

Hillsborough County Public Schools

# Turkey Creek Middle School



2019-20 Schoolwide Improvement Plan

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# Turkey Creek Middle School

5005 S TURKEY CREEK RD, Plant City, FL 33567

[ no web address on file ]

## Demographics

**Principal: Donald Peek**

Start Date for this Principal: 6/24/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (44%) 2017-18: C (45%) 2016-17: C (43%) 2015-16: D (40%) 2014-15: C (47%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hillsborough County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>85%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>70%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	D

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

School Mission- Empowering students today, to make informed choices tomorrow, so they are better prepared for the future.

**Provide the school's vision statement.**

School Vision- Successfully educating all students.

### School Leadership Team

**Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Johnson, Fredda	Principal	

### Early Warning Systems

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	52	52	74	0	0	0	0	178
One or more suspensions	0	0	0	0	0	0	55	34	40	0	0	0	0	129
Course failure in ELA or Math	0	0	0	0	0	0	29	71	111	0	0	0	0	211
Level 1 on statewide assessment	0	0	0	0	0	0	143	116	171	0	0	0	0	430

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	66	67	114	0	0	0	0	247

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	4	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

76

**Date this data was collected or last updated**

Monday 6/24/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	20	52	68	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	2	39	49	0	0	0	0	90
Course failure in ELA or Math	0	0	0	0	0	0	0	51	39	0	0	0	0	90
Level 1 on statewide assessment	0	0	0	0	0	0	60	30	18	0	0	0	0	108

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	8	57	59	0	0	0	0	124

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	20	52	68	0	0	0	0	140
One or more suspensions	0	0	0	0	0	0	2	39	49	0	0	0	0	90
Course failure in ELA or Math	0	0	0	0	0	0	0	51	39	0	0	0	0	90
Level 1 on statewide assessment	0	0	0	0	0	0	60	30	18	0	0	0	0	108

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	8	57	59	0	0	0	0	124

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	51%	54%	34%	50%	52%
ELA Learning Gains	42%	52%	54%	40%	53%	54%
ELA Lowest 25th Percentile	38%	47%	47%	29%	45%	44%
Math Achievement	45%	55%	58%	38%	54%	56%



School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	44%	57%	57%	46%	59%	57%
Math Lowest 25th Percentile	37%	52%	51%	39%	51%	50%
Science Achievement	29%	47%	51%	33%	47%	50%
Social Studies Achievement	59%	67%	72%	58%	66%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	52 (20)	52 (52)	74 (68)	178 (140)
One or more suspensions	55 (2)	34 (39)	40 (49)	129 (90)
Course failure in ELA or Math	29 (0)	71 (51)	111 (39)	211 (90)
Level 1 on statewide assessment	143 (60)	116 (30)	171 (18)	430 (108)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	35%	53%	-18%	54%	-19%
	2018	31%	52%	-21%	52%	-21%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	32%	54%	-22%	52%	-20%
	2018	29%	52%	-23%	51%	-22%
Same Grade Comparison		3%				
Cohort Comparison		1%				
08	2019	30%	53%	-23%	56%	-26%
	2018	36%	54%	-18%	58%	-22%
Same Grade Comparison		-6%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	42%	49%	-7%	55%	-13%
	2018	35%	48%	-13%	52%	-17%
Same Grade Comparison		7%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
Cohort Comparison						
07	2019	52%	62%	-10%	54%	-2%
	2018	41%	61%	-20%	54%	-13%
Same Grade Comparison		11%				
Cohort Comparison		17%				
08	2019	11%	31%	-20%	46%	-35%
	2018	22%	29%	-7%	45%	-23%
Same Grade Comparison		-11%				
Cohort Comparison		-30%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	26%	47%	-21%	48%	-22%
	2018	27%	48%	-21%	50%	-23%
Same Grade Comparison		-1%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	57%	67%	-10%	71%	-14%
2018	50%	65%	-15%	71%	-21%
Compare		7%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	76%	63%	13%	61%	15%
2018	73%	63%	10%	62%	11%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	56%	-56%	56%	-56%

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	17	36	35	29	38	33	16	44	20		
ELL	11	33	36	22	34	31	5	34	65		
BLK	38	47	54	45	49	46	27	78			
HSP	27	39	38	37	40	34	19	46	78		
MUL	44	57		59	69						
WHT	48	47	32	58	51	45	48	84	66		
FRL	31	40	39	42	43	37	26	55	70		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	32	30	22	40	40	8	32			
ELL	12	30	30	21	41	47	13	31	43		
BLK	32	55	42	36	54	65	19	67			
HSP	25	38	32	33	45	46	20	41	65		
MUL	55	60		53	58						
WHT	52	50	50	55	55	55	44	70	68		
FRL	31	43	37	37	47	50	26	49	63		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	21	18	15	37	32	15	29			
ELL	13	29	28	17	33	34	13	36	33		
BLK	19	33	18	29	41	48	11	47			
HSP	25	36	28	30	40	39	25	49	67		
MUL	50	25		56	63						
WHT	49	49	32	52	55	35	46	68	71		
FRL	27	37	29	33	42	38	27	55	65		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44

