



Mount Airy City Schools

Vision Statement

All Mount Airy City Schools students will think critically, innovatively solve problems, and be responsible citizens and confident leaders with a passion for learning.

Mission Statement

The mission of the Mount Airy City Schools is to deliver a superior curriculum that establishes a foundation of knowledge and empowers students to choose their future and experience success. We will provide a safe, supportive, and stimulating learning environment that motivates and develops the confidence and persistence necessary for students to meet the challenges of education, work, and life.

Core Values/Beliefs

The Mount Airy City Schools embraces the following as its core values and beliefs.
Through all district operations and activities, it will . . .

- Inspire relationships and interactions among students, parents, staff, and the community based on respect, dignity, trust, and integrity.
- Maximize the potential and achievement of every child through innovative leadership and teaching.
- Act with compassion embracing diversity of thought and nurturing goals and dreams.
- Create a learning environment valuing perseverance, innovation, and a strong work ethic.
- Strive consistently for measurable improvement by establishing high expectations for all.

Mount Airy High School School Improvement Plan

Mission Statement

The mission of Mount Airy High School is to provide a safe, rigorous, collaborative culture that best prepares students for future success in postsecondary and career pursuits.

Priority Focus Area 1: Literacy

Overall Goal: Mount Airy High School will improve the proficiency levels of students in English II and promote the system-wide balanced literacy model.

Specific Goal: At the end of the 2016-2017 school year, Mount Airy High School will increase the proficiency rating of students in English II from 52.46% to 57.2%.

Supporting Data for Specific Goal:

The results of tests administered during 2015-2016 will serve as baseline data for this focus area/goal.

Key Strategy 1.1: Mount Airy High School will provide 60 minutes per week for departmental PLC meetings and will meet for no less than 25 sessions for the year.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Each department will choose a day and time to hold PLC meetings. EC specialists will attend at least one PLC meeting per month.	Aug.-Sept. 2016	PLC teams, MAHS Administration	PLC Facilitator training, planning time, English II curriculum documentation.	Benchmarks, PLC notebooks observations by MAHS administration, meeting agendas
Teachers with common courses will collaborate to establish a common course outline while utilizing the input, skills and expertise of their colleagues within their dept.	Ongoing	Teachers	Course curriculum, instructional materials, time,	Common Course Outlines Schoology
Focus on extrapolating and analyzing course test results and progress to explore necessary enhancements in instructional strategies for the upcoming semester.	End of each semester	PLC Groups	Test scores, finalized lesson plans, course curriculum, time, SchoolNet, Schoology, benchmark results and Relevant Student Data (ACT, PreACT EOC, EOG, EVASS)	Data driven common lesson plans Schoology

<p>Teachers will attend all scheduled vertical articulation meetings in order to identify and discuss power standards, tightly align curriculum and identify/address any existing gaps.</p>	<p>Ongoing</p>	<p>MAMS/MAHS staff, Penny Willard, Sandy George, Kevin Joyce</p>	<p>State standards, curriculum maps, pacing guides</p>	<p>Tightly aligned curriculum maps and pacing guides across all relevant grade levels.</p>
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Key Strategy 1.2: Mount Airy High School will provide additional instructional materials and support for Literacy and English II through the tools and applications provided by the implementation of Schoology.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Emphasize Google Learning initiatives while concurrently incorporating Schoology and other technologies to enhance literacy instruction.	Ongoing	Teachers, Media Specialist	Instructional time, classroom set of Chromebooks	English II benchmark assessments, walkthrough data Additional Chromebook carts
Continue to utilize technology to enhance instructional practices in the classroom(SAMR model)	Ongoing	SAMR trained teachers, District Technology Facilitators	Additional SAMR training	Walkthrough data, lesson plans, teacher feedback
Utilize a variety of on online resources that are aligned to standards and provide drill down data	Ongoing	Teachers, PLC's	Schoology Instructional time, PLC time	English II benchmark assessments,4 year Benchmark, walkthrough data

Key Strategy 1.3: Mount Airy High School will improve reading skills of identified students through the implementation of a true co-taught English II inclusion class. This course will incorporate the balanced literacy model, as outlined in the district strategic plan.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Continue implementation of true co-taught classrooms in English II	August-September 2016	Regular education and EC Teachers	i-Ready data, course curriculum documentation, instructional time	Corrective Reading based assessments, benchmarks, and reading inventories
EC students will be enrolled in an Individual Curriculum course during the same semester that they are enrolled in English II in order to reinforce skills and content learned while in the general education setting.	Ongoing	Regular Education and EC Teachers	Planning time, EC documentation	Fluency measures and comprehension based reading inventories, Adequate progress towards meeting ELA based IEP annual goals
Use i-Ready to identify academic gaps and then provide subsequent intensive interventions in order to promote growth in literacy.	Ongoing	EC staff	Planning time, online access, staff development.	Student progress monitoring, Usage reports, student growth.

