

Hillsborough County Public Schools

Turkey Creek Middle School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	24

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: 1/7/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (44%) 2017-18: C (45%) 2016-17: C (43%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

Turkey Creek Middle School

5005 S TURKEY CREEK RD, Plant City, FL 33567

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Johnson, Fredda	Principal	<p>Meet with all team members on a regular basis to ensure the implementation of the areas of focus.</p> <p>Conduct regular instructional walks to monitor progress of goals and areas of focus.</p> <p>Outline responsibilities of all team members.</p>
Davis, Dionne	Assistant Principal	
Dorray, Jason	Assistant Principal	
Bosso, Christina	Teacher, K-12	<p>? Teach department how to pull their data and own it.</p> <p>? Planning with the department</p> <p>? Meet with administration once a month to discuss challenges, successes, and direction for the department.</p> <p>Use CWT to target instructional strategies.</p> <p>? Common assessments and analysis data</p> <p>? One week of eLearning while students are in the building so that student know how to access work in each class from home.</p> <p>? Subject area parent night</p> <p>Weekly class learning walks with their department members during their additional planning period.</p>
Hayes, Keeney	Teacher, K-12	<p>? Teach department how to pull their data and own it.</p> <p>? Planning with the department</p> <p>? Meet with administration once a month to discuss challenges, successes, and direction for the department.</p> <p>Use CWT to target instructional strategies.</p> <p>? Common assessments and analysis data</p> <p>? One week of eLearning while students are in the building so that student know how to access work in each class from home.</p> <p>? Subject area parent night</p> <p>Weekly class learning walks with their department members during their additional planning period.</p>
Houston, Jennifer	Teacher, ESE	<p>Provide professional development on SWD strategies</p> <p>Work with co-teachers on establishing expectations for students and how they will work as a team to provide instruction.</p> <p>Monitor behavior plans and ensure IEP compliance</p>
Hudecek, Jackie	Instructional Coach	<p>? Use ACHIEVE 3000 to promote literacy strategies school wide.</p> <p>Teach department how to pull their data and own it.</p> <p>? Planning with the department</p> <p>? Meet with administration once a month to discuss challenges, successes, and direction for the department.</p> <p>Use CWT to target instructional strategies.</p> <p>? Common assessments and analysis data</p> <p>? One week of eLearning while students are in the building so that student</p>

Name	Title	Job Duties and Responsibilities
		<p>know how to access work in each class from home. ? Subject area parent night Weekly class learning walks with their department members during their additional planning period.</p>
<p>Porzio, Felicia</p>	<p>Teacher, K-12</p>	<p>? Teach department how to pull their data and own it. ? Planning with the department ? Meet with administration once a month to discuss challenges, successes, and direction for the department. Use CWT to target instructional strategies. ? Common assessments and analysis data ? One week of eLearning while students are in the building so that student know how to access work in each class from home. ? Subject area parent night Identify students who need small group instruction for writing. Plan remedial and accelerated instruction to improve overall writing scores school-wide.</p>
<p>Richie, Michelle</p>	<p>Teacher, K-12</p>	<p>? Teach department how to pull their data and own it. ? Planning with the department ? Meet with administration once a month to discuss challenges, successes, and direction for the department. Use CWT to target instructional strategies. ? Common assessments and analysis data ? One week of eLearning while students are in the building so that student know how to access work in each class from home. ? Subject area parent night Weekly class learning walks with their department members during their additional planning period.</p>
<p>Simmons, Kristie</p>	<p>Instructional Coach</p>	
<p>Tredway, Dani</p>	<p>Instructional Coach</p>	<p>? Teach department how to pull their data and own it. ? Planning with the ELL department paras ? Meet with administration once a month to discuss challenges, successes, and direction for the department. Use CWT to target instructional strategies. ? Ensure that paras know how to support students if we have to return to an online format by sitting in on teachers training the students on how to access curriculum in an online platform. ? Subject area parent night Use of ELlevation in the classroom to target our ELL learners and meet their academic needs.</p>
<p>Vaughn, Erin</p>	<p>Instructional Coach</p>	<p>Work with students in the areas of academics, behavior, and attendance. Lead the work of the PBIS team</p>

