

Santa Rosa County School District

Hobbs Middle School



2020-21 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: 12/14/2017

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)	58%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
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	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* 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. * 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

Name	Title	Job Duties and Responsibilities
		<p>unusual nature.</p> <ul style="list-style-type: none"> * 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. * 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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * 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 and policies for the school. * 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 to various problems or events of unusual nature. * 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.

Name	Title	Job Duties and Responsibilities
L'Orange, Jan	Guidance Counselor	<p>* Perform other incidental tasks consistent with the goals and objectives of this position.</p> <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, and other school staff * 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

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * 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
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

Name	Title	Job Duties and Responsibilities
		expectations and articulates them to all stakeholders. * Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues. * 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.

Demographic Information

Principal start date

Thursday 12/14/2017, 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.*

14

Total number of teacher positions allocated to the school

42

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
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	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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	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	0	1

Date this data was collected or last updated

Tuesday 9/8/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	249	244	251	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	37	22	21	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	7	19	31	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	38	38	39	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	0	0	0	66	93	98	0	0	0	0	257

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	51	56	64	0	0	0	0	171

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	36	36	24	0	0	0	0	96
Students retained two or more times	0	0	0	0	0	0	2	2	3	0	0	0	0	7

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	249	244	251	0	0	0	0	744
Attendance below 90 percent	0	0	0	0	0	0	37	22	21	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	7	19	31	0	0	0	0	57
Course failure in ELA or Math	0	0	0	0	0	0	38	38	39	0	0	0	0	115
Level 1 on statewide assessment	0	0	0	0	0	0	66	93	98	0	0	0	0	257

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	51	56	64	0	0	0	0	171

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	36	36	24	0	0	0	0	96
Students retained two or more times	0	0	0	0	0	0	2	2	3	0	0	0	0	7

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	63%	54%	52%	61%	53%
ELA Learning Gains	53%	60%	54%	51%	56%	54%
ELA Lowest 25th Percentile	44%	56%	47%	44%	48%	47%
Math Achievement	58%	70%	58%	65%	70%	58%
Math Learning Gains	52%	65%	57%	64%	65%	57%
Math Lowest 25th Percentile	53%	58%	51%	54%	60%	51%
Science Achievement	51%	63%	51%	60%	67%	52%
Social Studies Achievement	63%	77%	72%	72%	77%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	48%	63%	-15%	54%	-6%
	2018	50%	60%	-10%	52%	-2%
Same Grade Comparison		-2%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	49%	59%	-10%	52%	-3%
	2018	44%	56%	-12%	51%	-7%
Same Grade Comparison		5%				
Cohort Comparison		-1%				
08	2019	55%	68%	-13%	56%	-1%
	2018	61%	71%	-10%	58%	3%
Same Grade Comparison		-6%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	66%	-13%	55%	-2%
	2018	52%	63%	-11%	52%	0%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	45%	54%	-9%	54%	-9%
	2018	59%	56%	3%	54%	5%
Same Grade Comparison		-14%				
Cohort Comparison		-7%				
08	2019	58%	76%	-18%	46%	12%
	2018	70%	77%	-7%	45%	25%
Same Grade Comparison		-12%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	49%	62%	-13%	48%	1%
	2018	57%	66%	-9%	50%	7%
Same Grade Comparison		-8%				
Cohort Comparison						

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

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

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	70%	75%	-5%	71%	-1%
Compare		-9%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	73%	27%	61%	39%
2018	100%	67%	33%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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 2015-16	C & C Accel 2015-16
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

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 Reflection

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

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

The data component that showed the lowest performance was ELA Lowest 25th Percentile. The contributing factors for the low performance in this category were:

- Lack of consistency within the ELA Department, regarding the retention of ELA teachers
- Lack of consistency within the ESE Department, regarding the retention of ESE teachers
- A need for more professional development relating to ELA instructional best practices, availability of resources, and evidenced-based ELA strategies
- A need for a more individualized, differentiated instruction for students with disabilities

