

St. Johns County School District

# Hickory Creek Elementary School



2022-23 Schoolwide Improvement Plan

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# Hickory Creek Elementary School

235 HICKORY CREEK TRL, Saint Johns, FL 32259

<http://www-hce.stjohns.k12.fl.us/>

## Demographics

**Principal: Yvette Cubero Gonzalez**

Start Date for this Principal: 9/6/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	11%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (69%) 2018-19: A (83%) 2017-18: A (82%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* 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 St. Johns 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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# Hickory Creek Elementary School

235 HICKORY CREEK TRL, Saint Johns, FL 32259

<http://www-hce.stjohns.k12.fl.us/>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>No</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>11%</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>30%</p>

## School Grades History

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

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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.**

Hickory Creek Elementary School will inspire our students to become confident, motivated, creative, compassionate, responsible learners who persevere and accept new challenges with a heart of character.

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

Hickory Creek Elementary School will be a safe and engaging learning environment that seeks to balance the joys of childhood, the processes of creative exploration, and the unconditional love and acceptance of every child with the highest expectations of academic success. To that end, all children will develop a healthy self-image, a mind motivated to utilize the knowledge and skills acquired in order to critically and creatively solve problems and communicate effectively. Our children will be prepared to be successful at the next academic level with a heart of character that is moved to acts of respect, compassion, social and civic responsibilities. Accomplishing this vision for every child involves a faculty committed to sharpening their skills and practicing their craft at the highest levels, frequent and embedded collaboration with colleagues and parents, regular parental involvement that allows school and home to be mutually supportive and responsible for the overall development of each child with a community that responds eagerly when given multiple opportunities to support excellence.

### 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
Cubero-Gonzalez, Yvette	Principal	School Budget, School-level hiring, Building Operations, Emergency Operations, Schedules, Data Collection and Disaggregation, SAC/PTO Admin Representative, Staff Observations and Evaluations, Threat Assessment Team Member, MTSS Team Member, Community Partnerships, Intern Placement
Gary-Donovan, Donna	Assistant Principal	LEA, Discipline, Bullying Reports, Threat Assessment Team Member, MTSS Team Member, Bus Contact, Teacher Evaluations, Textbooks, Summer Reading Program Contact, Duty Schedules, Assist in School-Level Hiring
Ferro, Jillian	SAC Member	SAC Chair, First Grade Team Leader, First Grade Teacher, New Teacher Lead, Girls on the Run Sponsor, Yearbook Sponsor, Performance Matters Contact
Kenyon, Rachel	Instructional Coach	Teacher Coaching/Mentoring, Professional Development, Grade Level PLC, MTSS Team Member/Facilitator
Yar, Lara	Other	MTSS Team Member, 504 Plans, Classroom Guidance Lessons, Mental Health/Social Emotional Contact, Character Counts! Contact, Bullying Reports, Threat Assessment Team Member, WIDA/ESOL Testing, Community Outreach, Hickory's Heart Contact

## Demographic Information

**Principal start date**

Tuesday 9/6/2022, Yvette Cubero Gonzalez

**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.*

3

**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.*

5

**Total number of teacher positions allocated to the school**

56

**Total number of students enrolled at the school**

794

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

18



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

20

**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	128	154	141	142	166	155	0	0	0	0	0	0	0	886
Attendance below 90 percent	13	12	7	11	6	5	0	0	0	0	0	0	0	54
One or more suspensions	1	1	1	0	2	2	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	18	15	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	18	15	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	4	16	16	0	0	0	0	0	0	0	0	0	36

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	1	0	0	6	1	5	0	0	0	0	0	0	0	13

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	1	1	0	3	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Tuesday 9/6/2022

**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	124	131	127	146	149	156	0	0	0	0	0	0	0	833
Attendance below 90 percent	4	4	4	6	9	7	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	2	5	16	0	0	0	0	0	0	0	0	0	23

**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	3	1	2	0	0	0	0	0	0	0	6

**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	3	3	6	8	1	4	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	124	131	127	146	149	156	0	0	0	0	0	0	0	833
Attendance below 90 percent	4	4	4	6	9	7	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	1	3	3	0	0	0	0	0	0	0	7
Course failure in ELA	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	1	6	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	2	5	16	0	0	0	0	0	0	0	0	0	23