Name	Title	Job Duties and Responsibilities
		Work with Kristie Simmons on the RTI Meet with administration monthly to discuss data and updates

Demographic Information

Principal start date

Tuesday 1/7/2014, Donald Peek

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

68

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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School Grades History	2018-19: C (44%) 2017-18: C (45%)

	2016-17: C (43%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	275	286	332	0	0	0	0	893
Attendance below 90 percent	0	0	0	0	0	0	80	93	99	0	0	0	0	272
One or more suspensions	0	0	0	0	0	0	13	11	11	0	0	0	0	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	70	87	85	0	0	0	0	242
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	77	81	75	0	0	0	0	233

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	9	5	5	0	0	0	0	19

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	0	2	3	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	21	24	29	0	0	0	0	74

Date this data was collected or last updated

Thursday 10/29/2020

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
Number of students enrolled	0	0	0	0	0	0	248	204	254	0	0	0	0	706
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	112	83	98	0	0	0	0	293

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
Number of students enrolled	0	0	0	0	0	0	248	204	254	0	0	0	0	706
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	112	83	98	0	0	0	0	293

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%
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	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

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%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%				
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%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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			

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
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
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%

Subgroup Data

Students With Disabilities

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%	2

English Language Learners

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%	1

Native American Students

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%	0

Asian Students

Federal Index - Asian Students	
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Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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%	0

Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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?

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 below 41%.

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

1. Daily instruction aligned to the grade level standards
2. School Culture - PBIS
3. ELA and Math Gains
4. ELA and Math Low 25% gains
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Daily instruction is not aligned to grade level standards. If students are not receiving instruction that is grade level appropriate, they will continually be behind their peers. Currently our SWD, ELL, and Hispanic fall in the ESSA subgroups, they are not being exposed to grade level expectations. Teachers need to understand how to break down the standard then design their instructional practices to meet the level it will be tested on.

Measurable Outcome: ACHIEVE 3000 will be used to track lexile levels for all students. In addition, there are practice tests built into the program to measure improvement throughout the year. Each content area will either create their own common assessments or use district provided assessments to measure learning gains on standards.

Person responsible for monitoring outcome: Jackie Hudecek (jackie.hudecek@sdhc.k12.fl.us)

Evidence-based Strategy: ACHIEVE 3000 will be used to monitor student progress. District common assessments data

Rationale for Evidence-based Strategy: ACHIEVE 3000 adjusts lexile levels monthly and has built in monthly lexile adjustment based on how the students perform during the month on their content area articles.

Action Steps to Implement

English, Social Studies, Science, Electives, and Physical Education teachers will incorporate the use of ACHIEVE 3000 in their instruction. Training is provided by the district on the program and then additional follow-up professional development will be provided by the reading coach and ELA subject area leader. Reports will be reviewed by all teachers. Leadership team will conduct data chats with teachers to guide instruction.

Person Responsible Jackie Hudecek (jackie.hudecek@sdhc.k12.fl.us)

Professional development on best practices for professional learning communities will be provided during pre-planning to set the expectations for standards based instruction and the use of common assessments to guide instruction and identify students for remediation. PLC's will meet in common areas and guided by an instructional coach and administrator.

Person Responsible Dionne Davis (dionne.davis@sdhc.k12.fl.us)

Clarity for Learning book study by October 2020 which will further guide work within the PLC's and aligning instructional practices to the standards.

Person Responsible Kristie Simmons (kristie.simmons@hcps.net)

Weekly learning walks by social studies, math, and science subject area leaders to monitor standards alignment. Title 1 funds will pay for these teachers to have an additional period off to conduct learning walks, common assessments, and data for their departments.