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

The data component that showed the greatest decline for the prior year was the Math Learning Gains category. The contributing factors for the low performance in this category were:

- Lack of consistency within the ESE Department, regarding the retention of ESE teachers
- Lack of basic math computation and math foundation skills
- A need for more professional development relating to Math instructional best practices, availability of resources, and evidenced-based Math strategies

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

The data component that had the greatest gap when compared to the state average was the Social Studies Achievement category. The contributing factors for the low performance in this category were:

- Lack of consistency within the Social Studies Department, regarding the retention of Social Studies teachers
- Lack basic reading skills contributes to the students' inability to understand material that is presented in educational resources
- A need for more professional development relating to instructional best practices for Social Studies teachers

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

The data component that had the greatest improvement when compared to the prior year's data was the ELA Learning Gains category. The contributing factors for the increased performance in this category were:

- Mandy King, Hobbs Middle School Reading Coach (Ms. King provided one-on-one training for HMS faculty members)
- Grade-specific ELA Professional Development
- Data chat meetings offered throughout the school year

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Reflecting on the Early Warning System data from Part I (D), two potential areas of concern were identified. The first area of concern is the high number of students who obtained a level 1 on their statewide assessment. The second area of concern was the high number of students failing an ELA or Math course.

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

1. To increase ELA Lowest 25th percentile, through collaboration between teachers and consistency within the ELA Department
2. To increase Math Learning Gains, through collaboration between teachers and consistency within the Math Department
3. To increase students' knowledge of Social Studies content material, through continued use of student engagement and accountability tools
4. To increase academic achievement in ELA and Math for students with disabilities subgroup
5. To increase academic achievement in ELA and Math for the African American/ Black students subgroup

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: "ELA Lowest 25th Percentile" was the data component that showed the lowest performance regarding Hobbs Middle School students' academic performance on the ELA portion of the Spring 2019 Florida Standards Assessment. To ensure that we are closing proficiency gaps for all students, we must increase our growth in this category. To increase growth, we must make certain that our students have opportunities to build knowledge through high-interest texts, rigorous learning experiences, and if needed, individualized remedial lessons.

Measurable Outcome: Hobbs Middle School students in the lowest 25th percentile will increase proficiency from 44% to the state's average proficiency level of 47% on the 2021 FSA ELA assessment.

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

Evidence-based Strategy: An article from "evidencebasedteaching.org.au" stated, "while it is essential to actively teach students what they need to know and be able to do, it is also important to get them to actively engage with the content". Therefore, the evidence-based strategy utilized to address this area is active engagement.

Rationale for Evidence-based Strategy: Robert Marzano and John Hattie agree that this starts with students actively linking your newly provided information with their prior knowledge of the topic. Students need to engage with the content as soon as they hear it by: Adding it to what they already know or using it to clarify some of the faulty assumptions they currently hold. By implementing this evidence-based strategy, the ELA Lowest 25th percentile proficiency levels will increase to or exceed the state's average proficiency level.

Action Steps to Implement

1. The ELA teachers will receive professional development provided by the HMS Reading Coach regarding student engagement and effective lesson strategies.
2. At the end of each semester, HMS ELA teachers will participate in data chats with HMS administrators to address their students' academic performance (approximately \$1200 of School Improvement funds will be used for this action step).
3. The ELA Department will utilize Planbook.com to ensure that the students are aware of the material covered each day in class and have access to materials after school hours.
4. Each ELA teacher will have quarterly observations completed by HMS administrators. After each of the observations, HMS administrators will provide ELA teachers with individualized feedback regarding lesson effectiveness and student engagement.
5. ELA teachers will be provided with the technological and academic resources (Edmentum/ Study Island) necessary for student success (approximately, \$2000 of School Improvement fund will be used for this action step).

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

#2. Instructional Practice specifically relating to Math

Increase Math Learning Gains, through collaboration between teachers and consistency within the Math department.