Key Strategy 1.4: Mount Airy High School’s English Dept. will strive to increase the number of students that exhibit college readiness per ACT Language Arts based subtest results.

Major Tasks/Actions	Timeline	Persons Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Utilize PLC’s to collectively devise lesson plans based on rigorous and aligned standards, coupled with a core curriculum, to adequately prepare students for college level content.	Ongoing	MAHS Administration, English Dept. Members, BEAR Time Teachers	Planning and instructional time, ACT/ACT Plan test results	PLC Notebooks, Testing results, Walkthroughs and observation data
Sophomores and Juniors will attend PreACT/ACT Prep Sessions during BEAR time each Friday	Ongoing	MAHS Administration, English Dept. Members, BEAR Time Teachers	Planning and instructional time, ACT/ACT Plan test results	PLC Notebooks, Testing results, Walkthroughs and observation data
MAHS will hold after-school ELA focused ACT prep sessions for both sophomores and juniors.	Ongoing	MAHS Guidance, English Dept.	ACT prep materials	Consistent student attendance, improved progress monitoring data

Utilize strategies developed during work sessions with ELA Coach in order to increase rigor in the classroom	Ongoing	MAHS English Dept, ELA Coach	Planning and instructional time, ACT prep materials	Lesson plans that include increased rigor and include skill sets/content necessary to be successful on the ACT
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Priority Focus Area 2: Mathematics

Overall Goal: Mount Airy High School will improve the alignment and planning of instruction in foundational mathematics courses such as Introductory Mathematics, Algebra Connections, and NC Common Core Math I.

Specific Goal: At the end of the 2015-2016 school year, Mount Airy High School will increase the proficiency rating of students in Math I from 59.9% to 63.9%.

Supporting Data for Specific Goal: The results of tests administered during 2015-2016 will serve as baseline data for this focus area/goal.

Key Strategy 2.1: Mount Airy High School will provide 60 minutes per week for departmental PLC meetings and will meet for no less than 25 sessions per year. Common departmental planning time will be provided for all core content areas.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Each department will choose a day and time to hold PLC meetings. EC specialists will attend at least one PLC meeting per month.	Aug.-Sept. 2016	PLC teams, MAHS Administration	PLC Facilitator training, planning time, English II curriculum documentation	Benchmarks, PLC notebooks observations by MAHS administration
Teachers with common courses will collaborate to establish a common course outline and pacing guide.	Ongoing	Teachers	Course curriculum, instructional materials, and time	Common Course Outlines
Focus on extrapolating and analyzing EOG/EOC test scores in order to explore necessary enhancements in instructional strategies for the upcoming semester.	End of each semester	PLC Groups	Test scores, finalized lesson plans, course curriculum, time, SchoolNet, Benchmark Data, Schoology, Relevant Student Data (ACT, PLAN, EOC, EOG)	Data driven common lesson plans in Schoology
Teachers will attend all scheduled vertical articulation meetings in order to identify and discuss power standards, tightly align curriculum and identify any existing gaps.	Ongoing	MAMS/MAHS staff, Penny Willard	State standards, curriculum maps, pacing guides	Tightly aligned curriculum maps and pacing guides across all relevant grade levels.

Key Strategy 2.2: Provide significant support to our EC demographic in order to promote growth towards proficiency

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Continue implementation of true co-taught Algebra Connections and Math I classrooms in order to incorporate differentiation techniques addressing the learning needs of all students	Ongoing	Regular education and EC teachers, MAHS administration	Curriculum documentation, planning time	Curriculum documentation, walkthrough data
Utilize math based i-Ready diagnostic data to determine present level of performance for struggling students and devise subsequent interventions as necessary	Sept. 2016	EC staff	i-Ready access, diagnostic data	Individualized intervention based lesson plans, improved progress monitoring and diagnostic data.
EC students will be enrolled in an Individual Curriculum course during the same semester that they are enrolled in Algebra Connections and Math I in order to reinforce skills and content.	Ongoing	Regular education and EC teachers	Planning time, EC documentation	Improved classroom assessment and benchmark data, Adequate progress towards math based IEP goals.

