

# Polk County Middle School

## School Improvement Plan

2022-2023



Polk County Middle School  
321 Wolverine Trail  
Mill Spring, NC 28756  
[PCMS Website](#)

**Polk County Middle School  
2022-2023  
School Improvement Plan**

<b>Contents</b>
Mission and Belief Statements .....page 2
Our Plan: Purpose and Organization.....page 3
<b><u>Goals and Strategies</u></b>
<b>Goal 1: Multi-Tier Systems of Support.....pages 4-6</b>
<b>Goal 2: Academic</b> <b>A. Mathematics.....pages 7-12</b> <b>B: English Language Arts.....pages 13-18</b>
<b><u>Additional Plan Information</u></b>
Participation Log.....page 19
Voting Information.....page 20
School Improvement Team.....page 21

**Polk County Schools**  
**Mission and Belief Statements**

*Polk County Schools Mission Statement*

The mission of Polk County Schools, in partnership with parents and community, is to prepare and inspire each student to be a literate, responsible, productive member of a diverse society, who believes learning is a lifelong process.

*Polk County Schools Belief Statements*

- Polk County Schools work best in partnership with students, parents, teachers, administrators and communities where everyone assumes responsibility and accountability for their roles.
- Schools must be physically safe and orderly places that foster mutual respect among students, staff and parents.
- Schools should be caring environments where students are actively engaged in learning and are encouraged to take learning risks.
- High expectations of all partners are essential for successful performance and academic excellence.
- Students should be taught the way they learn best.
- Schools should help students to develop skills and attitudes that enable them to be prepared for success in life.
- A sufficient financial base is necessary to provide programs and services.

**Polk County Middle School**  
**Mission and Belief Statements**

*PCMS Mission Statement*

**The mission of Polk County Middle School, working with families and the community, is to equip and motivate all students to participate responsibly in a global society, while nurturing them as they mature intellectually, physically, socially and emotionally in the transition from elementary to high school.**

*PCMS Belief Statement*

**As a collaborative educational community, we believe in positive relationships, productive efforts and relevant learning.**

# Polk County Middle School School Improvement Plan 2022-2023

## Plan Purpose:

The purpose of Polk County Middle School’s School Improvement Plan is to provide our school stakeholders and community with information about our school and its current standing as well as outline our future goals to foster academic growth in a positive school environment. Our school uses our School Improvement Plan (SIP) to guide teachers in the creation of their own Personal Development Plan (PDP). Both SIP and PDP goals help our school improve educational delivery and student academics while grounded in positive relationships, opportunities for all to learn, and the development of a positive community in which we serve.

## Organization of the 2022-2023 Polk County Middle School Plan:

Our plan for the 2022-2023 school year reflects a post-pandemic “refocus” or “reset” on meeting the needs of our students both academically and behaviorally. Our ***“WE is greater than ME”*** school focus aims to bring our school together with a common goal of success for all. The 2021-2022 school year proved successful for PCMS as we exceeded expectations for student growth and proficiency on NC EOG assessments despite the effects of the pandemic. We are keenly aware of the areas we need to address regarding academics, various subgroups, and the effort needed to return to pre-pandemic proficiency and growth. PCMS is committed to a school-wide focus on MTSS (Tier I), through our “Amazing Race,” to meet the needs of the “whole child” in a more purposeful way. We will provide our staff with quality professional development to meet the changing landscape of education.

Additional documents and goals from the LEA, state level, and national level also support the overall plan for improvement of our school and are interwoven into our plan. Data will be updated as the state releases information.

# Polk County Middle School

School Improvement Plan

## Goal 1-Multi-Tiered Systems of Support

**School Goal 1:** Polk County Middle School will provide an educational framework for all students and staff that reflects the Multi-Tiered Systems of Support with a school-wide emphasis on implementing Tier I supports for the 2022-2023 school year.

