

Santa Rosa County School District

Hobbs Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Hobbs Middle School

5317 GLOVER LN, Milton, FL 32570

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Koger, Brandon	Principal	<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 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

Name	Position Title	Job Duties and Responsibilities
		<p>school sponsored activities, and maintain a calendar of all school events.</p> <ul style="list-style-type: none"> * Serve as a member of the Superintendent's Districtwide 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	<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 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

Name	Position Title	Job Duties and Responsibilities
		<p>assigned by the Principal.</p> <ul style="list-style-type: none"> * 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. * Perform other incidental tasks consistent with the goals and objectives of this position.
Jacobs, Maria	Dean	<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

Name	Position Title	Job Duties and Responsibilities
		<p>strategies.</p> <ul style="list-style-type: none"> * 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. * 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. * 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.
Dixon, Christopher	School Counselor	<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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * 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.
Hansen, Rebecca	School Counselor	<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.

Name	Position Title	Job Duties and Responsibilities
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Alexander, Stephanie	Reading 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Hobbs, we utilize several different stakeholders to assist with our School Improvement Plan. We utilize our School Advisory Council, our faculty and staff, and our students that are on our SAC committee. We believe in sharing our data and encourage listening sessions on ways or ideas on how we can improve our success here at Hobbs. For the 2023-24 school year, we will be meeting with the SAC on 9.7.23 to review and edit the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	63%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
	2019-20: C
	2018-19: C
	2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	51	44	46	141	
One or more suspensions	0	0	0	0	0	0	12	73	50	135	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	6	12	23	
Course failure in Math	0	0	0	0	0	0	14	10	13	37	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	46	60	53	159	
Level 1 on statewide Math assessment	0	0	0	0	0	0	54	60	61	175	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	32	56	46	134

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	4	7	13
Students retained two or more times	0	0	0	0	0	0	0	2	5	7

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	45	55	55	155	
One or more suspensions	0	0	0	0	0	0	10	31	56	97	
Course failure in ELA	0	0	0	0	0	0	7	1	4	12	
Course failure in Math	0	0	0	0	0	0	6	3	2	11	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	62	49	74	185	
Level 1 on statewide Math assessment	0	0	0	0	0	0	62	59	67	188	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	51	34	70	155	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	35	39	59	133

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	4
Students retained two or more times	0	0	0	0	0	0	0	2	2	4

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	45	55	55	155	
One or more suspensions	0	0	0	0	0	0	10	31	56	97	
Course failure in ELA	0	0	0	0	0	0	7	1	4	12	
Course failure in Math	0	0	0	0	0	0	6	3	2	11	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	62	49	74	185	
Level 1 on statewide Math assessment	0	0	0	0	0	0	62	59	67	188	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	51	34	70	155	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	35	39	59	133

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	4
Students retained two or more times	0	0	0	0	0	0	0	2	2	4

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	58	49	47	59	50	47		
ELA Learning Gains				44			45		
ELA Lowest 25th Percentile				31			30		
Math Achievement*	53	68	56	53	38	36	52		
Math Learning Gains				57			39		
Math Lowest 25th Percentile				48			33		
Science Achievement*	41	61	49	49	69	53	44		
Social Studies Achievement*	74	74	68	69	66	58	71		
Middle School Acceleration	66	68	73	64	54	49	57		
Graduation Rate					64	49			
College and Career Acceleration					79	70			
ELP Progress		75	40		64	76			

