

Hillsborough County Public Schools

Turkey Creek Middle School



2022-23 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: 9/19/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (44%) 2018-19: C (44%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI

* 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.

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5005 S TURKEY CREEK RD, Plant City, FL 33567

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>75%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Savino, Jaclyn	Principal	Oversee the implementation and fidelity of areas of focus. Work with District to determine school needs and PD Opportunities around the school's area of focus.
Dorray, Jason	Assistant Principal	Instructional leader for the school. Assumes all other responsibilities determined by the principal.
Prokop, Nicole	Other	Oversees the RTI/MTSS Process Instructional Coaching as needed Assumes all other responsibilities determined by the Principal.
Simmons, Kristie	Instructional Coach	Literacy Coach Works with staff to identify data sources to promote strategic instructional support for students Provides Instructional Coaching Cycles Provides PD opportunities to improve teacher practice that will enhance student achievement

Demographic Information

Principal start date

Monday 9/19/2022, Donald Peek

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

969

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	357	313	262	0	0	0	0	932
Attendance below 90 percent	0	0	0	0	0	0	80	82	93	0	0	0	0	255
One or more suspensions	0	0	0	0	0	0	6	73	56	0	0	0	0	135
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	111	92	101	0	0	0	0	304
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	96	114	86	0	0	0	0	296
Number of students with a substantial reading deficiency	0	0	0	0	0	0	12	9	14	0	0	0	0	35

Using the table above, complete the table below with the number of students by current grade level who have 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	46	47	48	0	0	0	0	141

Using current year data, complete the table below with the number of students identified as being "retained.":

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	3	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	21	24	0	0	0	0	45

Date this data was collected or last updated

Tuesday 9/20/2022

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	346	273	319	0	0	0	0	938
Attendance below 90 percent	0	0	0	0	0	0	53	77	100	0	0	0	0	230
One or more suspensions	0	0	0	0	0	0	9	37	44	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	30	23	18	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	9	35	14	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	58	92	0	0	0	0	212
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	66	80	0	0	0	0	212
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	14	9	0	0	0	0	32

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	3	20	24	0	0	0	0	47

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	1	3	7	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	3	3	9	0	0	0	0	15

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	346	273	319	0	0	0	0	938
Attendance below 90 percent	0	0	0	0	0	0	53	77	100	0	0	0	0	230
One or more suspensions	0	0	0	0	0	0	9	37	44	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	30	23	18	0	0	0	0	71
Course failure in Math	0	0	0	0	0	0	9	35	14	0	0	0	0	58
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	62	58	92	0	0	0	0	212
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	66	66	80	0	0	0	0	212
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	14	9	0	0	0	0	32

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	3	20	24	0	0	0	0	47

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	1	3	7	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	3	3	9	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	50%	50%				34%	51%	54%
ELA Learning Gains	38%						42%	52%	54%
ELA Lowest 25th Percentile	31%						38%	47%	47%
Math Achievement	35%	36%	36%				45%	55%	58%
Math Learning Gains	44%						44%	57%	57%
Math Lowest 25th Percentile	47%						37%	52%	51%
Science Achievement	27%	52%	53%				29%	47%	51%
Social Studies Achievement	60%	58%	58%				59%	67%	72%

Grade Level Data Review - State Assessments

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	2022					
	2019	35%	53%	-18%	54%	-19%
Cohort Comparison						
07	2022					
	2019	32%	54%	-22%	52%	-20%
Cohort Comparison		-35%				
08	2022					
	2019	30%	53%	-23%	56%	-26%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	42%	49%	-7%	55%	-13%
Cohort Comparison						
07	2022					
	2019	52%	62%	-10%	54%	-2%
Cohort Comparison		-42%				
08	2022					
	2019	11%	31%	-20%	46%	-35%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	26%	47%	-21%	48%	-22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	67%	-10%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	63%	13%	61%	15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	31	27	19	32	36	11	37			
ELL	17	30	27	18	33	44	7	45			
BLK	24	39	38	27	48	50	20				
HSP	27	34	26	30	40	47	21	58	83		
MUL	57	54		36	46						
WHT	43	48	47	48	51	41	44	67	87		
FRL	28	37	32	31	41	47	22	57	79		
2021 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 2019-20	C & C Accel 2019-20
SWD	16	25	19	19	24	29	12	31			
ELL	17	28	24	22	30	29	6	33	69		
BLK	12	17	21	8	28	38	6	35			

