

PCHS School Improvement Plan 2025-2026

School

A comprehensive four-year public high school, Polk County High School serves a population of 600 students of varying socioeconomic backgrounds. PCHS offers a robust Career and Technical Education program and a comprehensive Honors/AP/Community College course of study. Approximately 85% of graduates seek post-secondary education. The school opened in the fall of 1992 and is accredited by the North Carolina State Board of Education.

Curriculum

The academic program is organized on a semester-long block schedule. Students earn four credits a semester, in four 90-minute block classes.

AP courses are offered in Calculus AB, Chemistry, English Language & Composition, Human Geography, and Statistics. Other options are available online through the North Carolina Virtual Public School. AP is an open-enrollment program.

Students can earn Honors credit in all classes with the exceptions of 9th Grade Health & PE, Spanish I, and Spanish II.

Dual Credit College course offerings are available through Isothermal Community College.

Graduation Requirements

All Polk County High School Class of 2026 students are required to meet a minimum of **28 units** to graduate.

Students Graduating in 2026:

English 4 units, Mathematics (Math I, II, III, and one other math course) 4 units, Science (Earth Science, a physical science, Biology) 3 units, Social Studies (World History, Civics, American History, and Econ & Personal Finance) 4 units, Health/PE 1 unit
Other courses (electives) 12 units

Grade Point Average and Class Rank

Transcripts reflect both weighted and unweighted cumulative grade point averages. Class rank is based on the weighted cumulative grade point average. For the Class of 2026, Honors classes receive 0.5 additional quality points; AP and Dual-Enrollment classes receive 1 additional point.

Grading

A 90-100

B 80-90

C 70-80

D 60-70

F 59 & below

Class of 2025

- There were 124 students.
- The average ACT score for the class of 2025 is 19.4.
- 68 AP exams were given in 2025, with 84% scoring a level 3 or higher.

Class of 2025 Post-Secondary Profile

- 76% of the Class of 2025 enrolled in postsecondary education.
 - 37% enrolled in a two-year institution.
 - 39% enrolled in a four-year institution.
 - 21% entered the workplace.
 - 3% joined the military.

Class of 2025 Total Scholarships

- \$1,700,000

Data from 2025-2026

English 2 <u>Growth</u> -0.8 <u>Proficiency</u> 69.5	Math 1 <u>Growth</u> -1.6 <u>Proficiency</u> 36.3	Math 3 <u>Growth</u> (School Acct -) +1.0 <u>Proficiency</u> 72.3	Biology <u>Growth</u> -2.7 <u>Proficiency</u> 51.4
Goal for 2025-2026 <u>Proficiency</u> 75.0	Goal for 2025-2026 <u>Proficiency</u> 50.0	Goal for 2025-2026 <u>Proficiency</u> 75.0	Goal for 2025-2026 <u>Proficiency</u> 60.0

Growth - A statistical model that compares a student's predicted test score to their actual test score. The goal for 2025-2026 is a ≥ 1.00 in Growth for all tested courses.	Proficiency - A student is considered Proficient if they score a Level 3 or higher on the End-of-Course Assessments. Students who score at a Level 4 or higher meet the Career and College Readiness (CCR) standard.
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ACT	CTE WorkKeys	Graduation Rate
Participation >95% - Met	Participation 100% - Met % of Total Population Enrolled in CTE courses 470 (unduplicated)/603 = 77.34%	2024-2025 86.7%

Key Domains of Learning

I	Instruction	Instruction is how the curriculum is taught and can vary in many different ways including: level of Instruction, rate of Instruction, and presentation of Instruction
C	Curriculum	Curriculum refers to what is taught. Curriculum would include scope, sequencing, pacing, materials, rigor, format, relevance.
E	Environment	The environment is where the instruction takes place. Variables in the environment include classroom expectations, beliefs/attitudes, peers, school culture, facilities, class size, attendance/tardies, management.
L	Learner	The learner is who is being taught. This is the last domain that is considered and is only addressed when the curriculum and instruction are found to be appropriate and the environment accommodating. Variables include motivation prerequisite skills, organization/study habits, abilities, impairments, and history of instruction.

Goal #1 Student Learning - Ensure students are prepared for success in college, career, and military.

