

Santa Rosa County School District

Hobbs Middle School



2021-22 Schoolwide Improvement Plan

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Hobbs Middle School

5317 GLOVER LN, Milton, FL 32570

<http://www.santarosa.k12.fl.us/schools/hms/>

Demographics

Principal: Brandon Koger

Start Date for this Principal: 7/21/2021

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (52%) 2017-18: B (58%) 2016-17: B (60%) 2015-16: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Santa Rosa 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Building our future, one student at a time.

Provide the school's vision statement.

The vision of Hobbs Middle School is to provide a learning environment which will empower all students to reach their potential. Through the combined efforts of school, home, and community resources, students will be provided opportunities to obtain the skills necessary for future success.

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
Koger, Brandon	Principal	<p>Principal Duties and Responsibilities:</p> <ul style="list-style-type: none"> * Provide training opportunities and feedback to personnel at the assigned school. * Supervise the operation and management of all activities and functions which occur at the assigned school. * Develop positive school/community relations and serve as a liaison between the school and community. * Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning. * Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school. * Participate in developing the District strategic plan, District school calendar, District staffing plan; manage and administer school functions relating to these items. * Interview and select qualified personnel to be recommended for employment. * Conduct performance appraisals and make reappointment recommendations for school personnel. * Manage and administer personnel development through training, in-service and other developmental activities. * Implement and administer negotiated employee contracts at the school site. * Develop long-range and short-range facility needs at the assigned school. * Coordinate facility and support service requirements. * Coordinate plant safety and facility inspections at the assigned school. * Coordinate all maintenance functions at the assigned school. * Coordinate and supervise transportation services at the assigned school. * Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, and school's internal accounts. * Establish and manage student accounting and attendance procedures at the assigned school. * Coordinate the school food service program at the assigned school.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Assign and supervise school personnel to special projects for the enhancement of the school. * Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. * Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. * Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems. * Communicate, through the Director of Middle Schools, to keep the Superintendent informed of impending problems or events of unusual nature. * Participate in county-wide management meetings and other meetings appropriate for professional development. * Direct the establishment of adequate property inventory records and ensure the security of school property. * Coordinate the supervision of all extracurricular programs at the assigned school. * Manage and supervise the school's student activity programs, approve all school sponsored activities, and maintain a calendar of all school events. * Serve as a member of the Superintendent's District-wide management team. * Provide leadership in the school improvement process and implement the school improvement plan. * Maintain visibility and accessibility on the school campus. * Implement School Board policy, collective bargaining agreements, state statutes, and federal regulations as they pertain to the assigned school. * Direct the development of the master schedule and assign teachers according to identified needs. * Establish the job assignments for all school administrators and assess the school-site administrators' performance.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Assume responsibility for all official school correspondence and news releases.
Gardner, Jennifer	Assistant Principal	<p>Primary Duties and Responsibilities:</p> <ul style="list-style-type: none"> * Act on the Principal's behalf in his/her absence. * Assist to develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * Develop the master teaching schedule and assign teachers according to identified needs. * Utilize current educational trends in the planning and preparation of the school instructional program. * Interpret and enforce School Board policy, state statutes and federal regulations. * Implement the accreditation program for the assigned school. * Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * Manage and administer the testing program for the school. * Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes. * Provide leadership in the event of school crisis and/or civil disobedience. * Provide leadership in the school improvement process. * Administer and develop teacher duty rosters for the school. * Provide supervision while maintaining visibility about the campus and classroom. * Establish guidelines for proper student conduct and effective disciplinary procedures

Name	Title	Job Duties and Responsibilities
		<p>and policies for the school.</p> <ul style="list-style-type: none"> * Interpret and enforce the District's Code for Student Conduct. * Supervise all facets of the registration process. * Prepare or oversee the preparation and maintenance of required reports and records. * Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * Comply with provisions of collective bargaining agreements. * Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * Develop and maintain positive school/ community relations and act as a liaison between school and community. * Coordinate the school food service program as it relates to the special needs of the school. * Maintain adequate property inventory records, key control and security of school property. * Participate in the development of long-range facility needs at the assigned school. * Coordinate plant safety and facility inspection at the school. * Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * Coordinate the transportation services at the assigned school. * Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. * Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * Supervise the function of student accounting at the school, as it pertains to funding and attendance. * Manage and administer the attendance policy and procedures. * Communicate, through the Principal, to appropriate District staff, information relating

Name	Title	Job Duties and Responsibilities
		<p>to various problems or events of unusual nature.</p> <ul style="list-style-type: none"> * Coordinate data processing activities as assigned. * Provide leadership for, and supervision of, extracurricular activity programs. * Manage and supervise student activity programs, including the selection of club sponsors. * Approve school-sponsored activities and maintain a calendar of all school events. * Perform other incidental tasks consistent with the goals and objectives of this position.