Key Strategy 2.3: Mount Airy High School’s Math Dept. will strive to increase the number of students that exhibit college readiness per ACT Mathematics subtest results.

Major Tasks/Actions	Timeline	Persons Responsible	Resources Required	Indicators for Monitoring and Evaluating Strategy Implementation
Utilize PLC’s to collectively devise lesson plans based on rigorous and aligned standards, coupled with a core curriculum, to adequately prepare students for college level content.	Ongoing	MAHS Administration, Science Dept. Members, BEAR Time Teachers	Planning and instructional time, ACT/ACT Plan test results, Released ACT test materials	PLC Notebooks, Testing results, Walkthroughs and observation data, Lesson Plans
Sophomores and Juniors will attend ACT Plan/ACT Prep Sessions during BEAR time each Friday	Ongoing	MAHS Administration, Science Dept. Members, BEAR Time Teachers	Planning and instructional time, ACT/ACT Plan test results	PLC Notebooks, Testing results, Walkthroughs and observation data
Continue partnership with RCR and other partners to develop integrated PBL’s and internships for students.	2016-2017	STEAM Teachers Administration RCR, and other partners	Planning and instructional time. Support from Central Office.	Internships 1 Integrated PBL per semester created with RCR and other partners

<p>MAHS will hold after school Mathematics ACT prep sessions for both sophomores and juniors.</p>	<p>Ongoing</p>	<p>MAHS Guidance and Math Dept.</p>	<p>Planning and instructional time, ACT prep materials</p>	<p>Consistent student attendance, improved progress monitoring data</p>
<p>Continue collaboration with National Training Network in order to incorporate problem based learning and rigorous content and to create pacing guides/curriculum maps in order to address changes in the Math I curriculum</p>	<p>Ongoing</p>	<p>Lisa Schuren and Teachers</p>	<p>Common Core pacing guides, unpacking documentation</p>	<p>Benchmark assessments, statewide assessments, walkthrough data, Curriculum maps, pacing guides</p>

Priority Focus Area 3: Science

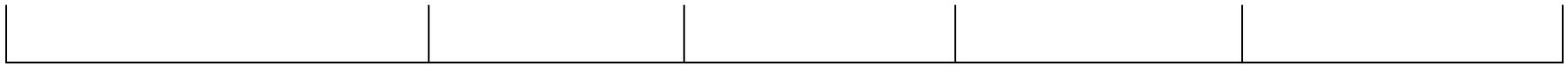
Overall Goal: Mount Airy High School will improve the alignment and planning of instruction in Biology.

Specific Goal: At the end of the 2015-2016 school year, Mount Airy High School will increase the proficiency rating of students in Biology from 60.8% to 64.7%.

Supporting Data for Specific Goal: The results of tests administered during 2015-2016 will serve as baseline data for this focus area/goal.

Key Strategy 3.1: Mount Airy High School will provide 60 minutes per week for departmental PLC meetings and will meet for no less than 25 sessions per year. Common departmental planning time will be provided for all core content areas.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
<p>Each department will choose a day and time to hold PLC meetings. EC Inclusion Teacher will attend at least 1 Science PLC session per month.</p>	<p>Aug.-Sept. 2016</p>	<p>PLC teams, MAHS Administration</p>	<p>PLC Facilitator training, planning time, English II curriculum documentation</p>	<p>Benchmarks, PLC notebooks observations by MAHS administration</p>
<p>Teachers with common courses will collaborate to establish a common course outline and pacing guide.</p>	<p>Ongoing</p>	<p>Teachers</p>	<p>Course curriculum, instructional materials, and time</p>	<p>Common Course Outlines</p>
<p>Focus on extrapolating and analyzing course test results and progress to explore necessary enhancements in instructional strategies for the upcoming semester.</p>	<p>End of each semester</p>	<p>PLC Groups</p>	<p>Test scores, finalized lesson plans, course curriculum, time , Science Coach, PreACT data, benchmark data,</p>	<p>Data driven common lesson plans in Schoology</p>
<p>Teachers will attend all scheduled vertical articulation meetings in order to identify and discuss power standards, tightly align curriculum and identify any existing gaps.</p>	<p>Ongoing</p>	<p>MAMS/MAHS staff, Penny Willard</p>	<p>State standards, curriculum maps, pacing guides</p>	<p>Tightly aligned curriculum maps and pacing guides across all relevant grade levels.</p>



