

POLK COUNTY MIDDLE SCHOOL 2024-2025

SCHOOL IMPROVEMENT PLAN

EVERY DAY COUNTS

POLK COUNTY MIDDLE SCHOOL
321 WOLVERINE TRAIL
MILL SPRING, NC 28756



<https://polkschools.org/pcms/>

**POLK COUNTY MIDDLE SCHOOL
2024-2025
SCHOOL IMPROVEMENT PLAN**

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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 2024-2025

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. 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 2024-2025 POLK COUNTY MIDDLE SCHOOL PLAN:

Our plan for the 2024-2025 school year reflects a continued effort to meet the needs of our students both academically and behaviorally in a continued challenging educational landscape. PCMS is committed to a schoolwide focus on MTSS through our “Amazing Race,” to meet the needs of the “whole child” in a more purposeful way. Our academic goals take a whole school approach to improve academic growth in Math and Reading (ELA). 2023-2024 was a challenging year for our school as we continued to navigate changing student populations and staff transitions. Although new challenges are always presenting themselves, we hope to use new strategies to improve student growth. One such strategy is a change in the daily schedule to increase the minutes of instruction in each core class.

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 I-MULTI-TIERED SYSTEMS OF SUPPORT

SCHOOL GOAL I: Polk County Middle School will provide an educational framework for all students and staff that reflects the Multi-Tiered Systems of Support.

Evidence of Need:

- A continued need to address the mental and physical well-being of students.
- 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.
- Continued attendance and behavioral issues.
- Increased number of students with identified disabilities.
- Increased Core learning time yields more time for one-to-one interactions with students identified with Tier 2 Interventions.

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 schoolwide competition between grades to encourage attendance, positive behaviors (Kindness Kash), pride in school (cleanliness) and an overall positive learning (academic improvement) and working environment (work completion).
- Data will show student growth in: better attendance, fewer discipline referrals, increased academic achievement using data tracked via the Amazing Race .
- Teachers will utilize Math (IXL) and ELA (STAR) screeners to identify students that need MTSS Tier 2 Academic Interventions.

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**
- Attendance Documentation Log**
- PAWS/Behavior Matrix**
- Shared Homework Document**
- Teachers utilize the MTSS framework to best support students in their classroom.**
- Data from Universal Screeners (IXL & STAR).**
- Change in the schedule matrix to include additional classroom time in Core classes.**

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 schoolwide 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 Infinite Campus reporting

Tasks/Action Steps	Responsibilities	Resources	Timeline
Baselining data to search for outliers in attendance, academic performance, and behavioral performance	All teachers, data manager as needed for Infinite Campus reports	Attendance and behavior tracking data sheets, parent communication logs, STAR testing (Reading), CBM testing (Math), IXL (Math).	August 2024-May 2025
Benchmark testing to find remaining outliers using formative and summative assessments based on NCSCS.	All teachers, testing coordinator(s)	State-provided Check-In testing.	August 2024-May 2025
MTSS Follow-Up in-school PD and WRESA	MTSS Committee	Jan Crump, NCSCS documents, WRESA, funding for subs and PD costs, MTSS Committee members	August 2024-May 2025

Professional Development Necessary to Accomplish this Goal:

MTSS training through in-school training on required workdays for CEUs.
 MTSS training through WRESA.
 MTSS New Teacher training and teacher refresher.

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 continue to identify, assess, and narrow learning gaps; seeking to narrow those gaps by monitoring individual student growth at the grade and school level using multiple data points and universal screeners conducted schoolwide until such gaps are minimalized.

PCMS 2023-2024

EVAAS Data Summary-Action Steps

Summary: EVAAS data for the 2023-2024 school year indicates that, overall, our school declined in the number of students GLP (Grade Level Proficient) in Math from previous years with mixed growth across the grades. Our overall School Improvement plan addresses strategies to increase growth of all of our student subgroups on various assessments.