### Evidence of Need:

- A “reset” or “refocus” is needed to address post-pandemic issues with learning loss as well as mental and physical well-being of students and staff.
- A desire for PCMS Staff and PLCs to fully integrate the Tiers of support in MTSS across the school
- A recognized need to further develop systems of support for all students, regardless of achievement levels, backgrounds, and abilities
- A desire to develop a more positive and inclusive work environment for students and staff
- Increased attendance issues
- Increased number of students failing more than one academic subject in the 2021-2022 school year

### Multi Tiered Systems of Support Resources and Information

[MTSS Information from DPI](#)

### Measuring the Goal:

- “Amazing Race”\* data \*Note that the Amazing Race is a school-wide competition between grades to encourage attendance, positive behaviors, and an overall positive learning and working environment.
- Data will show student growth in: better attendance, fewer discipline referrals, increased academic achievement (EOG scores, EasyCBMS, Check Ins)
- Increased time in classroom setting
- Increased time in face to face learning

21st Century Learning Addressed: [Framework for 21st Century Learning Link](#)

1. Content Knowledge and 21st Century Themes
2. Learning and Innovation Skills
3. Information, Media and Technology Skills
4. Life and Career Skills

**Polk County Schools Strategic Plan Indicators Addressed:**

1A. All schools will provide curricula and instruction that afford students the ability to graduate from Polk County Schools with college course credit, vocational certification, or job specific competencies that will allow them to compete in a global society.  
1D. Polk County Schools will work to improve the quality and effectiveness of programming for at-risk students to increase their chances of being successful in school.  
2B. Polk County Schools will recruit and retain a diverse population of qualified and effective teachers, administrators, and staff.  
2D. Polk County Schools will establish and maintain a data-driven decision making culture at the district, school, and classroom level.  
3A. Polk County Schools will seek, initiate, and maintain partnerships with parents, community stakeholders, and business leaders to provide input, support, and involvement for school programs, activities, and improvement efforts.

**School Mission/Belief Statement Areas Addressed:**

**Collaborative Community**  
**Relevant Learning**  
**Intellectual Growth**  
**Preparing Global Citizens**  
**Transitioning to High School**

**Improvement Strategies: (Whole School)**

- Amazing Race**
- Parental Contact Log (Positive and Other)**
- PAWS/Behavior Matrix**
- Shared Homework Document**
- MTSS Tier One Interventions**

**Cross-Curricular and Vertical Alignment Strategies: [How will each subject area help meet the goal\(s\)](#)**

\*Note: Other cross-curricular strategies will be added during the mid-year review as content areas develop additional strategies.

**The efforts to implement MTSS strategies will be school-wide with common expectations.**

- Schoolwide focus on MTSS Tier 1
- **P.A.W.S** Practice Respect, Always be Responsible, Work to Succeed, Stay Safe  
[PAWS MATRIX LINK](#)
- MTSS Behavior Matrix for PCMS  
[MTSS MATRIX LINK](#)

**Technology Utilization:**

- Google forms for data collection as well as PowerSchool reporting

<b>Tasks/Action Steps</b>	<b>Responsibilities</b>	<b>Resources</b>	<b>Timeline</b>
Baselining data to search for outliers in attendance, academic performance, and behavioral performance	All teachers, data manager as needed for Power School reports	Attendance and behavior tracking data sheets, parent communication logs, STAR testing (Reading), CBM testing (Math), MobyMax	August 2022-June 2023
Check-in Benchmark testing to find remaining outliers	All teachers, testing coordinator(s)	State-provided Check-In testing	August 2022-June 2023
MTSS Follow-Up PD through WRESA	MTSS Committee	WRESA, funding for subs and PD costs, MTSS Committee members	August 2022-June 2023

**Professional Development Necessary to Accomplish this Goal:**

MTSS training through WRESA  
MTSS Team Trainings

**Community Involvement:**

- The Climate Team through MTSS is planning several community service projects. Food drives, Military Cards, Humane Society, etc

**Progress Report: (To be completed at semester change)**

**Mid-Year:** (January after Benchmark results )

**Reflections:** [What is working and what is not working?](#)

**Strategies moving forward into Semester 2:**

**Final Review and Outcomes:**

**Strategies moving forward:**

# Polk County Middle School

School Improvement Plan

## Goal 2 A: Academics-Math

### **School Goal 2 A: Academics-Math**

Polk County Middle School will identify, assess, and narrow learning gaps due to the COVID-19 pandemic and seek to narrow those gaps with a 3 point increase per year from the current (2021-2022) NC EOG scores over the course of the next 2 year period.