Key Strategy 3.2: Mount Airy High School will strengthen uniformity in Biology classes by unpacking standards, aligning curriculum, and developing common lessons and assessments.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Biology teachers will refer to goal summary sheets to capitalize on the individual teacher strengths and share ideas during lesson development.	Ongoing	Teachers and MAHS administration	Assessment data, goal summary sheets	Benchmarks, PLC notebooks, observations by MAHS administration
Utilize and incorporate information gained during help sessions with Biology coach to devise tightly aligned Common Core based lesson plans.	Ongoing	Science Dept. and Biology Instructional Coach	Time	Lesson plans, testing data, benchmarks, PLC notebooks
EC students will be enrolled in an Individual Curriculum course during the same semester that they are enrolled in Biology in order to reinforce skills and content while in the general education setting.	Ongoing	EC Teacher, Regular Education Teacher	Planning time, Course Documentation, EC documentation	Curriculum Documentation, Co-Taught Lesson Plans, Walkthroughs, Observational Data, Co-Teaching PD Logs

Key Strategy 3.3: Mount Airy High School’s Science Dept. will strive to increase the number of students that exhibit college readiness per ACT Science subtest results.

Major Tasks/Actions	Timeline	Persons Responsible	Resources Required	Indicators for Monitoring and Evaluating Strategy Implementation
Utilize PLC’s to collectively devise lesson plans based on rigorous and aligned standards, coupled with a core curriculum, to adequately prepare students for college level content.	Ongoing	MAHS Administration, Science Dept. Members, BEAR Time Teachers	Planning and instructional time, ACT/ACT Plan test results	PLC Notebooks, Testing results, Walkthroughs and observation data, Lesson Plans
Sophomores and Juniors will attend ACT Plan/ACT Prep Sessions during BEAR time each Friday	Ongoing	MAHS Administration, Science Dept. Members, BEAR Time Teachers	Planning and instructional time, ACT/PreACT test results	PLC Notebooks, Testing results, Walkthroughs and observation data
Continue partnership with RCR to develop integrated PBL’s and internships for students.	2015-2016	STEAM Teachers Administration RCR	Planning and instructional time. Support from Central Office.	Internships 1 Integrated PBL per semester created with RCR and other partners

<p>MAHS will hold after school Science based ACT prep sessions for both sophomores and juniors.</p>	<p>Ongoing</p>	<p>MAHS Guidance and Science Dept.</p>	<p>Planning and instructional time, ACT prep materials</p>	<p>Lesson plans that include increased rigor and include skill sets/content necessary to be successful on the ACT</p>
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Priority Focus Area 4: Parent Engagement

Overall Goal: Mount Airy High School will improve communication and engagement with parents.

Specific Goal: Increase awareness of student progress, high school career pathways and postsecondary outcomes through the use of parent face to face information sessions, social media and Schoology. At least 50% of MAHS parents will have face to face or telephone contact with their student's teachers during the school year.

Supporting Data for Specific Goal: A baseline will be established throughout the year to determine current level of parent engagement in these areas.

Key Strategy 4.1: Increase the number of parents with PowerParent accounts.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Promote parent involvement and awareness by sending PowerParent login via email and paper forms	August-September 2015-Ongoing	Teachers, MAHS data manager, MAHS Media Specialist	Online access	PowerSchool usage reports
Parents will enroll in and receive directions on use of Parent Portal at MAHS Open House	August 20, 2015-Ongoing	MAHS Media Specialist	Online access	PowerSchool usage reports
Parents will receive instructions and log-in information regarding parent portal at all parent/teacher conferences and IEP meetings,	Ongoing	EC Teachers, Regular Education Teachers, MAHS Data Manager, MAHS Media Specialist	Time, Online access,	PowerSchool Parent Portal usage reports, parent feedback

Key Strategy 4.2: Teachers will increase transparency by consistently and intentionally leaving feedback in PowerSchool for parents to review and by encouraging critical face to face conversations regarding student progress.