Person Responsible Jason Dorray (jason.dorray@sdhc.k12.fl.us)

Supplemental coaches will conduct weekly learning walks to monitor standards alignment. Reading coach will focus on literacy strategies and implementation of ACHIEVE 3000. RTI site resource teacher will provide additional mentoring to all teachers with less than four years of teaching or those identified in need of additional assistance. Student success coach will conduct learning walks with a focus on class culture and structures to reduce behavior issues.

Person Responsible Fredda Johnson (fredda.johnson@hcps.net)

Create an electronic data wall with information on all subgroups but especially SWD, ELL, and Hispanic. This will guide remediation, tutorial groups, small group instruction, ELP, and mentoring groups.

Person Responsible Kristie Simmons (kristie.simmons@hcps.net)

IXL will be utilized as an additional resource to instruct and monitor Reading classrooms containing students who fall in the ELL subgroup.

IXL provides an ongoing analysis of each student's unique needs, supports targeted, personalized instruction, and meets students where they are. progress will be monitored bi-monthly.

Person Responsible Jackie Hudecek (jackie.hudecek@sdhc.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Not all stakeholders are connected to the school in a meaningful way. Cultural barriers between staff and families make it difficult to form trusting, collaborative relationships. Students often go home and are in charge of younger siblings. Others work before or after school to help support the family. These challenges make it difficult to focus on their education. This creates an apathy in many students toward learning. Many of our students do not see them graduating from high school because their families need them to work to support the family. There is a lack of ownership from all stakeholders in bridging the gap between cultures. Time for team building and relationship building for all stakeholders.

Measurable Outcome: Reduction of ISS/OSS days; increase attendance; and improved passing rates in all classes. Use student and parent climate survey results.

Person responsible for monitoring outcome: Erin Vaughn (erin.vaughn@sdhc.k12.fl.us)

Evidence-based Strategy: PBIS program focus on rewards for academic, attendance, and behavior. Looking into a online point system to award academic points.

Rationale for Evidence-based Strategy: PBIS is designed to focus on positive behavior versus negative behavior. When you focus on positive behavior by providing incentives and awards, it helps to build relationships between adults and students. It also encourages team spirit.

Action Steps to Implement

Gobbler Store for students to purchase school supplies or food incentives for points earned in targeted areas. The store will be run by our ESE department as a life skill component.

Person Responsible Jennifer Houston (jennifer.houston@sdhc.k12.fl.us)

Create a PBIS committee to review, revise, monitor, and plan incentives, events, and procedures for all stakeholders.

Person Responsible Jason Dorray (jason.dorray@sdhc.k12.fl.us)

Identify students who need additional small group or individual assistance in the areas of behavior, academics, and attendance.

Person Responsible Erin Vaughn (erin.vaughn@sdhc.k12.fl.us)

Find an online tracking system for PBIS points for students. Train staff in how to use the system. Track data in targeted areas.

Person Responsible Erin Vaughn (erin.vaughn@sdhc.k12.fl.us)

First nine weeks of school, identify a team of teachers to look into adding the House system like is done at Ron Clark academy.

Second quarter, train the staff on how it will work if we decide to adopt this practice at our school.

Third quarter, select staff and students to each team as a way to build morale, culture, and academic excellence.

Fourth quarter, evaluate the overall effectiveness.

Person Responsible Erin Vaughn (erin.vaughn@sdhc.k12.fl.us)

Incorporate clubs or student interest groups to build positive relationships between staff and students.

Person Responsible Greta Smith (greta.smith@sdhc.k12.fl.us)

Focus on targeted team building activities by content area and homeroom.