Students Scoring Grade Level Proficient (Performance Composite)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
73.8	No Testing Data	59.8	67.5	? (need +6 points to reach pre-pandemic level)

### **PCMS 2021-2022 EVAAS Data Summary-Action Steps**

**Summary:** EVAAS data for the 2021-2022 school year indicates that, overall, our school *met* expected growth on EOG testing. However, data for math indicates that 6th and 7th graders did not meet expected growth for the year on EOG Math testing while 8th grade *exceeded* expected growth. Our overall School Improvement plan addresses strategies to increase growth of all of our student subgroups.

#### ***General strategies:***

- Provide students with consistent review throughout the school year. (Include test taking strategies.)
- Provide students with online calculators (Desmos) practice that is used on the EOG / EOC.
- Provide students online Test practice Canvas, SchoolNet, MobyMax, EasyCBMs.
- Cross-curricular opportunities to include math concepts and vocabulary
- NC Check-Ins 2.0 data to target areas of need throughout the year

*\*Specific strategies are discussed below.*



**Evidence of Need:**

- **EOG Math scores for 2021-2022 continue to show the expected drops in student achievement due to Covid related absences. We exceeded growth in grade 8 Math (EVAAS data) in 2021-2022 while not meeting growth in 6th and 7th grades. We are still below the pre-pandemic levels. However, PCMS scores remain above the state average and near the top in the region.**
- **Continued/long-term impacts of missing direct instruction during Covid-19 (quarantine and/or remote learning)**
- **EASY CBM Progress Monitoring Data, NC Check Ins and classroom data scores will be used throughout the school year to illustrate gaps and monitor growth**

**Measuring the Goal:**

- **easyCBM (Curriculum Based Measurement) every 6 weeks (6th/8th grades); NC Check In exams given three times through the school year; classroom formative/summative data gathered weekly**
- **Math EOG scores as released from the state**
- **Data from new “Check Ins 2.0”, NC Flexible Summatives**

**21st Century Learning Addressed:** [Framework for 21st Century Learning Link](#)

1. Content Knowledge and 21st Century Themes
2. Learning and Innovation Skills
3. Information, Media and Technology Skills
4. Life and Career Skills

**Polk County Schools Strategic Plan Indicators Addressed:**

- 1A. All schools will provide curricula and instruction that afford students the ability to graduate from Polk County Schools with college course credit, vocational certification, or job specific competencies that will allow them to compete in a global society.
- 1D. Polk County Schools will work to improve the quality and effectiveness of programming for at-risk students to increase their chances of being successful in school.
- 2B. Polk County Schools will recruit and retain a diverse population of qualified and effective teachers, administrators, and staff.
- 2D. Polk County Schools will establish and maintain a data-driven decision making culture at the district, school, and classroom level.
- 3A. Polk County Schools will seek, initiate, and maintain partnerships with parents, community stakeholders, and business leaders to provide input, support, and involvement for school programs, activities, and improvement efforts.

**School Mission/Belief Statement Areas Addressed:**

- Collaborative Community**
- Relevant Learning**
- Intellectual Growth**
- Preparing Global Citizens**

## Transitioning to High School

### Research-Based Improvement Strategies:

- Formative/summative assessments
- Systematic and explicit instruction
- Visual representation of concepts such as pictures, diagrams, flowcharts, and graphs
- Focus on content vocabulary
- Cross teaming and multi-disciplinary lessons or projects
- Individualized scaffolding based on individual student need

### Cross-Curricular and Vertical Alignment Strategies: **How will each subject area help meet the goal(s)?**

\*Note: Other cross-curricular strategies will be added during the mid-year review as content areas develop additional strategies.