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
Teachers will consistently leave feedback throughout the semester via PowerSchool.	Ongoing	Teachers and MAHS administration	PowerSchool and planning time	PowerSchool reports, progress reports, report cards
Teachers will promptly return all parent phone calls and emails within 24 hours.	Ongoing	Teachers and MAHS Administration	Time, phone/internet access	Teacher contact logs, parent feedback
Teachers will hold phone conferences with the parents of students that are making a D or less when progress reports are sent home. Face to face conferences will be required for students earning a modified grade of a 55 at report card time.	Ongoing	MAHS staff and administration	Conference time, student progress documentation	Parent contact/conference logs
Links regarding ACT support, practice and test taking strategies will be added to the school's webpage.	September 30, 2016	Media Specialist	Online ACT resources	Increased parent/student awareness regarding ACT

Key Strategy 4.3: Focus on promoting awareness of postsecondary outcomes as they relate to student high school career pathways and college entrance/placement exams (ACT).

Major Tasks/Action Steps	Timeline	Person(s) Responsible	Resources Required	Indicator(s) for Monitoring and Evaluating Strategy Implementation
MAHS will hold an ACT/PreACT night to review results of the 2016-2017 Fall administration of the ACT/Plan with 10th grade students/parents	TBD	MAHS Administration, MAHS Guidance, MAHS Media Specialist (Promotion)	Test results, Media promotion,	Parent attendance and feedback
MAHS will hold an ACT night to review results of the 2016-17 Spring administration of the ACT with 11th grade students/parents	TBD	MAHS Administration, Guidance, MAHS Media Specialist (Website Promotion)	Test results, Media promotion, Connect Ed, Flyer/Brochure	Parent attendance and feedback
MAHS will hold a Curriculum Night to offer valuable information regarding all career pathways offered at MAHS.	TBD	MAHS Administration, Guidance, MAHS Media Specialist (Website Promotion)	Media promotion, Connect Ed, Flyer/Brochure	Parent attendance and feedback, student transcripts, student 4 year course plan
MAHS will meet individually with all students and parents to develop a four year plan that is aligned to post-graduation goals.	Ongoing	Guidance Counselor, CDC, College Advisor, SCC Representatives	Career Crusing, Career Management classes, CFNC information	Course selection, Course performance, Workkeys, ACT, College Acceptance,

MAHS School Improvement Team By-Laws

Membership:

1. Each department must have one representative on the team.
2. Each department must have one representative at each meeting.
3. Team members are Department Heads and serve at the pleasure of their department. Departments are encouraged to change Department heads on a two-year rotation where possible.
4. One representative on SIT will be for the classified staff.
5. The PTA assigns one or more representatives to participate in SIT on a regular basis.
6. The Student Council has an open invitation for two of their officers to participate on SIT regularly.

Officers:

1. Two officers serve the SIT: a Chairman and a Secretary.
2. The Chairman serves at the pleasure of the team and the Principal. Each spring, before the end of the school year, the chairmanship is determined for the next year.
3. The Chairman sets the agenda; presides at meetings; and provides notice of important items to the members, the faculty, the school community, and the larger community.
4. The Secretary is selected each fall from within the regular membership of the team.
5. The Secretary keeps records of meetings and provides a written set of minutes for each meeting.

Meetings:

1. Meeting dates are scheduled before the school year begins and published in the MACS calendar.
2. Meeting dates are approximately every three weeks during the school year.
3. Meeting dates may be changed by the SIT Chairman and the Principal if there is a compelling reason.
4. If meetings are changed, members will be given at least 24 hours notice (except in case of emergency).
5. Agendas will be distributed at least 24 hours before each meeting. Distribution is normally by email.
6. Anyone, on the staff, in the student body, or a parent of a student, may suggest items for the SIT agenda. Each item is considered seriously by the SIT Chairman and the Principal. If there is not compelling reason to handle the item privately, it will be put on the agenda.

Participation:

1. Every member of the faculty, the staff, the student body, and the community is welcome at SIT meetings.
2. Everyone who attends a SIT meeting, whether they are a regular member, on the MAHS staff, in the student body, or are a parent, is invited to participate in the all discussions at the meeting.
3. Community members are invited to participate in discussions when they attend meetings.
4. Decisions and discussions are handled by consensus at meetings of the Mount Airy High School - School Improvement Team.
5. Votes are taken periodically in team meetings to determine the status of a question.
6. Minutes of SIT meetings are distributed to the SIT membership, the full staff, and any other persons who request a copy. Distribution is normally by email.

Bylaws approved by MAHS School Improvement Team 19 January 2005