Area of Focus Description and Rationale:

The Math Achievement component of the Florida Standards Assessment showed the greatest decline from the 2017 - 2018 school year to the 2018 - 2019 school year. The Math proficiency scores for Hobbs Middle School students on the Spring 2018 administration of the assessment was 65%. The Math proficiency scores on the Spring 2019 administration of the Florida Standards Assessment was 58%. To ensure that we are closing proficiency gaps for all students in the area of Mathematics, we must remedy our growth in this category. To address this component, we must ensure that our students are given rigorous and concrete material within their math classes. Additionally, we must quickly address students who are not maintaining proficiency with remediation.

Measureable Outcome:

On the Math portion of the Florida Standards Assessment, Hobbs Middle School students will increase proficiency from 58% to the district's average of 70% on the Spring 2021 administration of the Florida Standards Assessment.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

An article from "evidencebasedteaching.org.au" stated, "while it is essential to actively teach students what they need to know and be able to do, it is also important to get them to actively engage with the content". Therefore, the evidence-based strategy utilized to address this area is active engagement.

Rationale for Evidence-based Strategy:

Robert Marzano and John Hattie agree that this starts with students actively linking your newly provided information with their prior knowledge of the topic. Students need to engage with the content as soon as they hear it by: Adding it to what they already know or using it to clarify some of the faulty assumptions they currently hold. By implementing this strategy, the Math achievement and the Math proficiency rate of students at Hobbs Middle School will increase to or exceed the Santa Rosa County School District's average proficiency level.

Action Steps to Implement

1. HMS Math teachers will receive professional development through Santa Rosa County School District's Math Coach regarding visible learning, student engagement, and effective lesson strategies.
2. At the end of each semester, HMS Math teachers will participate in data chats with administrators to address their students' academic performance (approximately \$1200 of School Improvement funds will be used for this action step).
3. The Math Department will utilize Planbook.com to ensure that students are aware of the material covered each day in class and have access to materials after school hours.
4. Each teacher will have quarterly observations completed by HMS administrators. After each observations, HMS administrators will provide Math teachers with feedback regarding visible learning, lesson effectiveness, and student engagement.
5. Math teachers will be provided with technological and academic resources (Edmentum/

Study Island) necessary for student success. Approximately, \$2000 of School Improvement fund will be used for this action step.

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

#3. Instructional Practice specifically relating to Social Studies

Increase students' knowledge of Social Studies content material, through continued use of student engagement and accountability tools.

Area of Focus Description and Rationale:

Hobbs Middle School's Social Studies achievement, as determined by the Florida Standards Assessment Spring 2019 administration, showed the greatest gap between the school's average proficiency level and the state's average proficiency level. The Social Studies proficiency scores for Hobbs Middle School students on the Spring 2019 administration of the assessment was 63%. The state's average proficiency scores on the Spring 2019 administration of the Florida Standards Assessment was 72%. To address this deficient component, we must ensure that our students are given rigorous and engaging material within their Social Studies classes. Additionally, we must quickly address students who are not maintaining proficiency, as determined by the state's standards, with remediation.

Measureable Outcome:

Hobbs Middle School students will increase Social Studies proficiency from 63% to the state's average proficiency level of 72% on the Spring 2021 administration of the Florida Standards Assessment.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

An article from "evidencebasedteaching.org.au" stated, "while it is essential to actively teach students what they need to know and be able to do, it is also important to get them to actively engage with the content". Therefore, the evidence-based strategy utilized to address this area is active engagement.

Rationale for Evidence-based Strategy:

Robert Marzano and John Hattie agree that this starts with students actively linking your newly provided information with their prior knowledge of the topic. Students need to engage with the content as soon as they hear it by: Adding it to what they already know or using it to clarify some of the faulty assumptions they currently hold. By implementing this strategy, the Social Studies achievement and the Social Studies proficiency rate of students at Hobbs Middle School will increase to or exceed the state's average proficiency level.