#### 6th grade:

- Designate time in advocate to ensure students can work on homework and assignments with a Math teacher available as support
- Require students to write down Math responsibilities in school-provided agenda

#### 7th grade:

- Seventh grade teachers tutor students after school to help with homework, missing work, and assignment corrections.
- Integration of math concepts in each class, reading charts and graphs, math vocabulary into each class throughout the year
- ELA Roots, Prefixes, and Suffixes to help with math vocabulary
- Designate time in advocate for students to work on homework and assignments and have Math teacher available

#### 8th Grade:

- Before school and advocate time available for students to get help and complete classwork, homework and graded assignments with their Math teacher for support.
- Learning and using Math vocabulary in class discussion and written assignments.

**STEM:** - Mathematical concepts such as data collections (measurements), graphing and basic math functions are incorporated into each six weeks unit for each grade level (6,7,8).

**Math:** Implement real world problems to supplement and support concepts and reinforce practical applications.

**Spanish:** Supporting basic arithmetic by having students do math and expressing it in Spanish number words.

**Band:** Math curriculum will be enforced by teaching of rhythmic values as fractions. Whole, half, quarter, eighth, sixteenth and thirty second values will be used in both duple and triple meters.

**Computer Applications and Business:** Curriculum supports ELA and Math with projects

**Computer Science:** Coding incorporates math with projects

**Family and Consumer Sciences:** Integrating basic math skills such as addition, subtraction, multiplication and percentages, relevant to consumer education and financial literacy.

Integrating basic math skills such as measurement and fractions relevant to cooking, sewing, and interior design.

**Music-**Music is mathematical. It is rhythmically based on the subdivisions of time into fractions which must be done instantaneously, not worked out on paper. Students will count, compose and perform these mathematical computations.

**Social Studies-** Support math with use of timelines and comparison charts, as well as elements of maps such as scale and distance. Coordinate graphing, bar graphs, line graphs, using fractions, map skills, graphs of historical data, timelines, degrees of measurement, socio-economics, Census data, economic indicators, etc...

**Science-** Support math goal, with integration of math concepts in Science Class, such as reading charts and graphs, metric conversions, lab activities and scientific calculation and math vocabulary.

**Art-** Teaching the relevance and imbedded importance of math in the arts by exploring measurement, proportion and geometry in all art areas

**PE/Healthful Living:**Integrating basic math skills such as addition, subtraction, averages, measurements, time, pacing and percentages relevant to daily life and activities. Examples would include food labels, field/court dimensions, lap/pacing times.

**EC:** Exceptional Children Staff: Working with students who have learning, physical, mental, emotional, or any other disabilities. EC staff will assess students' learning abilities, reinforce lessons by exposing students to content in multiple areas, modify/adapt learning skills, collaborate with teachers, and differentiate specific instruction to meet the needs of all students. Curriculum Support Inclusion Teachers (6th, 7th, 8th) along with related service providers (ST/OT/PT) will assist, facilitate, support, and maintain **MATH** skills within the overall school environment. (Including but not limited to: vocabulary, comprehension, consistent feedback, memory/processing strategies, use of visuals/manipulatives, tools, problem solving strategies, advocate time, small group or 1:1 discussion, etc.)

**Technology Utilization:**

Chromebook class sets, classroom Promethean Boards, various apps and programs for student assessment and record keeping

