63.6	-0.06	Insuf Data	Insuf Data	66.7					
White	93.3	0.119	Met	Met	88.0	90.7	0.133	Met	Met	92.9	91.3	0.210	Met	Met	69.8					
LEP	42.8	0.112	Insuf Data	Insuf Data	53.3	51.4	0.033	Insuf Data	Insuf Data	52.9	47.5	-0.03	Insuf Data	Insuf Data	66.7					
SWD	61.8	0.129	Insuf Data	Insuf Data	55.0	38.0	0.159	Insuf Data	Insuf Data	63.6	38.3	0.117	Insuf Data	Insuf Data	61.5					
ED	72.7	0.088	Met	Met	64.8	68.6	-0.00	Not Met	Not Met	76.6	71.8	0.084	Met	Met	81.7					
EOG Total	~	~	~	~	~	~	~	~	~	~	~	~	~	~	~					
EOC Total	87.4	0.106	Met	Met	82.0	79.6	0.042	Not Met	Met	88.9	76.8	0.116	Met	Not Met	79.6					
School Composite	86.6	0.106	Met	Met	82.0	78.3	0.042	Not Met	Met	88.9	78.3	0.116	Met	Not Met	79.6					

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SCHOOL PROFILE

North Mecklenburg High School is a comprehensive high school located in Huntersville, NC. Currently in its 61st year of operation, the school serves a population of approximately 1628. The class of 2013 is approximately 335 students. The student body reflects the diverse community which it serves, 21.3% of the students are white, 58.5% of the students are African American, 14.3% of students are Hispanic and 13.8% are other ethnic backgrounds. The school is accredited by the Southern Association of Colleges and Schools, the International Baccalaureate Organization and is certified as a CMS Advanced Placement school. The State Board of Education has instituted the North Carolina Academic Scholar's Program to encourage students to pursue a well-balanced, rigorous and challenging high school program. Students satisfactorily completing the course of study requirements as identified by the State Board of Education are named North Carolina Academic Scholars and have the seal of recognition affixed to their diplomas. The faculty and support staff of North Mecklenburg High School are committed to improving student achievement as exhibited by their own professional growth, development, and level of education: Approximately 38% of staff have Advanced degrees and 18 teachers are National Board Certified. North Mecklenburg offers a variety of academic courses at the standard level to Advanced Placement and International Baccalaureate, in the arts, career and technical education, and ROTC. The school, also, offers a comprehensive exceptional children's program. The average class size 32

- 0-3 Years Experience 31.5%
 - 3-5 Years Experience 9.3%
 - 5-7 Years Experience 13%
 - 7-10 Years Experience 8.3%
 - 10-15 Years of Experience 15.7%
 - 15-20 Years of Experience 9.3%
 - More than 20 Years Experience 13%
-
- BA/Bs Degree 100%
 - Advanced Degree 38%
-
- Fully Certified In Subject Area 91%
 - AP Trained 30%
 - National Board Certified 12%

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SMART GOAL (1): Increase by 6% annually the number of students scoring at or above proficiency (Level III or IV), on all NC EOC tests. EOC composite will increase from 78% to 85% and 2.0 or better in our high growth average.

Data Used: Teacher created common assessments, district summatives, formatives, and North Carolina End-of-Course Tests

SP 2014 Tactic: (# 1) – One hundred percent of students achieve more than one year’s worth of growth in a year’s time.

Strategies (determined by what data) • Task • Task • Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel Involved	Timeline Start–End • Interim Check Dates
1. Detailed strategies/tasks: • Classroom academic support • Support outside of classroom • Professional Development	Dept. Chairs: Eng/Curet on Math/Ervin Sc/Burns SS/Strong	School Quality Review and Administrative Walk-throughs	\$0	Instructional Faculty	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013
2. Work session on data analysis and formative results action plan. • Data collection and analysis • Identification of students in targeted subgroups • Meeting Prep (materials, personnel) • Action item follow-up	Principal and Dept. Chairs	Assessments Following the Work session	\$0	Instructional Faculty	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013

* Identify for each strategy, the NC Leadership Standard (7-listed below) and supporting McREL Responsibility (21) that the principal will assume.
 1-Strategic, 2-Instructional, 3-Cultural, 4-Human Resources, 5-Managerial, 6-External Development, 7-Micro Political.

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3. Utilize APEX and other formative assessments to create and implement academic support programs	Admin. Team, Dept. Chairs	Assessments Following the Work session Retention percentage and Graduation rate	Recovery Plan: \$12,000	Instructional Faculty Administration Counselors	8/25/2011 • 10/27 • 1/20 • 3/29 6/10/2012
4. Utilize Professional Learning Communities and the RTI (Response to Intervention) Model to create and implement professional development designed to open dialogue between teachers on academic achievement and best practice learning strategies.	Principal, Talton Sunseri, Kelso	<i>Assessments</i> <i>Following the</i> <i>Work session</i> Retention percentage and Graduation rate	\$0	Instructional Faculty Administration Counselors	8/25/2011 • 10/27 • 1/20 • 3/29 6/10/2012

* Identify for each strategy, the NC Leadership Standard (7-listed below) and supporting McREL Responsibility (21) that the principal will assume.
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- **SMART GOAL (2):** Increase by 30% the growth of students who score at or above proficiency with negative growth (Level III or IV), as measured by the NCEOC test.