2021 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 2019-20	C & C Accel 2019-20
HSP	27	33	25	30	35	29	17	39	64		
MUL	38	31		46	54						
WHT	44	43	24	45	46	45	35	68	79		
FRL	28	33	22	30	35	31	19	40	65		

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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	20
Total Points Earned for the Federal Index	417
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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	
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	39
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	48
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

TCMS is increasing in all areas, the data shows that student gains are consistently below 50%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELL students are making progress but they are still our lowest performing subgroup.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A major contributing factor is a lack of understanding of rigorous instruction aligned with grade level standards. Utilize Instructional coaching and collaboration through PLCs to strengthen the understanding of rigorous grade level standard instruction and provide appropriate scaffolds to support learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

TCMS increased in all areas. The areas that showed the most growth were Civics which increased by 14% points and MS Acceleration increased by 15% points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

PLCs focused on improving student achievement through differentiation and small group instruction.

What strategies will need to be implemented in order to accelerate learning?

PLCs will begin to utilize common assessments to identify standards that need to be accelerated. Teachers will utilize the resources provided by the District to begin accelerating individual student learning with appropriate scaffolds to support learning. Instructional coaches supporting the work of the teachers in the classroom. Teachers are continuing the acceleration of standards as well as using small groups to meet individual student needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Rolling Professional Development Opportunities for teachers focused on instructional priorities. District Support and Coaches will work with departments on utilizing the resources for curriculum guides and supporting acceleration in the classrooms. Instructional Coaching will be provided to teachers identified as needing support.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Weekly Walkthroughs with relevant feedback, Individual Leadership support for each department, PLCs focused on teacher and student learning. Leadership team and social worker working together to address student attendance and student needs to continue to increase student achievement.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Understanding what rigor and high expectations are when lesson planning with a focus on aligning grade level standards. With inconsistent access to rigorous instruction and regular practice with grade appropriate standards-aligned text and lessons, our students are not making adequate progress.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students will demonstrate academic achievement with an increase in all areas: ELA (4%), Math (4%), and Science (4%).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Leadership team members will support a specific department and attend their PLCs. The member of the leadership team along with the SALs will conduct walkthroughs to identify instructional trends to be shared with the ILT. The leadership team, along with the ILT will begin to identify teachers of mastery and also teachers that may need support through instructional coaching.

Person responsible for monitoring outcome:

Jaclyn Savino (jaclyn.savino@hcps.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Offering professional development opportunities throughout the school year. Every Tuesday, teachers meet in their PLCs planning for instructional based on student needs.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Continue offering professional development opportunities for teachers. Using PLCs to identify students that may need additional support and assist teachers in spiraling standards into future lessons.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Engage staff in professional development on professional learning communities to improve student learning and teacher practice.

Person Responsible

Kristie Simmons (kristie.simmons@hcps.net)

Weekly walkthroughs utilizing the four principles of effective instruction to provide immediate feedback to improve student achievement.

Person Responsible

Jaclyn Savino (jaclyn.savino@hcps.net)

Weekly reflection with Leadership Team to go over walkthrough data to identify trends, needed resources and supports, and professional development to impact teacher and student learning.

Person Responsible Jaclyn Savino (jaclyn.savino@hcps.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

The priority is to strengthen the positive perception and culture of the school by cultivating relationships with all school stakeholders. A collaboration of increased parent involvement and strengthening the PBIS, will promote a learning environment that will begin to close learning gaps. We will conduct a school wide poverty training, Establish a routine to recognize students and staff each week that promote a positive culture environment.

Weekly update of the TCMS SWAY communicating events that students and families can participate in, important information, and celebrations. This is sent directly to the parents phones, emails, and social media accounts.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration - recognize our students and staff that promote a positive culture

Parent and Family Engagement Liaison - Communicate with parents and community regularly and assist parents with identifying barriers to support student learning

Student Success Coach - Monitor the PBIS. Work individually with a case load of students to promote positive behavior.

Sunshine Committee - Creates activities for staff to strengthen morale

ILT will provide a quarterly survey to students and staff to keep a pulse of the culture of the school and offer suggestions on how to improve identified areas of concern.