L'Orange, Jan	Guidance Counselor	<p>Primary Duties and Responsibilities:</p> <ul style="list-style-type: none"> * Is responsible for the registration of new students and scheduling of all students. * Assists students in the selection of classes and graduation options. * Provides small group developmental guidance activities to all students. * Provides personal/social, behavioral, and/or academic counseling to all students. * Provides assistance in the screening, referral, identification and placement of students with special needs. * Provides assistance to parents of all students. * Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. * Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. * Organizes and conducts career and college information programs. * Provides information regarding community service opportunities and enters community service hours in the computer. * Provides information and counseling for Bright Futures opportunities and registration. * Coordinates dual enrollment programs. * Identifies and counsels potential dropouts, offering them other options. * Counsels students who are experiencing attendance difficulties. * Interprets test results to parents, students,
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Name	Title	Job Duties and Responsibilities
		<p>and other school staff.</p> <ul style="list-style-type: none"> * Assists students and families in need with providing basic care through referrals to appropriate resources. * Provides orientation for all incoming and new students. * Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). * Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). * Continually enhances the overall guidance program through in-service opportunities. * Evaluates the overall guidance program on a continuing basis. * Provides assistance and information to faculty, students and parents in regard to multi-cultural education. * Assists in the orientation of new faculty/staff members. * Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. * Provides input in the development of curriculum and the master schedule. * Coordinates the proper maintenance, transfer, and acquisition of students' records as required. * Assists in the maintenance of the automated student data system. * Attends and participates in faculty meetings. * Coordinates all award presentations. * Coordinates all graduation activities, verifying that graduation requirements have been met. * Contributes to the Integrated Service Team meetings. * Establishes and maintains cooperative relations with students, faculty, staff and parents. * Assumes the responsibility to maintain a valid Florida teachers' certificate. * Provides own method of transportation to various locations when required. * Performs other tasks and responsibilities as assigned by the principal.

Name	Title	Job Duties and Responsibilities
Horne, Thomas	Dean	<p>Primary Duties and Responsibilities:</p> <ul style="list-style-type: none"> * Manages student supervision issues and enforces school behavioral expectations. * Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. Must enforce policies/rules both fairly and consistently. * Counsels students and parents concerning school and district policies. * Assists staff and parents in developing student behavioral expectations. * Assists in the planning, development and implementation of individual student behavior plans. * Serves as a resource to staff in dealing with classroom management issues. * Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies. * Coordinates alternative education placement for students. * Coordinates with staff and administration the development of the school's discipline plan/hierarchy. * Maintains and periodically reviews student discipline records. * Periodically reviews student attendance records and academic records. * Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language. * Participates in Professional Development activities that are germane to the position (SMART, 3270, Crisis Prevention Intervention (CPI)). * Maintains confidentiality in all issues that require their involvement. * Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders. * Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Has the ability to function independently and make sound educational decisions. * Assist in the development of the school crisis plan and is an integral part of the plan. * Will become an active member of the school leadership team.
Fowler, Dani	Instructional Coach	<ul style="list-style-type: none"> *Collaborate to develop research-based lessons with teachers. *Involve teachers in the modeling process: Preplan, implement lesson or strategy, debrief/follow up. *Be knowledgeable- attend trainings and meetings, shadow other coaches, collaborate, and learn! *Have a primary focus of literacy (reading and writing) - Intensive Reading, Language Arts, and Content Areas. *Provide strategies and recommendations for MTSS. *Facilitate PLC's on reading and/or writing. *Co-teach to build capacity to improve instruction. *Work primarily with teachers. *Lead or Co-Lead the Literacy Leadership Team. *Build PD based on teacher request and school wide needs. *Make recommendations for student placement following district policy. *Spend time in classrooms, collaborating with teachers, and building their own professional knowledge.