Tasks/Action Steps	Responsibilities	Resources	Timeline
Desmos Calculators for 4-functions and graphing	Teachers and students learn how to use the online-resources for calculators for classroom assignments, homework assignments, check-ins, and EOC/EOG testing.	Online Desmos Calculators, Chromebooks, internet access	August 2022-June 2023
Canvas/Google Classroom platforms for online quizzes, tests and some assignments.	Teachers and students learn how to navigate and use Canvas to complete assignments and tests.	Chromebook, internet, paper copies for students	August 2022-June 2023
MobyMax [some departments]	Teacher and students	MobyMax access	August 2022-June 2023
NC Check-ins 2.0 giving three times per year	Test administered by homeroom teachers three times per year with accommodations for students	State provided online exam, chromebooks	August 2022- June 2023
Blooket, Kahoot, Gimkit ReviewGameZone, and other review game technology	Review games set up by some teachers to aid in comprehension and engagement.	Chromebooks, Time for teachers to create games and review activities.	August 2021- June 2022
TedED Riddles for problems solving skills and collaboration	Students will solve a riddle per unit as a group with minimal teacher assistance in order to work on problem solving strategies and group collaboration.	Website and problems found at: <a href="https://ed.ted.com/lessons?category=mathematics&amp;fbclid=IwAR2sBKGqvYERUddYU28Oi3R5PCTJxD3LvQhBGrIEj5BXdTA9L0exhz_OfZM&amp;fs=e&amp;s=cl">https://ed.ted.com/lessons?category=mathematics&amp;fbclid=IwAR2sBKGqvYERUddYU28Oi3R5PCTJxD3LvQhBGrIEj5BXdTA9L0exhz_OfZM&amp;fs=e&amp;s=cl</a>	August 2021- June 2022
Daily warm ups	Spiral in what has been learned through the year as well as a way to review basic math facts (multiplication)	Problems which students struggle with in class, problems built off of Check Ins/released EOGs, unpacking documents	August 2021- June 2022
Appalachian State Empowering Teachers Professional Development Digital Badges- Teachers will select online	Administration, Classroom Teachers, ASU ET program facilitators	Canvas, Digital Promise, ASU	August 2021- June 2022

professional development to improve teaching schools and student performance i.e.- Utilizing Small Group Instruction, Differentiating Instruction, etc...			
---	--	--	--

**Professional Development Necessary to Accomplish this Goal:**

Learning platform professional development such as Canvas.  
Learning how to use the online Desmos calculator professional  
6th grade Math - Empowering Math Learners in the Middle Grades classroom (NCCAT)  
Student-Driven Inquiry in Math: Using the Question Formulation Technique (KVEC) (ASU-ETL)  
Make Student Thinking Visible - VILS (Verizon Innovative Learning Schools) (ASU-ETL)

**Community Involvement:**

- SECU The Value of Money Day (7th grade). Date TBD depending if SECU is visiting schools now due to Covid (Hopper will be checking on this once we know Check In Schedule to avoid overlap)

**Progress Report: (To be completed at semester change)**

**Mid-Year:** (January after Benchmark results )  
**Reflections:** [What is working and what is not working?](#)  
**Strategies moving forward into Semester 2:**

**Final Review and Outcomes:**  
**moving forward:**

# Polk County Middle School

School Improvement Plan

Goal 2-Academic

B: ELA/Reading

## School Goal 2 B: Academics-ELA/Reading

Polk County Middle School will identify, assess, and narrow learning gaps due to the COVID-19 pandemic and seek to narrow those gaps 3 % per year from the current (2021-2022) NC EOG scores over the course of the next 2 year period.

### Students Scoring Grade Level Proficient (Performance Composite)

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
73.8	No Testing Data	59.8	67.5	? (need +6 points to reach pre-pandemic level)

## EVAAS Data 2021-2022-Action Steps

### PCMS 2021-2022 EVAAS Data Summary-Action Steps

**Summary:** EVAAS data for the 2021-2022 school year indicates that, overall, our school exceeded expected growth on EOG testing. Grades 6 and 7 *met expected growth* on the NC Reading EOG, while 8th grade *exceeded* growth on the state EOG. We hope to maintain or exceed the trend for the 2022-2023 school year.