Action Steps to Implement

1. At the end of each semester, Hobbs Middle School Social Studies teachers will participate in data chats with Hobbs Middle School administrators to address their students' academic performance (approximately \$1200 of School Improvement funds will be used for this action step).
2. The Social Studies Department will utilize Planbook.com to ensure that the students are aware of the material covered each day in class and have access to materials after school hours.
3. Each teacher will have quarterly observations completed by Hobbs Middle School administrators. After each of the observations, Hobbs Middle School administrators will provide Social Studies teachers with individualized feedback regarding lesson effectiveness and student engagement.
4. Social Studies teachers will be provided with the technological and academic resources

(Shmoop) necessary for student success (approximately, \$2000 of School Improvement fund will be used for this action step).

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

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Increase retention of current teachers and recruitment of new teachers by more effectively utilizing district-provided coaches and teacher mentors. Beginning August of 2019, 23% of the faculty of Hobbs Middle School was new to Hobbs. Additionally, according to the National Education Association, "approximately 50 percent of new teachers will leave the profession within their first five years of teaching." To ensure that the education of the students of Hobbs Middle School is rigorous and produces proficiency, we must train and retain our teachers.

Measureable Outcome: Hobbs Middle School plans to move from retaining 77% of the faculty in the 2018-2019 school year to a retention rate of 90% in the 2019-2020 school year.

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

Evidence-based Strategy: To increase retention rates and decrease turnover rates, Hobbs Middle School faculty and staff will participate in data chats after each semester, faculty meetings on a monthly basis, and professional development via various learning communities on a monthly basis.

Rationale for Evidence-based Strategy: According to the National Education Association, "to increase retention rates and decrease turnover rates, collaboration has to be cultivated, teachers must be empowered to succeed, and teachers must be provided with support from their administration".

Action Steps to Implement

1. All teachers will receive professional development provided by the Hobbs Middle School Reading Coach regarding student engagement and effective lesson strategies.
2. At the end of each semester, Hobbs Middle School content-area teachers will participate in data chats with Hobbs Middle School administrators to address their students' academic performance (approximately \$1200 of School Improvement funds will be used for this action step).
3. Each faculty member will have quarterly observations completed by Hobbs Middle School administrators. After each of the observations, Hobbs Middle School administrators will provide the teachers with individualized feedback.
4. Hobbs Middle School teachers will be provided with the technological and academic resources necessary for their success and student success (approximately, \$2000 of School Improvement fund will be used for this action step).

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

#5. ESSA Subgroup specifically relating to Students with Disabilities

Increase academic achievement in the ELA and Math for students with disabilities subgroup.

Area of Focus Description and Rationale:

In the areas of ELA and Math, students with disabilities have been identified as an area under-performing subgroup for Hobbs Middle School. Typically, students with disabilities (SWDs) require additional academic and educational support to be successful within the educational setting. Due to students with disabilities requiring additional support, most students with disabilities have an individualized education plan or a Section 504 plan. However, even with additional supports, SWDs have consistently been an under-performing group. The students with disabilities subgroup was identified because the Florida Standards Assessment scores reveal that the proficiency rates in Math and ELA are well below state average and do not meet the required ESSA Federal Index percentage.

Measureable Outcome:

The students with disabilities subgroup will increase ELA achievement moving from 23 percent to 52 which is the ELA achievement of the students at Hobbs Middle School, as determined by the 2019 Spring administration of the Florida Standards Assessment. The students with disabilities subgroup will increase Math achievement moving from 33 percent to 58 which is the Math achievement of the students at Hobbs Middle School, as determined by the 2019 Spring administration of the Florida Standards Assessment.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

An article from "evidencebasedteaching.org.au" stated, "while it is essential to actively teach students what they need to know and be able to do, it is also important to get them to actively engage with the content". Therefore, the evidence-based strategy utilized to address this area is active engagement.