Demographic Information

Principal start date

Wednesday 7/21/2021, Brandon Koger

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.*

15

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

730

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

3

Demographic Data

Early Warning Systems

2021-22

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	214	231	244	0	0	0	0	689
Attendance below 90 percent	0	0	0	0	0	0	61	50	82	0	0	0	0	193
One or more suspensions	0	0	0	0	0	0	9	45	34	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	7	2	4	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	12	2	5	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	41	56	55	0	0	0	0	152
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	45	58	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	16	16	0	0	0	0	45

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	37	44	55	0	0	0	0	136

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	3	3	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - 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	201	218	205	0	0	0	0	624
Attendance below 90 percent	0	0	0	0	0	0	20	21	25	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	2	0	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	8	1	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	6	1	1	0	0	0	8

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

2020-21 - 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	201	218	205	0	0	0	0	624
Attendance below 90 percent	0	0	0	0	0	0	20	21	25	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	2	0	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	8	1	0	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	6	1	1	0	0	0	0	8

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

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).

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	2021					
	2019	48%	63%	-15%	54%	-6%
Cohort Comparison						
07	2021					
	2019	49%	59%	-10%	52%	-3%
Cohort Comparison		-48%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	55%	68%	-13%	56%	-1%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	66%	-13%	55%	-2%
Cohort Comparison						
07	2021					
	2019	45%	54%	-9%	54%	-9%
Cohort Comparison		-53%				
08	2021					
	2019	58%	76%	-18%	46%	12%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	49%	62%	-13%	48%	1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	75%	-14%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include Renaissance STAR Reading, STAR Math, and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	206/52%	226/44%	0
	Economically Disadvantaged	93/46%	108/36%	0
	Students With Disabilities	46/22%	52/14%	0
	English Language Learners	1/0%	1/0%	0
Mathematics	All Students	202/60%	225/55%	0
	Economically Disadvantaged	91/53%	107/47%	0
	Students With Disabilities	44/32%	52/29%	0
	English Language Learners	1/0%	1/0%	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	228/56%	240/55%	0
	Economically Disadvantaged	110/53%	117/50%	0
	Students With Disabilities	47/19%	45/29%	0
	English Language Learners	3/0%	3/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	206/56%	215/61%	0
	Economically Disadvantaged	104/54%	106/60%	0
	Students With Disabilities	44/27%	44/34%	0
	English Language Learners	2/0%	3/33%	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	41%	53%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	208/53%	223/53%	0
	Economically Disadvantaged	91/51%	98/45%	0
	Students With Disabilities	33/21%	35/14%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	153/41%	167/50%	0
	Economically Disadvantaged	72/46%	79/50%	0
	Students With Disabilities	31/19%	34/24%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41%	47%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

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
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	23	46	43	33	51	50	26	44	9		
BLK	33	44	40	31	44	43	18	65			
HSP	65	64		57	45	20	58	56			
MUL	47	51	56	48	45	53	50	50	31		
WHT	53	53	43	61	54	57	52	65	43		
FRL	42	49	42	50	49	51	45	51	32		

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	18	35	32	33	56	53	23	51			
BLK	43	41	19	34	45	42	29		60		
HSP	50	50	91	70	72	62	54	71	45		
MUL	42	47	48	54	62	48	52	55	71		
WHT	55	52	43	69	65	57	64	74	64		
FRL	42	47	42	53	58	54	40	67	26		

ESSA Data Review

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
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
Number of Consecutive Years English Language Learners 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	40
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	52
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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?

In reviewing our progress monitoring data, our Students With Disabilities (SWD) consistently perform lower than their non-disabled peers.

Based on the 2020-21 winter progress monitoring scores, only 14% of our 6th grade students were proficient on ELA and only 29% of our 6th grade students were proficient on math, compared to 44% and 55% proficiency rates for all students.

Based on the 2020-21 winter progress monitoring scores, only 29% of our 7th grade students were proficient on ELA and only 34% of our 7th grade students were proficient on math, compared to 55% and 61% proficiency rates for all students.

Based on the 2020-21 winter progress monitoring scores, only 14% of our 8th grade students were proficient on ELA and only 24% of our 8th grade students were proficient on math, compared to 53% and 50% proficiency rates for all students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In reviewing our state assessment scores (2020-21), 7th grade math, 8th grade ELA, and science were our lowest reporting categories. Only 36% of our 7th grade math students were proficient. Only 42% of our 8th grade ELA students were proficient. Only 44% of our 8th grade science students were proficient.