**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	3	1	2	0	0	0	0	0	0	0	6

**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	3	3	6	8	1	4	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	77%	74%	56%				87%	75%	57%
ELA Learning Gains	63%						73%	67%	58%
ELA Lowest 25th Percentile	46%						67%	59%	53%
Math Achievement	82%	50%	50%				91%	77%	63%
Math Learning Gains	73%						88%	69%	62%
Math Lowest 25th Percentile	65%						85%	59%	51%
Science Achievement	77%	77%	59%				93%	72%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	78%	11%	58%	31%
Cohort Comparison		0%				
04	2022					
	2019	82%	77%	5%	58%	24%
Cohort Comparison		-89%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	88%	76%	12%	56%	32%
Cohort Comparison		-82%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	82%	5%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	90%	82%	8%	64%	26%
Cohort Comparison		-87%				
05	2022					
	2019	96%	80%	16%	60%	36%
Cohort Comparison		-90%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	91%	73%	18%	53%	38%
Cohort Comparison						

**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	50	45	33	57	59	49	50				
ASN	80			90							
HSP	78	73		70	68		83				
MUL	67	50		74	56		67				
WHT	78	62	41	84	75	65	78				
FRL	46	59	53	57	66	57	61				

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	47	33	17	63	77	77	57				
ASN	75			83							
HSP	81	80		81	90		80				
MUL	71			81							
WHT	82	70	64	86	83	88	88				
FRL	66	73		74	91		73				

  

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	72	71	58	83	83	78	80				
ASN	100			100							
HSP	88	77		92	85						
MUL	82	100		94	90						
WHT	88	71	63	91	88	84	94				
FRL	77	64	79	79	86	89	84				

**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)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	63
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	69
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	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

According to the 21-22 FSA data, our students within the bottom quartile are not making sufficient learning gains. Our students with disability population are also not making sufficient learning gains. This trend is true for ELA and Math.

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

Focusing on subgroups, our students with disability continuously perform below the expectation when compared to other subgroups. This is a trend is true when comparing data from iREADY and FSA. This trends affects students in ELA and Math. Our subgroup, students with disabilities, need to improve learning gains in ELA and Math.

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

Some contributing factors: novice PLC cohorts, inconsistent staffing, change in student population (increase of students with IEP plans, interventions, transient families, and students from other states that had not received direct instruction within the year), and inconsistent student attendance. Actions taken this school year to begin cycle of improvement: professional development focused on PLC, master schedule that accommodates time for weekly PLC, hiring of instructional staff was completed before the start of school year. In addition, the leadership team works directly with HCE's new teacher leads (Ferro and Mauro) to support new staff and help with retention of teachers.

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

Based on iREADY data, the school improved in the areas of phonemic awareness and phonics. This may have been correlated to the implementation of Wilson Foundations to the K-2 curriculum. Based on FSA data, the school sustained Math proficiency.

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

K-2 phonemic awareness and phonics improvement: implementation of Wilson Foundations to the curriculum. The master schedule identifies specific time to explicitly teach the curriculum.  
3-5 Math proficiency sustainability: CGI trained teachers supported grade levels via PLC.

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

Master schedule was created with explicit time for Wilson Foundations, NEST time (intervention), and PLC time for teachers. Professional development focused on PLC and collaboration between ESE teachers and general education teachers. Focus on curriculum maps, standards focused instruction, and implementation of approved curriculum.

**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.**

Throughout the school year, Professional Development will focus on the PLC as a process. Other focus areas throughout the school year will include progress monitoring of students and collaboration between ESE teacher and general education teachers.

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

Professional Development will provide continuous improvement in the area of PLC. The administration team has a three year plan of implementation in order to maintain sustainability.

### **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 Professional Learning Communities**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the data, our bottom quartile group is not proficient in the areas of ELA and Math. PLC is a continuous process that focuses on standards based instruction, common assessments, data disaggregation, and intervention or extension of instruction as needed. ESE teachers sit with grade level PLCs to discuss students with disabilities specifically.

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

Grade level PLC will meet weekly in order to monitor student data and discuss intervention and extension opportunities for bottom quartile students.

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

Administration will attend grade level PLC. In addition, teacher evaluations will be correlated with PLC outcomes.

**Person responsible for monitoring outcome:**

Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Professional Learning Communities is researched based and follows the continuous improvement cycle. Teachers will plan, assess, review data, intervene or extend learning, and then reflect and repeat the process. Text and resource material from Learning By Doing (DuFour) will be used.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Working through the PLC process yields high levels of teacher efficacy and ensures high levels of learning for all students. Implementing and using research-based instruction and intervention, with fidelity, yields common language and common methods of instruction and assessment.