Instruction	Curriculum	Environment
1. Implement research-based instructional strategies. (Department Chairs, Teachers, Administration) 2. Use EVAAS data to examine subgroups to find potential opportunities for focused intervention and adjustment of teaching strategies. (Department Chairs, Teachers, Administration) Timeline - Ongoing throughout the year	1. Focus on standards-based instruction and standards-based assessments. (Department Chairs, Teachers, Administration) 2. Imbed in English 3 and Economics and Personal Finance ACT Prep and Test-taking Strategies for Standardized tests. (Department Chairs, Teachers, Administration) 3. CTE Department will continue to provide certifications and credentials for in demand careers in the region and beyond. (Josh Hill CTE Director and Kaye Harris CTE CIMC) Timeline - Ongoing throughout the year	1. Create agreed upon norms around how we teach classes at all levels - Standard, Honors, AP, and EC. This work will begin with the requirement from NCDPI to create Honors criteria for each school. (Teachers, Administration, and CTE Director and CIMC). 2. Each senior will have a plan for post-graduation enrollment, employment, or enlistment. This will happen through meetings with our UNC College Advisor. We would like to work to expand this planning in other grade levels, which will be addressed with the new Career Development plans implemented in 2025-2026. (UNC College Advisor and CTE Director and CIMC). Timeline - Ongoing throughout the year

Goal #2 Teacher Collaboration/Professional Learning - Ensure team collaboration and PD opportunity and support

Instruction	Curriculum	Environment
1. Teachers will share research-based, effective strategies in their content teams. 2. Vertical Alignment meetings with PCMS, that will include content specific transition meetings. 3. Cross-Curricular team meetings (Teachers and Administrators at PCHS and PCMS) Timeline - Ongoing throughout the year	1. Teachers will use a content team approach to standards decision-making. 2. Vertical Alignment meetings with PCMS, that will include content specific transition meetings. (Teachers and Administrators at PCHS and PCMS) Timeline - Ongoing throughout the year	1. Content team and cross-curricular collaboration on classroom culture building and student engagement. 2. Collaborate within and across content areas to share physical resources. (Teachers and Administrators at PCHS) Timeline - Ongoing throughout the year

Goal #3 Continuous School Improvement - All stakeholders (teachers, school counselors, school nurse, school psychologist, administrators, Advocate teachers, coaches, EC faculty) will use data and documentation to monitor barriers to student success.

Data	Documentation	Interventions
Grades - report cards, transcripts, historical data, et al. Attendance Health Mental Health ISS Records Suspension DJJ/Law Enforcement Involvement	Teachers, School Counselors, Administration, School Nurse Infinite Campus, Teachers, Linley Foster (Social Worker) Mrs. Huskey (School Nurse) Bethany Blizard (School Psychologist) Mr. Lucas Cash (ISS Facilitator) Administration, School Counselors, School Psychologist Administration, Perry Shelton (SRO), Dawn Cronan (DJJ)	The CSI team (Administration, School Counselors, School Nurse, School Psychologist) meet bi-weekly to use all the data documented, as well as teacher referrals, for conversations around students at risk. In those meetings, we gather all the information from all sources available to problem-solve. We have an ongoing document where we keep notes and indicate any and all communication made on each student's behalf. (Teacher and CSI Team Members) Timeline - Ongoing throughout the year

Grades	Monitoring progress toward academic growth and maintaining membership in the graduation cohort.
Attendance	Monitoring participation in instruction, assessment, and remediation for academic success and social wellness.
Student Health and Wellness	Monitoring external and internal influences on attendance and behaviors that affect success.

School Leadership Team 2024-2025

Administration	Michelle Bean - Principal
Administration	Adam Giles - Assistant Principal
Administration	Josh Hill - CTE Director and Assistant Principal
School Counselor	Meghan Mauldin
School Nurse	Jennifer Huskey
Math	Caitlin Williams
English	Angie McCammon
Science	Robert Twiggs
Social Studies	Hannah Elwell
Foreign Language	Rachel Hall
Physical Education	Molly Hill
Career and Technical Education	Ashley Gilbert/Kaye Harris
EC	Austin Elwell
Fine Arts	Kimberley Benson