#### **General strategies:**

- Integration of literacy into all subject areas
- Targeted instruction based on students' needs as identified using STAR reading assessment
- Encourage at home reading through completion of reading logs, incentives, and reading books based on instructional reading level

*\*Specific strategies are discussed below.*

**Evidence of Need:**

- Reading EOG scores for 2021-2022 continue to show the overall expected drops in student achievement due to Covid related absences; growth was shown in 2021-2022, but still behind the pre-pandemic levels. However, PCMS scores remain above the state average and near the top in the region.
- Continued/long-term impacts of missing direct instruction during Covid-19 (quarantine and/or remote learning)
- STAR Testing, EASY CBM Progress Monitoring Data, NC Check Ins and classroom data scores will be used throughout the school year to illustrate gaps and monitor growth

**Measuring the Goal:**

- easyCBM (Curriculum Based Measurement) every 6 weeks (6th/8th grades); NC Check In exams given three times through the school year; classroom formative/summative data gathered weekly
- Reading EOG scores as released from the state
- Data from new “Check Ins 2.0”, NC Flexible Summatives
- STAR test data as predictor for EOG achievement

**21st Century Learning Addressed:** [Framework for 21st Century Learning Link](#)

1. Content Knowledge and 21st Century Themes
2. Learning and Innovation Skills
3. Information, Media and Technology Skills
4. Life and Career Skills

**Polk County Schools Strategic Plan Indicators Addressed:**

- 1A. All schools will provide curricula and instruction that afford students the ability to graduate from Polk County Schools with college course credit, vocational certification, or job specific competencies that will allow them to compete in a global society.
- 1D. Polk County Schools will work to improve the quality and effectiveness of programming for at-risk students to increase their chances of being successful in school.
- 2B. Polk County Schools will recruit and retain a diverse population of qualified and effective teachers, administrators, and staff.
- 2D. Polk County Schools will establish and maintain a data-driven decision making culture at the district, school, and classroom level.
- 3A. Polk County Schools will seek, initiate, and maintain partnerships with parents, community stakeholders, and business leaders to provide input, support, and involvement for school programs, activities, and improvement efforts.

**School Mission/Belief Statement Areas Addressed:**

**Collaborative Community  
Relevant Learning  
Intellectual Growth**

## Preparing Global Citizens Transitioning to High School

### Research-Based Improvement Strategies:

- formative/summative assessments
- Systematic and explicit instruction
- Visual representation of concepts such as graphic organizers.
- Focus on content vocabulary
- Cross teaming and multi-disciplinary lessons or projects
- Individualized scaffolding based on individual student need
- Use of technology, such as Moby Max, Kahoot, and Blooket, to engage learners and meet individual student needs.

### Cross-Curricular and Vertical Alignment Strategies: **How will each subject area help meet the goal(s)?**

\*Note: Other cross-curricular strategies will be added during the mid-year review as content areas develop additional strategies.

#### 6th grade:

- **Supporting ELA by teaching new content with a focus on vocabulary and roots.**
- **Supporting ELA by encouraging students to write in complete sentences.**
- **Supporting ELA by requiring students to read when that subject's assignment is complete.**

#### 7th grade:

- **Support ELA by integration of nonfiction text into each class throughout the year, annotating text and using text evidence to answer comprehension questions,**
- **Focus on vocabulary stems and roots.**
- **Require students to read when that subject's assignment is complete.**
- **Require students to write open ended answers in complete sentences.**
- **Seventh grade teachers tutor after school to help students with homework, missing work, and assignment corrections.**

#### 8th Grade:

- **Learning vocabulary and writing definitions in complete sentences using correct grammar.**
- **Learning how to read and understand word problems.**

**STEM:** - Vocabulary building through writing summary paragraphs of activities completed, as well as correctly titling graphs, tables and pictures. Reading non-fiction titles for research into science and engineering explorations.

**Math:** Incorporate vocabulary study (including prefix, roots and suffix) of words within units. Students will practice vocabulary by writing complete definitions using correct grammar. Use vocabulary correctly in class discussion. Students will practice sentence structure in word problems, reading nonfiction articles on math topics, and in group work to support listening and speaking standards.