**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.

PLC time added to Master Schedule. Teachers meet within the school day for an hour a week.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Administration (principal and assistant principal) attends all meetings.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Agenda and PLC minutes to be uploaded to Schoology.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<p><b>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>	<p>Based on the data, our students with disabilities subgroup is not proficient in the areas of ELA (50%) and Math (57%).</p>
<p><b>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p>	<p>Based on progress monitoring, students with disabilities will increase proficiency by 10% in ELA and by 3% in Math.</p>
<p><b>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</b></p>	<p>Students within this subgroup will be monitored throughout the school year. Grade level PLCs will complete item analysis of formative and summative assessments to target specific standards for re-teaching opportunities for students. PLCs will also review progress monitoring data for grade level proficiency in the area of ELA and Math.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)</p>
<p><b>Evidence-based Strategy: Describe the evidence-based strategy being</b></p>	<p>The school will continue to use the PLC process to share student data, plan for intervention and plan for common assessments in order to progress monitor students. The MTSS team will work with teachers to identify targeted research-based intervention for specific student needs. K-2 will use, with fidelity, Wilson Foundations for phonics instruction. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) will be used as phonics intervention for students in grades 3-5. K-5 will use myView Literacy (SAVVAS) and its intervention components. In addition, the following research-based instructional material will be used for supplemental material for MTSS and ESE plans:</p>

**implemented for this Area of Focus.**

Wilson Foundations (K-2), Wilson, Rewards (4th and 5th), Haggerty, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). K-5 will use SAVVAS-environment for Math instruction. K-5 will use the Math Diagnosis and Intervention System (MDIS) for math.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Working through the PLC process yields high levels of teacher efficacy and ensures high levels of learning for all students. Implementing and using research-based instruction and intervention, with fidelity, yields common language and common methods of instruction and assessment.

**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.

PLC time added to Master Schedule. Teachers meet within the school day for an hour a week.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Progress Monitoring data review and discussion (K-2: Renaissance; 3-5: Cambium).  
Renaissance: Rachel Kenyon  
Cambium: Lara Yar

**Person Responsible** Rachel Kenyon (rachel.kenyon@stjohns.k12.fl.us)

ESE team will attend PLC and monthly meetings with administration and the ESE coach.

**Person Responsible** Donna Gary-Donovan (donna.gary-donovan@stjohns.k12.fl.us)

**#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Teacher retention is a priority in order to maintain consistency and positive school culture. This school year HCE hired 20 instructional positions (34% of HCE's instructional staff). New hires included growth needs. Some new hires replaced teachers that were recruited to other school and/or leadership positions.

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

By the end of the 22-23 school year, Hickory Creek Elementary will retain 90% of their instructional staff.

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

New Teacher Lead monthly meetings are scheduled and designed to inform and support our new instructional staff. Attendance of these meetings will be monitored by Jill Ferro and Gwen Mauro (Teacher Leads).

**Person responsible for monitoring outcome:**

Jillian Ferro (jillian.ferro@stjohns.k12.fl.us)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**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.

District New Teacher Leader training (train the trainer model). Jillian Ferro and Gwen Mauro attended.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Monthly New Teacher meetings. Attendance is monitored and required.  
 Jillian Ferro: Services experienced teachers new to St. Johns County  
 Gwen Mauro: Services new teachers to the profession.

**Person Responsible** Jillian Ferro (jillian.ferro@stjohns.k12.fl.us)

Weekly instructional support via PLC.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Assigned Hawk Buddies. New teachers will have a contact within their grade level to support them throughout the school year.

**Person Responsible** Donna Gary-Donovan (donna.gary-donovan@stjohns.k12.fl.us)

**#4. Positive Culture and Environment specifically relating to schoolwide behavior**

**Area of Focus**  
**Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.  
 Based on school data (teacher incident reports, office discipline referrals, in school suspension, and out of school suspension) HCE saw an increase in behavior needs school wide. HCE followed CHAMPS as the schoolwide behavior system, however not all staff were trained. Common expectations, common vocabulary, common reward system/incentives were all missing from the school wide behavior system. HCE created a behavior committee to review current data and behavior trends and create a system for the school to follow. Conscious Discipline and Happy Class were reviewed and cited as sources for the development of the school wide behavior plan.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.  
 After introducing the HCE schoolwide behavior system (HAWK Expectations), staff will use the schoolwide behavior system with 100% fidelity. As a result, HCE will see a decrease in teacher incident reports, office discipline referrals (ODR), in school suspension (ISS), and out of school suspension (OSS).

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.  
 MTSS Core Team will monitor school data. The team will specifically review incident reports, ODR, ISS, and OSS.

**Person responsible for monitoring outcome:**  
 Donna Gary-Donovan (donna.gary-donovan@stjohns.k12.fl.us)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.  
 Staff will participate in professional development on early release Wednesdays and during PLC (if needed). The resource used for the PD is researched based: Happy Class (Totem) and Conscious Discipline (K-2). In addition, our school counselor will provide research-based curriculum specific to grade levels and students needs. Character Counts! mini lessons specific to the pillar of the month will also be shared with the staff.