<b>ESSA Federal Index</b>	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	442
Total Components for the Federal Index	10
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

<b>English Language Learners</b>	
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Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

<b>Native American Students</b>	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Science achievement for the past two years has remained at 29%. In 2017, we scored 33% which is still below the 40% target. We have about 75 students each year who move from 6th to 8th grade in either our ILAP or STEP program so they have to show two years worth of gains. They have many gaps in content. The reading level of the actual test is difficult for our Level 1 and 2 readers which also comprise of our three subgroups who are not making gains: SWD; ELL, and Hispanic.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math learning gains of the lowest 25% showed a decline of 13 points. Our 8th grade students showed the lowest gains. We had two newer teachers in this grade who could have used the additional support of a math coach; however, our coach was promoted so a replacement was not available to hire. We have about 75 students each year who move from 6th to 8th grade in either our ILAP or STEP program so they have to show two years worth of gains. They have many gaps in content.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Our Science Achievement component is our greatest gap. We have about 75 students each year who move from 6th to 8th grade in either our ILAP or STEP program so they have to show two years worth of gains. They have many gaps in content. The reading level of the actual test is difficult for our Level 1 and 2 readers which also comprise of our three subgroups who are not making gains: SWD; ELL, and Hispanic.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Civics Achievement showed our greatest improvement this year. We purchased laptops to support these classes with their online textbook plus the various other online resources provided by the state and district. We also had teachers who conducted tutoring during lunches for additional support. The teachers used their common planning time wisely and offered more common assessments which aligned to the actual test format.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

The ELL subgroup decreased from 32% in 2018 to 31% for 2019. The subgroups of SWD and Hispanic increased by at least 1 to 3%, but are still concern.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Focus on the following three subgroups: Students with disabilities; ELL; and Hispanic.
2. Achievement gains in ELL and Science
3. Lowest 25% of math learning gains
4. School Culture
5. Middle school acceleration points by increasing industry certifications and improvement in Algebra EOC scores

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	School Culture
<b>Rationale</b>	When a culture has been established and honored by all (faculty, students, and community) academic achievement can be seen in all areas. We need to continue to focus on building a strong, positive school culture.
<b>State the measurable outcome the school plans to achieve</b>	19-20 school climate results on "I am proud to attend this school" will increase by 5% on both the students and parent survey.
<b>Person responsible for monitoring outcome</b>	Fredda Johnson (fredda.johnson@hcps.net)
<b>Evidence-based Strategy</b>	Implement PBIS with fidelity across the campus Increase community engagement through parent nights and professional development such as Poverty Stimulation Agenda planners for students to increase communication between school and families
<b>Rationale for Evidence-based Strategy</b>	PBIS will support positive behavior, set school-wide expectations and rules and increase student engagement. Targeted professional development for both staff and families will help build the school community. Communication between school and home is vital to success of students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. After attending the summer PBIS training, the team will train the faculty, students, and community. Monthly and quarterly incentives will promote a positive school culture. School-wide programs include incentives, training, and monthly committee meetings to review data and implement strategies and interventions.</li> <li>2. Professional development with stipends and inservice points on topics such as Poverty Simulation, AVID strategies - WICOR (writing, inquiry, collaboration, organization, and reading), leadership, and culture.</li> <li>3. Gobbler Store program where students can redeem Gobbler stamps for school supplies, monthly and quarterly incentives, online school store, and other school related activities.</li> <li>4. All students will receive an agenda planner for organization with assignments and as a communication tool for their parents.</li> <li>5. PBIS Committee will meet monthly to review data and implement strategies and interventions. Family nights will be a part of this committee's work.</li> </ol>
<b>Person Responsible</b>	Fredda Johnson (fredda.johnson@hcps.net)

<b>#2</b>	
<b>Title</b>	Academic Achievement
<b>Rationale</b>	Focus on all students making annual gains. The following three subgroups: SWD, ELL, and Hispanic are currently below 42% of federal percentage of point index.
<b>State the measurable outcome the school plans to achieve</b>	Increase each subgroup to score at least 42% on the federal percentage of points index
<b>Person responsible for monitoring outcome</b>	Fredda Johnson (fredda.johnson@hcps.net)
<b>Evidence-based Strategy</b>	<p>MTSS on these subgroups with a focus on Tier 2 and 3 interventions                      Additional time for learning                      Provide fieldtrips for engagement and academic achievement (out of school curricular activities)                      Coaches to support embedded PD, planning, behavior strategies, and literacy based strategies</p>
<b>Rationale for Evidence-based Strategy</b>	We need to target our students for optimal learning and provide additional opportunities for learning.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Classroom supplies for students and teachers which includes textbooks, online programs, and other resources.</li> <li>2. Additional technology support via computer labs, online programs,</li> <li>3. Additional professional development on best teaching practices specifically for the three subgroups while increasing all other academic areas, MTSS process, PBIS program, and AVID strategies school-wide. These will be implemented by the reading coach, behavior intervention specialist, AVID site team, and teacher resource site teacher.</li> <li>4. Support academic instruction and engagement through fieldtrips such as JA Biztown for Financial Literacy, NASA Train Like an Astronaut, and college tours.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Fredda Johnson (fredda.johnson@hcps.net)

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

**Part IV: Title I Requirements**



### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

1. We will use the agenda planner as our main tool for communicating with parents.
2. We will also participate in professional development on increasing parent involvement.
3. We will have a quarterly parent night with an academic or cultural focus.
4. In our PBIS meetings, we will work on Tier 2 and 3 strategies to target our three subgroups: SWD; ELL; and Hispanic.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days

Middle school students visit, tutor and or perform at elementary schools  
High school students visit, tutor, or perform at middle schools.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports,.