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 Google Class, Google Forms, Canvas, SchoolNet, EasyCBMs, IXL, and Prodigy.
- Cross-curricular opportunities to include math concepts and vocabulary.
- NC Check-Ins 2.0 data to target areas of need throughout the year.
- Change in the schedule matrix to include additional classroom time in Core classes.
- Scheduled ESL wheel class to support our ESL students.

**Specific strategies are discussed below.*

Evidence of Need:

- EOG Math scores for 2023-24 continue to show that, as a school, we continue to decline in proficiency and growth. There has been mixed growth in Grade Level Proficiency in math. Scores remain above state averages.
- Increased student absenteeism, parent and student apathy as well as behavioral issues that affect classroom management and time on task for students.
- EASY CBM Progress Monitoring Data, NC Check Ins and classroom formative and summative 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, IXL diagnostic and Snapshot data.**
- **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 and Transitioning to High School**

Research-Based Improvement Strategies:

- Formative/summative assessments aligned with the NCSCS.
- 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 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:

- Warm-up focused on tested content. Students review notes with a focus on vocabulary and have a weekly review for nightly homework.
- Social Studies emphasizes use of measurements and timelines.
- Science emphasizes and reviews measurements, graphing, data management and problem solving techniques.
- ELA supports math with emphasis on reading comprehension to prepare students for word problems.
- Additional time allotted to Core classes can be utilized for further concept exploration.

7th grade:

- Use of simple mental math problems in everyday checking for understanding (How many more was this, how many pages ago, how many years was this...etc.)
- Use of Mathematical Vocab to help with comprehension of word problems and real world application of math skills.
- Use of measurements to build a variety of projects or to complete classroom activities.
- Additional time allotted to Core classes can be utilized for further concept exploration.

8th Grade:

- Learning and using Math Vocabulary in class discussions and written assignments.
- Direct instruction of Greek and Latin stems and roots to increase vocabulary comprehension in a variety of subjects.
- Various genres read, discussed, and analyzed in order to increase overall reading comprehension in a variety of subject areas.
- Direct instruction of writing strategies to increase student ability to think through a variety of topics and defend a position.
- Additional time allotted to Core classes can be utilized for further concept exploration.
- Analysis of Charts, Graphs and data in all subject areas
- Use of EOG question stems and assessment

STEM: Continued integration of STEM concepts to both advance and support mathematical concepts taught at the grade levels; including graphing and data analysis connected to the various science explorations.

Math: Implement real world problems to supplement and support concepts and reinforce practical applications. Incorporate and use technology in class to prepare students for today's careers.

Band: Socialization inevitably occurs whenever people share music stands or run through a song together. For introverted students, the school band is a wonderful way for them to step out of their comfort zone and connect with peers who have similar interests. This directly correlates to an improved school climate and school culture. Learning music powerfully reinforces language skills, builds, and improves reading ability, and strengthens memory and attention, according to the latest research on the cognitive neuroscience of music. Other research also has shown music education contributes to improved creativity and confidence, better mental health and emotional stability, and student performance. When you incorporate music into the classroom, children have the opportunity to create, discover, experiment and experience – all key elements of imagination and creativity. So a school with a strong music program will improve math, science, reading, history state testing scores, while improving the overall school culture and climate.

Business, Finance and Technology:

Implement mathematics in my class through several projects. While teaching 3D printing students will use a coordinate plane. We also will learn about dimensions as we design houses.

Computer Science and AI: Students will learn programming with Scratch and JavaScript. They will create algorithms, and explore coding with XY coordinate grids.

Family and Consumer Sciences: Students are incorporating math by learning the way to balance a checkbook, while learning how to balance finances.

Vocal Music- -

Reading music involves math in many ways you do not always think about. Measures can be divided into how many beats are in each measure and those beats can be divided into smaller subdivisions. In vocal music we learn to read rhythm and we break down the length of each note and how long it is held for. Music exposes students to different cultures when students learn music from different cultures and many times in the language of the culture the music originates from. In vocal music you will often find us exploring folk music of different cultures and languages. When singing students will also learn the meaning behind the text of a song, no matter what language, just as you would study poetry.