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

7th grade math is expected, because our 7th grade advanced students take the 8th grade FSA test. In both 8th grade ELA and 8th grade science, we had new teachers teaching those subjects. Both teachers have returned this school year and are teaching the same subject, so we are hoping this continuity will affect achievement in these areas. To help address the 7th grade math scores, my 7th grade math teachers are participating in a reluctant learner PLC. Through these studies, my math teachers are learning strategies to encourage open discourse in math classes. To help the 8th grade ELA scores, my literacy coach is providing monthly professional development to ELA teachers. For example, in September, my coach is teaching my teachers how to use the textbook resources to help support struggling learners. These topics will vary throughout the year, with the goal of helping ELA teachers support struggling learners and, in general, to be better teachers to all students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Hobbs saw growth in both civics and 7th grade ELA proficiency. These two reporting categories saw growth, over 2018-19 assessment results. In 2018-19, only 49% of our 7th grades students were proficient in ELA. In 2020-21, 52% of our 7th grade students were proficient in ELA. In 2018-19, only 61% of our students were proficient in civics. In 2020-21, 71% of our students were proficient in civics.

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

Staff procurement and development; using veteran and experienced teachers to teach Civics. As well, we used a literacy teacher in three of our Civics classrooms to work with our Tier II literacy students, to help them read and process the Civics curriculum.

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

To continue to accelerate learning, Hobbs needs consistency in our faculty and staff. For three of my four years, I have had significant turnover in my staff (for example, many staff retired). This has allowed me to hire new teachers, but it also takes time to settle a new staff. Now that a consistent staff is in place, we will accelerate learning by encouraging teacher efficacy with this staff.

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.

Math teachers are participating this year in a Reluctant Learners PLC. They will be studying strategies and resources to help struggling learners participate more in math class. ELA teachers will be participating in Coffee Chats. These monthly meetings will be with the Hobbs Middle literacy coach. At these trainings, they will be reviewing data and participating in literacy professional development. All teachers will be writing a My Learning Plan professional development plan. Through these plans, they will write and track goal statements, related to teacher and student needs. Teachers will participate in personal professional development throughout the year, aligned to their goal statements. Also, all grade level teachers will participate in two MTSS meetings each quarter (one at mid-term, and one just after the end of a quarter).

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

To ensure sustainability of improvement, Hobbs will continue to advance our climate and culture initiatives. For example, we are starting a 'Wow Wednesday' initiative, where we take time each week to celebrate each other and the good work that we're doing. We also currently have a 'Teacher of the Month' program. As well, we have developed as a faculty and staff a Social Contract that we will use, to keep our interactions with each other positive and productive. These are just some of the examples of how Hobbs will create a culture that recruits and retains the best teachers we can find.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

<p>Area of Focus Description and Rationale:</p>	<p>The SWD subgroup is identified as an area of focus because those students scored far less proficient as compared to their non-disabled peers.</p> <p>Based on the 2020-21 winter progress monitoring scores, only 14% of our 6th grade students were proficient on ELA and only 29% of our 6th grade students were proficient on math, compared to 44% and 55% proficiency rates for all students.</p> <p>Based on the 2020-21 winter progress monitoring scores, only 29% of our 7th grade students were proficient on ELA and only 34% of our 7th grade students were proficient on math, compared to 55% and 61% proficiency rates for all students.</p> <p>Based on the 2020-21 winter progress monitoring scores, only 14% of our 8th grade students were proficient on ELA and only 24% of our 8th grade students were proficient on math, compared to 53% and 50% proficiency rates for all students.</p> <p>The SWD subgroup is identified as an area of focus because those students scored far less proficient as compared to their non-disabled peers.</p> <p>As well, based on the 2019 subgroup data, only 33% of our Black subgroup scored proficient in ELA and only 31% of our Black subgroup scored proficient in Math. Our goal is for at least 40% of these students to be proficient in both content areas.</p>
<p>Measureable Outcome:</p>	<p>We'd like to see 40% or more of our SWD and 40% or more of our Black subgroup proficient in math and/or ELA, as measured by the progress monitoring tests (STAR math and reading) that we give each school year. As well, our goal is for at least 40% of these students to be proficient in both content areas.</p>
<p>Monitoring:</p>	<p>We will measure this area of focus with progress monitoring tests (STAR math and reading).</p>
<p>Person responsible for monitoring outcome:</p>	<p>Brandon Koger (kogerb@santarosa.k12.fl.us)</p>
<p>Evidence-based Strategy:</p>	<p>In his research, John Hattie identified teacher efficacy as a strategy that has potential to considerably accelerate student achievement. In other words, it is important to have teachers that have high expectations, and that apply these expectations to students. This will be especially important for our SWDs and our Black subgroup. They can be successful; we must have these expectations for them. To help encourage this, we will utilize two strategies: the language of self-efficacy and goal setting. The language of self-efficacy will be practiced in data chats with ELA and math teachers (three times a year). Goal setting will be practiced when ELA and math teachers set progress monitoring goals for their SWD and Black subgroups (measured through STAR).</p>