An annual inventory will result in a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:  
Reviews school-wide data, identifying instructional needs; Supports instructional practices ; Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions.

Title I:

PartA

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

PartC- Migrant

The migrant advocate provides services and support to stakeholders and other programs to ensure that students' needs are met.

PartD

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

TitleII

Funds for PD to provide/promote high quality professional learning that supports improved job performance .

TitleIII

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all.

TitleX- Homeless

Follow district guidelines

TitleIV

Funds used provide academic enrichment activities for high-needs students including college and career counseling, STEM, arts, civics, IB/AP. Funds also support safe and healthy students through mental health services, drug and violence prevention and PE. Effective use of classroom technology is supported through PD.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Field trip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Our AVID program focuses on building college and career awareness. We will host our annual college and career fair in which parents and students are introduced to options available upon graduation. We also work closely with the Hillsborough Education Foundation on obtaining college scholarships for students. We also participate in Great American Teach In where students are introduced to possible career choices.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: School Culture				\$5,474.70
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6150	510-Supplies	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$4,074.70	
<i>Notes: Agenda planners</i>						
6150	160-Other Support Personnel	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$1,400.00	
<i>Notes: Parent involvement liasion</i>						
		4522 - Turkey Creek Middle School			\$0.00	
2	III.A.	Areas of Focus: Academic Achievement				\$365,557.92
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
2110	130-Other Certified Instructional Personnel	4522 - Turkey Creek Middle School	Title, I Part A	3.0	\$244,902.24	
<i>Notes: Reading coach \$83,425.32; Behavior Intervention Specialist \$78,053.58; and Teacher Resource Site, RTI \$83,423.34</i>						
	510-Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$10,000.00	
<i>Notes: Classroom supplies to support daily instruction such as paper, pencils, pens, notebooks, staples, staplers, chart paper, white boards, expo markers, paperclips, loose leaf paper,</i>						

		520-Textbooks	4522 - Turkey Creek Middle School	Title, I Part A		\$7,000.00
			<i>Notes: Additional textbooks for science and math support</i>			
		690-Computer Software	4522 - Turkey Creek Middle School	Title, I Part A		\$7,000.00
			<i>Notes: Legends of Learning, IXL, Insight, and other programs that meet the needs of our three subgroups</i>			
		239-Other	4522 - Turkey Creek Middle School	Title, I Part A		\$7,000.00
			<i>Notes: Academic fieldtrips</i>			
		644-Computer Hardware Non-Capitalized	4522 - Turkey Creek Middle School	Title, I Part A		\$22,908.28
			<i>Notes: Laptop cart to create a learning lab for students</i>			
		648-Technology-Related Capitalized Furniture, Fixtures and Equipment	4522 - Turkey Creek Middle School	Title, I Part A		\$20,000.00
			<i>Notes: Qomo interactive boards to increase engagement</i>			
		649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	4522 - Turkey Creek Middle School	Title, I Part A		\$4,000.00
			<i>Notes: Projectors, document cameras, and other equipment</i>			
	6300	120-Classroom Teachers	4522 - Turkey Creek Middle School	Title, I Part A	15.0	\$12,069.00
			<i>Notes: PBIS, Procedures, and ILT Committee additional hours for planning and training.</i>			
	6400	140-Substitute Teachers	4522 - Turkey Creek Middle School	Title, I Part A	30.0	\$3,000.00
			<i>Notes: Pay for subs for planning, training, and professional development</i>			
	6400	120-Classroom Teachers	4522 - Turkey Creek Middle School	Title, I Part A	60.0	\$11,678.40
			<i>Notes: Stipends for additional professional development outside of regular work hours and to attend trainings in the summer such as AVID institute</i>			
	6400	310-Professional and Technical Services	4522 - Turkey Creek Middle School	Title, I Part A	4.0	\$6,000.00
			<i>Notes: Seek out outside consultants such as Ruby Payne, Top 20 Students, AVID, etc</i>			
	6400	319-Technology-Related Professional and Technical Services	4522 - Turkey Creek Middle School	Title, I Part A		\$2,000.00
			<i>Notes: Continue use of SAM program to increase instructional time in class rooms by administration and instructional coaches</i>			
	6400	510-Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$8,000.00
			<i>Notes: Books and supplies for PD on Invisible Training, Academic Moves, Feedback and Instructional</i>			
					<b>Total:</b>	<b>\$371,032.62</b>