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 with a focus on graphing, analyzing data, understanding probability, measuring and recording measurements, using fractions. Nonfiction reading to support ELA.

Art-

Using Mathematics in several projects... Understanding measurements in floor plans, two-point and one-point perspective, figure drawings, and using grids for composition layouts.

PE/Healthful Living: Score keeping, counting, angles, physics are all used in the PE class to support the application of math concepts in application.

EC: Exceptional Children Staff: Working with students who have learning, physical, mental, emotional, or any other disabilities. EC staff will assess students' learning needs and abilities, develop and reinforce lessons by exposing students to content in areas of deficits, modify/adapt for learning strengths, 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 strategies, enforced by the use of visuals/manipulatives/resources, tools, problem solving strategies, 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

Math Tasks and Action Steps

Tasks/Action Steps	Responsibilities	Resources	Timeline
Utilize Vernier Probeware obtained from CAST grant to collect and analyze data obtained from Laughter Pond and the creek on the Conservancy behind the school property.	Use technology in the hands of the students to teach data acquisition and analysis.	Grant from CAST award.	August 2024-May 2025
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 2024-May 2025
Canvas/Google Classroom	Teachers and students learn how	Chromebooks, internet, paper	August 2024-May 2025

platforms for online quizzes, tests, and some assignments.	to navigate and use Canvas to complete assignments and tests.	copies for students.	
IXL for universal placement test data and reinforcement/review skills and concepts.	Teachers and students learn how to navigate and use IXL.	Chromebooks, internet, and time to incorporate into lesson. .	August 2024-May 2025
NC Check-ins 2.0 given three times per year.	Test administered by homeroom teachers three times per year with accommodations for students.	State provided an online exam and Chromebooks.	August 2024-May 2025
Daily warm-ups	Spiral in what has been learned through the year as well as a way to review basic math facts.	Problems which students struggle with in class, problems build off of Check-ins/released EOGs/EOCs, unpacking documents.	August 2024-May 2025
6, 7, 8 th grade Teachers: Appalachian State University Empowering Teacher Learning	Administration, Classroom, Teacher, ASU ETL program facilitators	Canvas, Digital Promise, ASU	August 2024-May 2025

Professional Development Necessary to Accomplish this Goal:

Learning platform professional development such as Canvas/Google Classroom.
 Learning how to use the online Desmos calculator.
 Appalachian State- Empowering Teacher Learning

Community Involvement:

- Utilizing Conserving Carolina and local grants to fund environmental work associated with Laughter Pond and the trail system behind the school property.

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:

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 continue to identify, assess, and narrow learning gaps; seeking to narrow those gaps by monitoring individual student growth at the grade and school level using multiple data points and universal screeners conducted schoolwide until such gaps are minimalized.

EVAAS Data 2023-2024-Action Steps

PCMS 2023-2024 EVAAS Data Summary-Action Steps

Summary: EVAAS data for the 2023-2024 school year indicates that, overall, our school experienced mixed growth or declines on EOG testing based on GLP (Grade Level Proficiency). Our overall School Improvement plan addresses strategies to increase growth of all of our student subgroups on various assessments.