**Rationale
for
Evidence-
based
Strategy:**

This is the strategy that Hattie identified as most influential. As well, we often struggle to hold our SWDs to high expectations. Yes, learning is difficult for them, but they can do it, provided the supports that help them overcome their disabilities.

Action Steps to Implement

To help both of our subgroups, we will utilize two strategies: the language of self-efficacy and goal setting. The language of self-efficacy will be practiced in data chats with ELA and math teachers (three times a year). Goal setting will be practiced when ELA and math teachers set progress monitoring goals for their SWD and Black subgroups (measured through STAR). These subgroups will be asked to set goals for their own performance, and not goals that compare themselves to other students. In his research on self-efficacy, Albert Bandura found that “statements or teaching practices that compare students' performance against each other may raise the self-efficacy of the top students, but is likely to lower the self-efficacy of the rest of the class” (<https://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>).

Person

Responsible

Brandon Koger (kogerb@santarosa.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: For our current students, 28% of them last year had attendance rates below 90%. Students that are absent from school struggle to learn.

Measureable Outcome: We'd like to decrease the number of students with attendance rates below 90%. We like to improve this number from 28% to 20% or less.

Monitoring: Administration will regularly monitor attendance rates of students. These rates will be reviewed at each administrative team meeting.

Person responsible for monitoring outcome: Brandon Koger (kogerb@santarosa.k12.fl.us)

Evidence-based Strategy: Administration has reviewed and refined our school-based truancy plan. We have clarified roles and responsibilities, which we hope will make our response to truancy more effective. As a specific strategy to influence attendance rates, each Tier II and/or Tier III truancy student will be assigned a mentor from the administrative team. Mentors will monitor their students twice a month.

Rationale for Evidence-based Strategy: Attendance is one of the most critical factors to student success. It is straightforward: students that are regularly absent from school miss valuable instructional time. From the Santa Rosa County School district's attendance matters brochure, "National research has identified students who miss 10% of a school year as "at -risk" of dropping out of school before earning a high school diploma. The Santa Rosa School District adheres to this research."

As well, administration has self-identified this as an area of weakness for the 2020-21 school year. With all that we struggled with during the pandemic, truancy did not receive the attention it should have. We plan to correct that for the 2020-21 school year.

Action Steps to Implement

For each student that is Tier II and/or Tier III for truancy, they will be assigned a mentor from the administrative team.

1. Gloria Morris, attendance clerk at Hobbs, will daily monitor attendance. Ms. Morris will initiate truancy plans and identify students that are at Tier I.
2. Ms. Morris will monitor students that are at Tier I. If they move to Tier II, Tom Horne, dean of students at Hobbs, will present the student at the weekly administrative team meetings.
3. At the weekly administrative team meetings, Mr. Horne will assign a mentor from the administrative team meeting to the Tier II and/or Tier III truancy students.
4. The Tier II and Tier III truancy students will be monitored by the administrative contact twice a month.
5. The Tier II and Tier III truancy students will be discussed weekly at the administrative team meetings.

Person Responsible Thomas Horne (hornet@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Based on an analysis of our state assessment component scores, the percent proficiency for our ELA students was lower than our math students. Only 47% of our students were measured proficient on the 2020-21 ELA state standardized assessments.

Measureable Outcome: The district average for proficiency in ELA was 59%. Hobbs would like have the same success, increasing 47% proficient to 59%.

Monitoring: Hobbs will have regular data chats: administrative team (weekly), Tier II and Tier III ELA program meetings (twice a quarter), and after each progress monitoring assessment (three times a year).