Person Responsible Erin Vaughn (erin.vaughn@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We have a Positive Behavior Interventions and Supports committee which studies data on academics, attendance, and behavior and then develops supports to assist students in these areas. The committee meets monthly to review successes and challenges. The upcoming month's focus is determined on this data. We have created an incentive program where students can earn Gobbler Dollars and redeem them at the school store for supplies and other items. Monthly and Quarterly events are held to continue to build the community at Turkey Creek and give them other ways to spend their "dollars." We are opening a game room this year, to give students additional ways to have controlled social interaction and to encourage positive behavior and great academics. We have a character trait each month that we are focusing and rewarding when expectations of this trait are displayed. Last year we started a positive referral system where teachers nominate students weekly, as well as monthly, to recognize the student's hard work, improvement or positivity. Parents are contacted and thanked for their students achievement. To continue to build relationships between staff and students, students are allowed quarterly to nominate staff that have made a positive impact on them.

This data is used to guide our MTSS/PSLT processes. We are researching programs that offer academic, attendance, and behavior data collection so we can create an online data wall to track student progress. This program would assist in determining students for targeted interventions.

To help support academics, we use AVID structures across curriculums to assist students in becoming life long learners who own their academic success. The strategies include writing skills, inquiry techniques, collaboration, organization, and reading. These pillars are critical to future success of all students. All teachers incorporate the use of the school-wide binder to assist with organization. Professional development is offered to teachers to encourage building more structures into their daily routines and lessons. To help students explore options after high school, we have College and Career Fairs and offer college tours. Spirit Week and T-shirt Days based on colleges are built into the school year to continue to promote and build a community through shared interests and a common focus. For the 20-21 school year our "Great American Teach-In" will be done virtually to continue safety precautions due to Covid 19. Our students really love being able to see "real-life" examples of careers and are able to become excited about the different choices that are available. This also allows students to build relationship with those in the community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$333,565.78
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$88,920.20
			<i>Notes: Reading Coach - salary Oversee school-wide literacy program using ACHIEVE 3000 as a way to track student progress throughout the year. Pull data on at risk students and design a pull out intervention program. She will also model effective teaching strategies to all staff members in whole group faculty and one-on-one basis. She will assist with lesson planning which is aligned to the standards. Provide data conferences with teachers, students, and parents.</i>			
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$1,000.00
			<i>Notes: Reading Coach Supplement</i>			
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$84,622.10
			<i>Notes: RTI Teacher Resource - identify students at risk academically and bring to MTSS, provide small group instruction, provide professional development to staff, side by side coaching with teachers, run a monthly meeting for all new teachers to Turkey Creek to build support and culture, conduct data chats with students and plan lessons that are aligned to the standards with teachers.</i>			
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$1,500.00
			<i>Notes: RTI Teacher Supplement</i>			
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	0.17	\$9,447.38
			<i>Notes: Instructional duties added for social studies subject area leader to work with small groups of students for tutorial, support professional development with teachers in their department, focus on at risk students, and provide side by side coaching with teachers in the department.</i>			