- **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.**
- **Change in the schedule matrix to include additional classroom time in Core classes.**
- **Scheduled ESL wheel class to support our ESL students.**

**Specific strategies are discussed below.*

Evidence of Need:

- Reading EOG scores for 2024 continue to show the overall learning loss in student achievement due to several factors - including young, inexperienced teachers, high absenteeism, behavioral issues and student/parent apathy. Growth was mixed in 2024, but still behind the pre-pandemic levels. However, PCMS scores remain above the state average.
- Increased student absenteeism, student and parent apathy as well as behavioral issues that affect classroom management and time on task.
- STAR Testing, EASY CBM Progress Monitoring Data, NC Check Ins and classroom formative and summative 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 as well as formative and summative assessments aligned with the NCSCS,
- STAR test data as predictor for EOG achievement

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

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Polk County Schools Strategic Plan Indicators Addressed:

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- 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:

- Learning and practicing new words via games, cue cards, and review notebooks.
- Practicing reading comprehension strategies while reading key texts, both fictional and non-fiction.
- Practicing annotating/note-taking strategies and rewording core concepts.
- Providing reading opportunities for student choice materials.
- Incorporating math terminology to support increasing vocabulary.
- Additional time allotted to Core classes can be utilized for further concept exploration.

7th grade:

- Vocabulary practice through a variety of games, proper usage and integration
- Practicing reading skills through math with real world word problems that apply to various careers and everyday life
- The use of reading strategies and mark ups to help with non-fiction text that contains complex ideas and information
- Use of non-fiction reading across all cores on a variety of topics to increase comprehension and reading comprehension
- Promoting independent reading during freetime.
- Additional time allotted to Core classes can be utilized for further concept exploration.

8th Grade:

- Learning vocabulary, writing in complete sentences, and using correct grammar.
- Direct instruction in clear, concise analytical writing

- **Learning how to read and understand word problems.**
- **Direct instruction of context clue strategies and use of knowledge of Greek and Latin stems and roots when encountering unfamiliar words in reading.**
- **Reading a variety of genres to increase comprehension of multiple encountered texts.**
- **Focus on silent sustained reading to increase stamina for reading-to-learn and recreation**
- **Additional time allotted to Core classes can be utilized for further concept exploration.**

STEM: Having students write summaries of activities in complete sentences in student portfolios. Introducing higher level science and engineering vocabulary through descriptions, pictures and hands-on 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 discussions. Students will practice sentence structure in word problems, reading written information, instructions and questions in class to support listening and speaking standards.

Band: Socialization inevitably occurs whenever people share music stands or run through a song together. For introverted students, the school band is a wonderful way for them to step out of their comfort zone and connect with peers who have similar interests. This directly correlates to an improved school climate and school culture. Learning music powerfully reinforces language skills, builds, and improves reading ability, and strengthens memory and attention, according to the latest research on the cognitive neuroscience of music. Other research also has shown music education contributes to improved creativity and confidence, better mental health and emotional stability, and student performance. When you incorporate music into the classroom, children have the opportunity to create, discover, experiment and experience – all key elements of imagination and creativity. So a school with a strong music program will improve math, science, reading, history state testing scores, while improving the overall school culture and climate.

Business, Finance and Technology: Reading, writing and typing will be used everyday adding to the learning of ELA concepts.

Computer Science and AI: Students will use complete sentence structure, grammar, and spelling to code. They will be required to follow written directions and instructions in order to code projects and assignments. They will also keep a Google Doc to answer questions, voice their opinions, and complete writing assignments.

Family and Consumer Sciences: Students will incorporate reading, writing, and typing to adhere to the ELA concepts by writing assignments, expanding their vocabulary when presenting projects, answering google docs, and completing online assignments through VAULT. Students will also improve their writing skills by furthering their education with grammar, capitalization, and punctuation.

Vocal Music- Reading music involves math in many ways you do not always think about. Measures can be divided into how many beats are in each measure and those beats can be divided into smaller subdivisions. In vocal music we learn to read rhythm and we break down the length of

each note and how long it is held for. Music exposes students to different cultures when students learn music from different cultures and many times in the language of the culture the music originates from. In vocal music you will often find us exploring folk music of different cultures and languages. When singing students will also learn the meaning behind the text of a song, no matter what language, just as you would study poetry.