Rationale for Evidence-based Strategy:

Robert Marzano and John Hattie agree that this starts with students actively linking your newly provided information with their prior knowledge of the topic. Students need to engage with the content as soon as they hear it by: Adding it to what they already know or using it to clarify some of the faulty assumptions they currently hold. By implementing this strategy, the Social Studies achievement and the Social Studies proficiency rate of students at Hobbs Middle School will increase to or exceed the state's average proficiency level.

Action Steps to Implement

1. HMS ESE teachers will receive professional development provided by SRCSD's Math Coach regarding visible learning, student engagement, and effective lesson strategies.
2. At the end of each semester, HMS ELA and Math teachers will participate in data chats with HMS administrators to address students' academic performance (approximately \$1200 of School Improvement funds will be used for this action step).
3. Math and ELA Departments will utilize Planbook.com to ensure students are aware of material covered each day in class and have access to materials after school hours.
4. Each teacher will have quarterly observations completed by HMS administrators. After each observation, HMS administrators will provide Math teachers with feedback regarding

visible learning, lesson effectiveness, and student engagement.

5. ELA and Math teachers will be provided with technological and academic resources (Edmentum/Study Island) necessary for student success. Approximately, \$2000 of School Improvement fund will be used for this action step.

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

#6. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale:	<p>Increase academic achievement in the ELA and Math for the African American/Black students subgroup.</p> <p>In the areas of ELA and Math, the African American/Black students subgroup has been identified as an area under-performing subgroup for Hobbs Middle School. The African American/ Black students subgroup was identified because the Florida Standards Assessment scores reveal that the proficiency rates in Math and ELA are well below state average.</p>
Measureable Outcome:	<p>The African American/Black students subgroup will increase ELA achievement moving from 33 percent to 52 which is the ELA achievement of the students at Hobbs Middle School, as determined by the 2019 Spring administration of the Florida Standards Assessment. The African American/Black students subgroup will increase Math achievement moving from 43 percent to 58 which is the Math achievement of the students at Hobbs Middle School, as determined by the 2019 Spring administration of the Florida Standards Assessment.</p>
Person responsible for monitoring outcome:	<p>Brandon Koger (kogerb@santarosa.k12.fl.us)</p>
Evidence-based Strategy:	<p>An article from "evidencebasedteaching.org.au" stated, "while it is essential to actively teach students what they need to know and be able to do, it is also important to get them to actively engage with the content". Therefore, the evidence-based strategy utilized to address this area is active engagement.</p>
Rationale for Evidence-based Strategy:	<p>Robert Marzano and John Hattie agree that this starts with students actively linking your newly provided information with their prior knowledge of the topic. Students need to engage with the content as soon as they hear it by: Adding it to what they already know or using it to clarify some of the faulty assumptions they currently hold. By implementing this strategy, the Social Studies achievement and the Social Studies proficiency rate of students at Hobbs Middle School will increase to or exceed the state's average proficiency level.</p>

Action Steps to Implement

1. HMS Math teachers will receive professional development provided by SRCSD's Math Coach regarding visible learning, student engagement, and effective lesson strategies.
2. At the end of each semester, HMS ELA and Math teachers will participate in data chats with HMS administrators to address students' academic performance (approximately \$1200 of School Improvement funds will be used for this action step).
3. Math and ELA Departments will utilize Planbook.com to ensure that students are aware of the material covered each day in class and have access to materials after school hours.
4. Each teacher will have quarterly observations completed by HMS administrators. After each observation, HMS administrators will provide Math teachers with feedback regarding visible learning, lesson effectiveness, and student engagement.
5. ELA and Math teachers are provided technological and academic resources (Edmentum/ Study Island) necessary for student success. Approximately, \$2000 of School Improvement fund will be used for this action step.

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

Additional Schoolwide Improvement Priorities

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

Part IV: Positive Culture & Environment

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

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

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

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Social Studies	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
Total:			\$0.00