	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	0.17	\$8,954.44
			<i>Notes: Instructional duties added for math subject area leader to work with small groups of students for tutorial, support professional development with teachers in their department, focus on at risk students, and provide side by side coaching with teachers in the department.</i>			
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	0.17	\$13,734.35
			<i>Notes: Instructional duties added for science subject area leader to work with small groups of students for tutorial, support professional development with teachers in their department, focus on at risk students, and provide side by side coaching with teachers in the department.</i>			
	3336	500-Materials and Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$1,192.00
			<i>Notes: Document Based Questions (DBQ); reading evidence based text; answering questions; responses are based on short essays from historical documents; requires evidence based thinking; meant to improve students inquiry and their reading/writing skills along with using evidence in more complex tasks.</i>			
	6500	319-Technology-Related Professional and Technical Services	4522 - Turkey Creek Middle School	Title, I Part A		\$5,500.00
			<i>Notes: Site-license for Nearpod/Flocabulary - to increase student engagement. Teachers will create presentation that can contain Quizzes, Polls, Videos, Images, Drawing Boards, Web Content, and so on. They can also access over 7K K-12 standards-aligned lessons. Nearpod allows the teacher to move the class through the presentation and or let the class interact with the media as they go. They can opt for student-paced, where student controls the flow of the lesson.</i>			
	3336	510-Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$10,000.00
			<i>Notes: Teaching supplies for teachers such as marker and tack boards, lamination supplies, pencils, pens, glue sticks, folders, whiteboards for students, expo markers, composition notebooks, staplers, tape, markers, color pencils, scissors, paperclips, binders, dry erase boards supplies, construction paper, color paper, glue</i>			
	6500	319-Technology-Related Professional and Technical Services	4522 - Turkey Creek Middle School	Title, I Part A		\$1,700.00
			<i>Notes: Legends of Learning site license to be used in science classes to assist with aligning lessons to the standards.</i>			
	1382	399-Other Technology-Related Purchased Services	4522 - Turkey Creek Middle School	Title, I Part A		\$6,000.00
			<i>Notes: Purchase Insight computer software for all school computers to ensure student safety while using the internet and during independent work. Teachers can also control the entire lab of computers and guide them through a lesson and allow them to work independently at times. Software can also block sites that are not safe for students to use.</i>			
	3336	500-Materials and Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$8,000.00
			<i>Notes: Copy paper for teachers to use to create standard aligned lessons for students.</i>			
	6400	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A		\$8,760.96
			<i>Notes: Provide staff training on Conscious Classrooms (3 Hours) and PLC PD for (3 Hours) for a total of 6 hours per employee.</i>			
	2110	120-Classroom Teachers	4522 - Turkey Creek Middle School	Title, I Part A		\$13,734.35
			<i>Notes: PLC Facilitators will run all PLC meetings with a focus on common assessments, identifying students for tutorial, and focus on standards alignment.</i>			

	3336	500-Materials and Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$10,500.00
			<i>Notes: Purchase new projectors, Recordex's and other equipment for teacher use in the classroom.</i>			
	6500	644-Computer Hardware Non-Capitalized	4522 - Turkey Creek Middle School	Title, I Part A		\$45,000.00
			<i>Notes: ELA, Math, SS, and Reading carts for students to use online resources: Legends of Learning; DBQ; IXL; Achieve 3000, Springboard, Algebra Nation, Nearpod, FSA Test Prep</i>			
	6500	319-Technology-Related Professional and Technical Services	4522 - Turkey Creek Middle School	Title, I Part A		\$10,000.00
			<i>Notes: IXL license to be used by all students for remediation and support in math skills.</i>			
	6500	319-Technology-Related Professional and Technical Services	4522 - Turkey Creek Middle School	Title, I Part A		\$5,000.00
			<i>Notes: FSA Test Prep to be used by all students to improve study skills, reinforce instructional concepts, and used by teachers to assess student achievement in specific standards aligned instruction.</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$91,260.07
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	2110	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A	1.0	\$79,260.07
			<i>Notes: Student success coach will target 100 at risk students to work with throughout the year to improve their attendance, academics, and behavior. Students will create goals that will be monitored regularly. She will continue to lead the PBIS program on campus via side by side coaching; assist with MTSS work; work with administration on school wide behavior goals; monitor attendance; set attendance goals with students; and run all aspects of the PBIS store during lunches.</i>			
	3376	100-Salaries	4522 - Turkey Creek Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Training on the Ron Clark HOUSE system as a way to promote positive behavior on campus and build morale, school spirit amongst all stake holders.</i>			
	3336	500-Materials and Supplies	4522 - Turkey Creek Middle School	Title, I Part A		\$7,000.00
			<i>Notes: Certificates, pins, and school supplies for students who have improved in areas of academics, attendance, and behavior.</i>			
			4522 - Turkey Creek Middle School			\$0.00
					Total:	\$424,825.85