Social Studies- Supporting ELA by targeting content and ELA vocabulary (i.e. tone, setting, mood in primary and secondary document analysis) 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- Students read a variety of non-fiction texts to support key concepts and learnings discovered in science. Students use these readings to help them in researching, understanding and communicating their understandings of core concepts. Students practice complete sentence structure in communicating responses. Students also practice and strengthen vocabulary for key concepts in a variety of ways including but not limited to games, interactive notes, note-taking, and review cards. Students will complete claim, reasoning and evidence writing assignments.

Art- Incorporating ELA through our readings and research on artists that have influenced our projects.

PE/Healthful Living: Students reading for understanding and writing responses in complete sentences.

EC: Exceptional Children Staff: Working with students who have learning, physical, mental, emotional, or any other disabilities. EC staff will assess students' learning needs and abilities, develop and reinforce lessons by exposing students to content in areas of deficits, modify/adapt for learning strengths, 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, enforced by the use of vocabulary, comprehension, story elements, descriptions, memory strategies, problem solving, use of visuals/manipulatives, recall/retell, scaffolding, verbal cues, use of symbols/icons, 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

ELA Task and Action Steps

Tasks/Action Steps	Responsibilities	Resources	Timeline
6, 7, 8 th grade Teachers: Appalachian State Empowering	Administration, Classroom, Teacher, ASU ET program	Canvas, Digital Promise, ASU	August 2024-May 2025

Teacher Learning	facilitators		
Google Classroom platform for online quizzes, tests, and some assignments.	Teachers and students learn how to navigate and use Google Classroom to complete assignments.	Chromebooks, internet	August 2024- May 2025
8th Grade - Greek and Latin Stem instruction to strengthen vocabulary knowledge	Direct instruction of using context clues and knowledge of Greek and Latin stems and roots when encountering an unfamiliar word in reading.	Greek and Latin Stems, quizzes on paper and Chromebooks, dictionary	August 2024-May 2025
STAR reading test and Check Ins to determine baseline data on each student.	Teachers and students analyze data and create goals to increase reading levels.	Chromebooks, Internet	August 2024-May 2025
Usage of ReadnQuiz for all grade levels.	Teachers use ReadnQuiz to set point expectations and goals for every student to increase reading comprehension.	ReadnQuiz program, library books, Chromebooks, Internet	August 2024-May 2025

Professional Development Necessary to Accomplish this Goal:

Learning platform professional development
Appalachian State University- Empowering Teacher Learning

Community Involvement:

- Opportunities throughout the year will help us meet the strategies outlined above.

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:

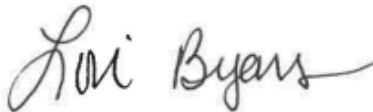
Polk County Middle School
School Improvement Plan

Statement of staff voting information
2024-2025

On September , 2024 the Polk County Middle School staff voted on its 2024-2025 School Improvement Plan. Thirty-five staff members voted for the plan as it was presented and zero members voted against the plan.



Leslie Rhinehart
School Improvement Team Chairperson, STEM Teacher



Lori Byars
Assistant Principal



Adam Dedmon
Principal

POLK COUNTY MIDDLE SCHOOL
SCHOOL IMPROVEMENT TEAM
2023-2024

MEMBER	POSITION
ADAM DEDMON	PRINCIPAL
LORI BYARS	ASSISTANT PRINCIPAL
LESLIE RHINEHART, CHAIR	STEM, WHEEL
SHERRIE HUFFMAN	SCHOOL COUNSELOR
JESSICA MAY	SOCIAL STUDIES, 6TH
MATTHEW GRATZ	SCIENCE, 6TH
TONY MCMINN	SOCIAL STUDIES, 7TH (MTSS)
KELLEY TOMBLIN	SCIENCE, 7TH
ELISA FLYNN	SCIENCE, 8TH GRADE
ALSTON RIKARD	SOCIAL STUDIES, 8TH
JOANNA FIGART	EC
JON GREENE	CTE, WHEEL
JEANNE FERRAN	PARENT REPRESENTATIVE