**Rationale for Evidence-based Strategy:** Explain the  
 Schoolwide language for behavior expectations makes it clear for staff and students to follow. Character Counts! promotes good character. Providing face to face time with our school counselor gives all students a point of contact to turn to when experiencing overwhelming feelings. Conscious Discipline focuses on teaching our PK-2 students about classroom community and self-calming strategies.

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

**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.

Develop a school behavior committee to focus on creating a positive learning environment for all staff and students.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Provide opportunities for student interaction, engagement, and collaboration in the learning setting.

**Person Responsible** Yvette Cubero-Gonzalez (yvette.cubero-gonzalez@stjohns.k12.fl.us)

Provide professional learning opportunities focused on building capacity to implement social emotional lessons and activities to the instructional day.

**Person Responsible** Donna Gary-Donovan (donna.gary-donovan@stjohns.k12.fl.us)

**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.**

Part of our school focus this school year is a focus on school spirit and a positive school culture. The HCE behavior committee developed the HAWK expectations and schoolwide behavior system. Included in the system is the HAWKS pledge: "Hawks are honest, have a positive attitude, work together, show kindness, and are safe! Bird of a feather make positive HAWK choices together". Staff and students earn feathers to recognition hawks that are following our pledge. The feathers will collectively build a hawk mural. Staff continue to build relationships with students and families via school events, lunch, classroom visits, PTO and SAC meetings. Teachers are incorporating time for social skills activities in order to build a classroom community. Some examples include: morning meetings, morning circles, team building activities, and student collaboration during instruction. Resources introduced this school year to support our classroom community building include Conscious Discipline and Happy Class (Totem). Student leadership via safety

patrols continue and monthly Character Counts! celebrations are planned to celebrate students that exhibit the pillar of the month.

Administration has planned for all staff meetings and provide time within the meetings for staff to collaborate and interact with their peers. Administration has planned monthly scavenger hunts and dress up (or down) opportunities to build comradery among the staff. Administration is working closely with PTO to plan monthly staff appreciation activities and events.

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

**Staff:** Staff members celebrate students via positive referrals (feathers), Character Counts! nominations, and in class celebrations of progressing towards academic and social emotional goals. Staff and students earn feathers to recognition hawks that are following our pledge. The feathers will collectively build a hawk mural. Staff attends monthly meetings where collaborations and interaction with peers is encouraged and purposefully planned for. Staff identify students that would benefit from our program "Hickory's Heart". Hickory's Heart is ran by parent volunteers and our school counselor and collect donations via food drives and then provides food and other goods to some of our own families.

**Administration:** Build relationships with students and families by being visible throughout the day and at drop off and pick up. The administration makes time to interact with staff during non-instructional times. Administration celebrate staff via feathers to recognition hawks that are following our pledge. The feathers will collectively build a hawk mural. Administration plans for monthly treats, weekly "Friday cookie day", weekly "Car Line Dance Parties", and monthly scavenger hunts. Administration plans for targeted professional development and facilitate monthly PD/staff meetings that are engaging and promote collegiality among staff. Administration published weekly newsletter "Week at the Creek" in order to communicate weekly news, activities, and other important information.

**Families:** This school year, our families are invited to participate in events within our buildings. Administration has created a sign up system for daily lunch visits. Teachers have sign up opportunities for parents to volunteer their time in instructional settings. PTO has planned for events to promote school spirit and community. Families volunteer their time and collaborate with administration and teachers via PTO and SAC.

**PTO:** Our PTO hold monthly meetings. Our members meet to plan events, fundraisers, and teacher appreciation opportunities throughout the school year. PTO has planned quarterly spirit nights at local businesses. PTO communicates weekly with administration regarding news and events to add to the weekly newsletter.

**SAC:** Our SAC meet monthly in the media center to discuss school improvement and monitor progress as identified on the goals of the school's SIP plan. Principal Gonzalez attends regularly. The SAC committee is currently made up of teachers, parents, administration, and district members (District Buddy: Becca England).

**Vendors:** KidzArt, Club Scientific, and Robotics. This school year HCE was able to invite vendors for after school enrichment activities for our students. The school administration works closely with HCE vendors to identify student participation, identify space on campus, and plan for safety when on campus.

**Business sponsors:** PTO identify business sponsors via their community liaison. Currently our business partners advertise their business on our perimeter fence and on our car tags. In addition, our business partners support our teachers, staff, and students throughout the year as needed.