Person responsible for monitoring outcome: Brandon Koger (kogerb@santarosa.k12.fl.us)

Evidence-based Strategy: In Leverage Leadership 2.0, Paul Bambrick-Santoyo discussed the importance of data driven instruction. As a result, the Hobbs Middle literacy coach will meet with our Tier II and Tier III ELA teachers twice a quarter (more as needed) to review data about our Tier II and Tier III ELA students. These meetings will be used to review grades and data from the Tier III intervention programs (Language Live and iLit45). The grades and data will help decide course of action for students, as well as what professional development to deliver to our Tier II and Tier III ELA students.

Rationale for Evidence-based Strategy: Our Tier II and Tier III ELA students have historically underperformed. With data, we can better identify skills deficiencies. From there, we can provide professional development to teachers, so they can teach better to the skills deficiencies that our students have. It is in these experiences that students will be provided instruction that will help bridge the cognitive gaps that are keeping them from being proficient in ELA.

Action Steps to Implement

1. The Hobbs Middle Tier II and Tier III ELA teachers will be asked to identify focus groups. They will do this based on anecdotal evidence in their Tier II and Tier III classrooms (professional judgement), as well as by reviewing grades in the Tier I ELA classes.
2. Our literacy coach, Dani Fowler, will meet with these teachers and will data track these students. Sources of data will include: STAR scores, Tier I ELA grades, and assessment data from the Tier II and Tier III literacy programs.
3. Ms. Fowler will meet with administration every two weeks to review these students. Data will be reviewed (grades and assessment data from the Tier III intervention programs (Language Live and iLit45).
4. Ms. Fowler will identify professional development opportunities for the Tier II and Tier III literacy teachers, based upon these reviews and the needs of the teachers and students.

Person Responsible Dani Fowler (fowlerd@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The 2019.2020 school year for Hobbs was very challenging, regarding student discipline. It was a combination of the student population we had, as well as leadership and our approach to discipline. Since, we have made significant adjustments to our Tier I strategies (e.g. visibility by the administrative staff), our Tier II strategies (our behavior coach mentors and data tracks our more intense students), and our Tier III strategies (behavior intervention plans for our most intense students). This significantly reduced the amount of incidents/ discipline referrals for the 2020.2021 school year.

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.

The school leadership team believes we can most affect the area(s) of focus through climate and culture experiences. We are hiring teachers who are excited about teaching, and we are challenging them to create engaging experiences in their classrooms. We feel that this will in turn create experiences that will capture and grow students, especially those for whom school is not a priority or who naturally struggle with school.

As well, the administrative team is working hard this year to celebrate success and recognize excellence. Whether it be honor roll celebrations or a birthday card to a teacher or all of these sorts of things between, the administrative team is going to work hard to celebrate and recognize.

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

The administrative team at Hobbs is responsible for promoting a positive culture and environment at the school. This team consists of the principal, assistant principal, guidance counselor, CDAC counselor, dean of students, school resource officer, and literacy coach. We

see ourselves differently, though. We are not the administrative team; instead, we are support staff. Each of us has a job, and that is to support our teachers, staff, and students, as they teach and learn.

As principal at Hobbs, it is my role to set the general tone for our campus. This includes my three 'C's (customer service, communication, collaboration) and my four 'P's' (positive, professional, polished, and passionate). The way I lead at Hobbs, and the tone I set, is through the three 'C's' and four 'P's'.

The rest of the administrative team is responsible for managing the day to day operations of the school. In turn, our teachers do not have to worry about these items as much, allowing them to stay focused on teaching. And when teachers are focused on teaching, so are students on learning.

As it regards the other stakeholders, our faculty and staff are the most influential members on campus. To that end, Hobbs has worked hard these last few years to recruit and retain engaging, compassionate, and steady faculty and staff. More than anything else, it is important that our students feel supported, engaged, and loved, while at Hobbs. These expectations are reinforced, throughout, by the administrative team, and are practiced by our faculty and staff, daily. And while some of these things cannot be measured by test scores, we feel it evident that Hobbs is a community of teachers and learners that are focused on both.

Parents, too, are an important part of our stakeholders and promoting a positive culture and environment at the school. Hobbs does a good job of communicating timely and important information to our families, through our messenger system, website, and social media. This keeps parents involved and informed, so they can be a regular part of our school culture. We also use parents to help volunteer, to be involved in things like our book fair and band concerts, and to help support recognition initiatives for our faculty and staff.

Ultimately, we all have a part, in creating and promoting a positive environment at Hobbs. As principal, it is my job to define those parts, and to provide the oversight to ensure that we all function within those roles. From there comes a positive and productive climate and culture, that allow for the best of teaching and learning to happen.