**Spanish:** Exposing students to cognate words that are similar to English, thus broadening their vocabulary base in English. Supporting spelling and ELA by having students spell English words with the Spanish alphabet. Supplementing the ELA curriculum by having students practice reading, writing, listening, and speaking in both the target language and English

**Band:** Support the schoolwide ELA goal by using vocabulary study within the music curriculum, reading non-fiction texts found within the band method book, and offering informal writing opportunities(journaling, music reviews, etc.)

**Computer Applications and Business:** Vocabulary in each individual specialized area will be reinforced throughout.

**Computer Science:** Using correct grammar, spelling, and punctuation with written assignments.

**Family and Consumer Sciences:** Vocabulary in each individual specialized area will be reinforced throughout.

**Music-** Music is a foreign language. Most of the terms used are Italian, German, or French. The notation is not English – but a highly developed kind of shorthand that uses symbols to represent ideas. The semantics of music is the most complete and universal language. Students will learn the many musical terms and their English derivatives. Students will be able to recognize, describe and perform these various musical concepts

**Social Studies-** Supporting ELA by maintaining a vocabulary journal throughout the year, reading nonfiction texts, annotating text, and using text evidence to answer comprehension questions. Nonfiction reading passages requiring students to use their ELA strategies, graphic organizers to aid understanding and practice interpretive skills -Pre-assessments to look for gaps in academic language, analysis of primary and secondary source documents to look at author’s purpose, theme, tone, context; aligning (where possible) ELA selected passages with social studies topics being covered to reinforce each subject; using EOG style question stems in social studies assessments (online Google Form tests)

**Science-** Support ELA by integration of nonfiction text into science class throughout the year, annotating text and using text evidence to answer comprehension questions, there is also a focus on vocabulary stems and roots. Supporting ELA by practicing EOG style question stems on Science assessments.

**Art-** Vocabulary in each individual specialized area will be reinforced throughout.

**PE/Healthful Living:***Supplemental texts:* Post supplemental materials about the sport or skill you’re currently covering. For example, if covering a volleyball unit, post a short history of volleyball, the basic rules, fun facts, and profiles of athletes.

*Word of the week:* Will collaborate with ELA teachers on specific words that will assist students in becoming more fluent not only in their writings, but vertically assist with future SAT/ACT scores. Word of the week and definition will be posted in the gym as well as the health room. Furthermore, word of the week can be implemented as bonus questions on health quizzes with students being asked to define the term in their own words in a complete sentence.

**EC:** Exceptional Children Staff: Working with students who have learning, physical, mental, emotional, or any other disabilities. EC staff will assess students' learning abilities, reinforce lessons by exposing students to content in multiple areas, modify/adapt learning skills, collaborate with teachers, and differentiate specific instruction to meet the needs of all students. Curriculum Support Inclusion Teachers (6th, 7th, 8th), along with related service providers (ST/OT/PT) will assist, facilitate, support, and maintain **ELA/READING** skills within the overall school environment. (Including but not limited to: Reviewing foundational language skills, decoding, literacy, vocabulary, comprehension, story elements, descriptions, memory/processing strategies, problem solving, use of visuals/manipulatives, recall/retell, scaffolding, verbal cues, use of symbols/icons, advocate time, small group or 1:1 discussion etc.)

**Technology Utilization:**

- Chromebook class sets, classroom Promethean Boards, various apps and programs for student assessment and record keeping

Tasks/Action Steps	Responsibilities	Resources	Timeline
Blooket, Kahoot, ReviewGameZone, and other review game technology	Review games set up by some teachers to aid in comprehension and engagement.	Chromebooks, Time for teachers to create games and review activities.	August 2022-June 2023
6th grade: Vocabulary journal STEM/Root journal Science journal (Cornell notes)	Teachers and students	Spiral notebook Composition book Occasional cut/paste materials provided	August 2022-June 2023
7th grade: Vocabulary Acquisition (Roots, Prefix, Suffix) ELA Interactive Notebook Novel Unit Studies Short Story Studies Integrating Literacy into other content areas Utilizing STAR to assess students and meet their individual needs	Teachers and students	Composition book Reading Materials STAR	August 2022-June 2023
6,7,8 th grade Teachers: Appalachian State Empowering Teachers Professional	Administration, Classroom Teachers, ASU ET program facilitators	Canvas, Digital Promise, ASU	August 2021- June 2022