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Data Used: Teacher created common assessments, district summatives, formatives, and North Carolina End-of-Course Tests

SP 2014 Tactic: (# 1) – One hundred percent of students achieve more than one year’s worth of growth in a year’s time.

Strategies (determined by what data) a.Task b.Task c. Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. Utilize data-driven decision making process in EOC classes <ul style="list-style-type: none"> Establish and monitor specific measurable goals for progress for LEP students 	Principal Dept. Chairs	Increase in EOC Scores for African American students	\$0	Instructional Faculty	8/25/2012 <ul style="list-style-type: none"> 10/27 1/20 3/29 6/10/2013
2.Provide opportunities for staff to attend professional development <ul style="list-style-type: none"> Questioning techniques Differentiation 	CMS EC support staff from the Northeast Area Administrative staff	Assessments Following the Work session Retention percentage and Graduation rate	\$0	Instructional Faculty	8/25/2012 <ul style="list-style-type: none"> 10/27 1/20 3/29 6/10/2013

* Identify for each strategy, the NC Leadership Standard (7-listed below) and supporting McREL Responsibility (21) that the principal will assume.
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3. Increase the use of technology for students and monitor technology and extended day opportunities	EC teachers Overton and Sunseri	Assessments Following the Work session Retention percentage and Graduation rate	\$26,000	Faculty	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013
4. Utilize Professional Learning Communities and the RTI Model to create and implement professional development designed to open dialogue between teachers on academic achievement and best practice learning strategies.	Principal, Talton, Sunseri, Kelso,	<i>Assessments</i> <i>Following the</i> <i>Work session</i> Retention percentage and Graduation rate	\$0	Instructional Faculty	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013

* Identify for each strategy, the NC Leadership Standard (7-listed below) and supporting McREL Responsibility (21) that the principal will assume.
1-Strategic, 2-Instructional, 3-Cultural, 4-Human Resources, 5-Managerial, 6-External Development, 7-Micro Political.

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SMART GOAL (3): Increase communication with parents and the community through various forms of media. Increase the family survey response rate.

Data Used: Data Used: Log of volunteer hours, sign-in sheets at parent events, Connect-Ed data/surveys, Parent Surveys

SP 2014 Tactic: (# 6) – 1. Increase the number of family members who participate in Parent University courses to 30,000 by 2014
 2. A district family survey will indicate that 85% of parents believe that family involvement is valued at their child's school

Strategies (determined by what data) Task Task Task (PD)	Point Person (title/name)	Evidence of Success (Student Impact)	Funding (estimated cost and source)	Personnel involved	Timeline Start–End • Interim Check Dates
1. Develop a communication plan to ensure that parents are kept informed <ul style="list-style-type: none"> Utilize Connect Ed system to deliver timely information to parents Build and maintain an up-to-date school website that will allow parents to access information online Utilize Parent Assist to allow students access to online information regarding student attendance and grades 	Principal, Talton, Robinson, PR Task Force PTSA	Attendance at School Functions and PTSA events <ul style="list-style-type: none"> Connect Ed Reports Parents joining the email Parents attending SLT 	\$1,000	Administration Instructional Faculty	8/25/2012 <ul style="list-style-type: none"> 10/27 1/20 3/29 6/10/2013

* Identify for each strategy, the NC Leadership Standard (7-listed below) and supporting McREL Responsibility (21) that the principal will assume.
 1-Strategic, 2-Instructional, 3-Cultural, 4-Human Resources, 5-Managerial, 6-External Development, 7-Micro Political.

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Bullying-Harassment Individual School Action Plan (BHISAP)

Bullying Prevention Outcome:

Strategies/Rationale • Task	Point Person	Evidence of Success	Names of Participants (Add names to titles where appropriate)	Information related to task as indicated	Timeline
		Outcome Measures			
<i>During grade level discipline meetings students are reminded of the penalties for violating the Right and Responsibilities Handbook.</i>	<i>Binkley</i>	<i>Reduction in referrals around bullying</i>	<i>Hayes Binkley Sunseri Duke</i>	<i>Districts Rights and Responsibilities Handbook</i>	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013
On-going assessment of student's relationships through PLC and grade level conversations.	<i>Binkley</i>	<i>Reduction in referrals around bullying</i>	<i>Hayes Binkley Sunseri Duke</i>	<i>Districts Rights and Responsibilities Handbook</i>	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013
Increase intervention and mediation conversations between students when issues of bullying happen.	<i>Binkley</i>	<i>Reduction in referrals around bullying</i>	<i>Hayes Binkley Sunseri Duke</i>	<i>Districts Rights and Responsibilities Handbook</i>	8/25/2012 • 10/27 • 1/20 • 3/29 6/10/2013

School Liaison: Kevin Wilson & Kim Duke

* Identify for each strategy, the NC Leadership Standard (7-listed below) and supporting McREL Responsibility (21) that the principal will assume.
1-Strategic, 2-Instructional, 3-Cultural, 4-Human Resources, 5-Managerial, 6-External Development, 7-Micro Political.