

**Polk County Middle School
School Improvement Plan
2026 -2027**

Vision: *It starts with Me.. We foster a culture where kindness, respect, and dignity are modeled by students and staff alike.*

Mission: *At Polk County Middle School, we understand that actions, choices and progress begin with us. We hold ourselves responsible for our actions, embrace challenges, learn from our mistakes, and take pride in continuous self-improvement.*

Goal 1 - Student Behavior: Decrease student resolutions by 10% as measured by Infinite Campus behavior resolution tracking.

Specific: Decrease our number of student behavior resolutions (behaviors that require administrative intervention) by 10%.

Measurable: Our results will be measured mid-year for progress on the number of resolutions of students. We will use the previous two years of data for comparison. (*See chart)

Achievable: Using the PAWS matrix, review of the student code of conduct and updated behavior documentation forms, we can meet this goal. We have made comparable progress the last two years.

Relevant: More targeted support will reduce behavioral disruptions, leading to increased instructional time.

Time: The data will be reported out at the End of Year SIP review.

Strategies:

- Implement consistent behavioral documentation for all incidents.
- Utilize the MTSS process to identify and tailor interventions for struggling students.
- Review behavior data each semester to identify trends.
- Use PAWS Matrix throughout the building consistently
- The school counseling office will conference with each student that receives a behavior resolution.

Success Criteria: Success will be evident when students demonstrate improved behavior choices, resulting in a 10% reduction in documented office behavior resolutions from the baseline by the end of the 2027 school year.

Goal 2 - Math: Increase the percentage of students demonstrating proficiency in mathematics to 58% as reported on the yearly NC School Report Cards.

Specific: Increase proficiency in math school wide as compared to the last two years on the NC Report card.

Measurable: Use the NC Report card achievement grades for the last 3 years to measure improvement. (*See chart)

Achievable: Using department level staff development, formative assessments, IXL growth data and increased skill based practice, this improvement is attainable.

Relevant: Targeted skill growth in math aligns with district and state proficiency goals.

Time-bound: The data will be reported out at the End of Year SIP review.

Strategies:

- Administer IXL baseline assessment in first six weeks.
- Use common formative assessments to monitor student progress
- Track and compile class and grade-level growth each six weeks.
- Identify regular data reviews and provide targeted, standards-aligned interventions based on identified areas of need.
- Share data with grade-level representatives for SIP updates.
- Recognize grade level with proficiency and growth throughout the school year.
- Provide staff development on curriculum tied to state standards and the development of working pacing guides.

Success Criteria: By the end of the 2026-2027 academic year, students across the school will demonstrate an improvement in proficiency by 4 percentage points on the EOG in order to reach 58% proficiency as reported on the NC Report Card.

Goal 3 - ELA: Increase proficiency in reading to 70% as reported on the yearly NC School Report Cards.

Specific: Increase proficiency in ELA school wide as compared to the last two years on the NC Report card.

Measurable: Use the NC Report card achievement grades for the last 3 years to measure improvement. (*See chart)

Achievable: By designating targeted reading support, staff development on state standards

and integrating literacy, we can attain this goal.

Relevant: Strengthening literacy supports student success across all subject areas.

Time-bound: The data will be reported out at the End of Year SIP review.

Action Steps:

- Administer STAR baseline assessment in the first six weeks.
- Track and compile reading growth data for SIP updates.
- Provide targeted small-group or individual reading support during Advocate.
- Recognize grade level with proficiency and growth throughout the school year.
- Provide staff development on curriculum tied to state standards and the development of working pacing guides.

Success Criteria: By the end of the 2026-2027 academic year, students across the school will demonstrate an improvement in proficiency by 8 percentage points on the EOG in order to reach 70% proficiency on the NC Report Card.

Goal 4 - Attendance: Decrease chronic absenteeism by 2% as published in the NC Report Card.

Specific: Decrease chronic absenteeism as measured by the NC School Report Card

Measurable: Use the NC Report card chronic absentee rate for the last 3 years as our baseline to measure improvement. (*See chart)

Achievable: Implementing Tier 1 and 2 strategies for these students will connect them to school and improve absences. We will track progress by looking at frequently absent students who have been enrolled for 10+ days.

Relevant: Presence in class improves student success across all subject areas.

Time-bound: The data will be reported out at the End of Year SIP review.

Action Steps:

- Develop strategies to build relationships with students
- Athletics, clubs, the arts and other extra-curricular activities provide a connection to the school community.
- Connect with community members (i.e. careers, mentors, speakers)
- Engage families with curriculum nights and other events.
- CICO - check-in, check-out protocol for students with higher absenteeism
- Small groups with school counselors address academic and social-emotional needs
- Teacher contact with families can improve connections with school.

Success Criteria: By the end of the 2026-2027 academic year, chronic absenteeism will decrease by 5% as measured by the NC Report Card.

Baseline Data for comparison

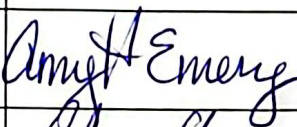
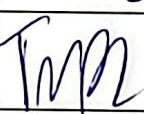
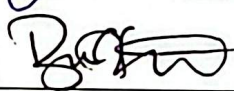
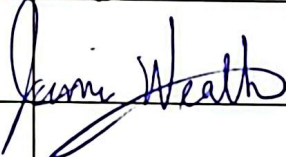
Proficiency data 2022 - 2026
Data for SIP

Year	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Math Proficiency	61.4%	59.9%	57.8%	53%	54.4%
ELA Proficiency	67.5%	66.3%	65%	64%	62.0%
Science Proficiency	88.8%	80.6%	82.2%	74%	76.3%
Chronic Absenteeism	17.8%	31.4%	23.7%	31.1%	Not yet available
Behavior Resolutions				268	234

Source: [School Report Card](#)
DPI [Accountability Dashboard](#)

School Improvement Team 2026 –2027

I am attesting that I have reviewed, edited and approved the School Improvement Plan for the 2026-2027 school year.

Person	Role	Acknowledgement	Date
Adam Dedmon	Principal		10/6/26
Tony McMinn	Assistant Principal		10/6/26
Amy Emery	Chair		10/6/26
Chase Jackson	8th g representative		10/6/26
Brittney Whitaker	7th grade representative		10/6/2026
Tyler Johnson	6th grade representative		10/6/26
Joshua Trejo ~~Jonathan Greene~~	Wheel courses		10/6/2026
Buffy Weathington	Student Services		10/6/26
Jamie Weathers	Students with Disabilities		10/6/26
Cathy Rogerson	Parent representative		