Development Digital Badges- Participating teachers will select online professional development to improve teaching schools and student performance i.e.- Utilizing Small Group Instruction, Differentiating Instruction, etc...			
			August 2022-June 2023

**Professional Development Necessary to Accomplish this Goal:**

Appalachian State Empowering Teachers Program (Canvas and Digital Promise)  
 NCCAT ELA Comprehension Strategies for Secondary Students August 15th-17th, 2022-Kathryn Patterson  
 EB Academics Writing Strategy Online Self Paced-Kathryn Patterson

**Community Involvement:**

- TFAC Grants, other community grants, scholarships for professional development through Community Foundation and others

**Progress Report: (To be completed at semester change)**

**Mid-Year:** (January after Benchmark results )  
**Reflections:** [What is working and what is not working?](#)  
**Strategies moving forward into Semester 2:**

**Final Review and Outcomes: Strategies moving forward:**

**SCHOOL IMPROVEMENT PLAN  
POLK COUNTY MIDDLE SCHOOL  
2022-2023**

Polk County Middle School Faculty and Staff

<i>Eric Eaton</i>	<i>Leanne Clarke</i>
<i>Jessica Gray</i>	<i>Jenna Foster</i>
<i>Shelby Hoffmann</i>	<i>Karolyn Rogers</i>
<i>William Pittman</i>	<i>Alisa Hays</i>
<i>Jan 30/20</i>	<i>Michelle Rupp</i>
<i>Lisa Klemmuller</i>	
<i>Deann Holt</i>	
<i>Tony Waz</i>	
<i>Tatli Miller</i>	
<i>Stacy Egan</i>	
<i>Bob Byars</i>	
<i>Deanna Dinkins</i>	
<del>Deanna</del> <i>June Dinkins</i>	
<i>Brenda Hogan</i>	
<i>Lorri Rheinhart</i>	
<i>Joan Weath</i>	
<i>Crystal Lawler</i>	
<i>Cindy Disenbury</i>	
<i>Jeanne Renner</i>	
<i>Linda Sear</i>	
<i>Marlene Harmon</i>	
<i>Jan 20</i>	
<i>Amy H. Emery</i>	
<i>Jan 20</i>	
<i>John Fuchs</i>	
<i>Shannon Hopper</i>	
<i>Maria Higgins</i>	
<i>Paula Brown</i>	
<i>Matthew Groff</i>	
<i>Wanda H</i>	
<i>Adam Hill</i>	

**Polk County Middle School**  
School Improvement Plan

Statement of Staff Voting Information  
2022-2023

On Thursday, September 29, 2022 the Polk County Middle School staff voted on its 2022-2023 School Improvement Plan. **50** staff members voted for the plan as it was presented and **0** voted against the plan.



Eric Eaton  
*School Improvement Team Chairperson, Teacher Grade 8*



Adam Dedmon  
*Assistant Principal*



Todd Murphy  
*Principal*

**Polk County Middle School**  
**School Improvement Team**  
2022-2023

<b>Member</b>	<b>Position</b>
<b>Todd Murphy</b>	Principal
<b>Adam Dedmon</b>	Assistant Principal
<b>Eric Eaton</b>	SIT Chair, Teacher, Grade 8 Social Studies
<b>Seth Taylor</b>	SIT Representative, EC Department
<b>Langlee Rogers</b>	School Counselor Representative
<b>Jennifer Taylor</b>	SIT Representative, Grades 6,7,8 Life Skills
<b>Stephanie Luedi</b>	SIT Representative, Grade 8 Science
<b>Stacy Evans</b>	SIT Representative, Grade 7 Science
<b>Lori Byars</b>	SIT Representative, Grade 7 ELA
<b>Jessica May</b>	SIT Representative, Grade 6 Social Studies
<b>Amy Emery</b>	SIT Representative, Grade 6 Math