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	279
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	462
Total Components for the Federal Index	9
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	4	
ELL				
AMI				
ASN				
BLK	34	Yes	4	
HSP	50			
MUL	49			
PAC	78			
WHT	58			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	1
ELL				
AMI				
ASN				
BLK	30	Yes	3	1
HSP	51			
MUL	42			
PAC				
WHT	54			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			53			41	74	66			
SWD	22			31			23	61			4	
ELL												
AMI												
ASN												
BLK	26			28			17	63			4	
HSP	48			55			44	65	40		5	
MUL	38			46			36	76			4	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC	73			82							2	
WHT	47			56			43	75	68		5	
FRL	38			45			34	67	58		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	47	44	31	53	57	48	49	69	64			
SWD	22	35	29	27	42	36	14	37				
ELL												
AMI												
ASN												
BLK	18	26	33	20	42	35	19	50				
HSP	47	47	58	48	42	54	56	36	70			
MUL	44	43	36	40	51	40	31	53				
PAC												
WHT	50	45	25	58	61	50	54	75	65			
FRL	40	41	28	48	54	44	47	59	57			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	47	45	30	52	39	33	44	71	57			
SWD	19	28	22	30	36	23	23	42				
ELL												
AMI												
ASN	70			70								
BLK	37	38	22	27	28	32	36	54				
HSP	45	50		61	31		25					
MUL	37	31	20	34	20	18	27	75				
PAC												
WHT	49	47	33	56	41	36	47	74	52			
FRL	43	43	31	47	37	32	41	72	46			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	45%	54%	-9%	47%	-2%
08	2023 - Spring	41%	56%	-15%	47%	-6%
06	2023 - Spring	39%	55%	-16%	47%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	63%	-18%	54%	-9%
07	2023 - Spring	28%	48%	-20%	48%	-20%
08	2023 - Spring	68%	76%	-8%	55%	13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	58%	-17%	44%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	96%	58%	38%	50%	46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	55%	45%	48%	52%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	71%	1%	66%	6%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school 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 our lowest performance was in ELA. We believe we have several factors that contributed to the low performance. These factors include teacher retention and weaknesses in our tier 3 ELA intervention program. In terms of teacher retention, this past year, we had an 8th grade ELA teacher (with an inclusion/push-in model classroom) resign, mid-year, due to military orders. We had another 7th/8th grade ELA teacher (honors classes) resign, mid-year, due to becoming a stay at home parent. In terms of weaknesses in our ELA tier 3 Intervention program, we have 2 teachers that help facilitate this program and these interventions for us. One teacher has challenges with her classroom management and the other has challenges with facilitating the curriculum with fidelity, engaging with students in a positive manner, and providing standard based instruction to her classes.

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 from the prior year was Science. We believe the factors that contributed to this decline are the integration and review of the 6th and 7th grade standards that are possibly lacking when students advanced to 8th grade.

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 is 7th grade mathematics. We believe the factor that contributed to this gap was instructional. Our primary 7th grade math teacher was out on FMLA for a quarter of the year. We struggled to find a long term substitute for that class and were unable provide highly qualified support for that coverage.

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

The data component that showed the most improvement was overall math proficiency. We utilized our AVID strategies and we had new textbooks/curriculum this school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on our EWS data, we are concerned with the number of students who have an attendance rate below 90%. We are also concerned with the number of Level 1 students for both ELA and math.

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

Our priorities are ranked as follows:

- 1) Increasing our Science scores
- 2) Improve our Tier 3 Intensive ELA program
- 3) Growth within our ESE subgroups
- 4) Student engagement

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2022-2023 school year, Hobbs Middle School had 9 instructional positions resign. This resulted in a lack of continuity of instruction which ultimately was reflected in our state assessment results.

Measurable Outcome:

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

Short-Term: 100% of new teachers surveyed will feel they are supported by a mentor teacher.

Long-Term: 100% of ALL teachers surveyed will feel they are supported by an AVID mentor teacher. Our goal is for this support to help reduce the number of yearly resignations that we have.

Monitoring:

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

We will give employee satisfaction surveys twice yearly, to help measure this goal. We will survey teachers at mid-term of the 2nd quarter and at the end of the 3rd quarter. We will ask new teachers to rate the level of support they feel they have received from a mentor teacher. We will ask all teachers to rate the level of support they feel they have received from an AVID mentor teacher.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase teacher retention, we will effectively implement the AVID program, which provides resources and support to our teachers so they feel empowered to deliver rigorous instruction. According to the AVID program, "Recent data from Oregon and Arizona suggests that schools retain AVID-trained educators, particularly those newer to the profession, at greater rates than they retain teachers who have not been AVID-trained (non-AVID)" (1). We believe these best instructional practices through AVID, helps any teacher feel turn key ready to deliver high quality instruction to any student on campus.

Resource: <https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/9/Did%20You%20Know-Teacher%20Retention.pdf>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

AVID reinforces relational capacity. "AVID defines Relational Capacity as the connection among individuals that develops over time when interactions are built on respect, trust, and authenticity". Capacity is built by focusing efforts to increase social capital. Administration will make these efforts a priority for our staff. From "Applying Organizational Research to Public School Reform", it was found that "teacher human capital that is specific to a setting and task, and some indicators of teacher social capital, predicted student performance improvement. At the team level, average educational attainment and horizontal tie strength were significant predictors of student improvement. We provide some evidence that team horizontal tie strength and density moderate the relationship between teacher ability and student performance."

Resource: (1) https://www.cosa.k12.or.us/sites/default/files/images/avid_framework_overview.pdf
(2) Pil, F. & Leana, Carrie. (2009). Applying Organizational Research to Public School Reform: The

Effects of Teacher Human and Social Capital on Student Performance. Academy of Management Journal. 52.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Staff will participation in PLC's. In these PLC's, teachers and staff will connect with and be supported by mentor and AVID teachers.

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

By When: 3 times a year, Quarter 1, Quarter 2 and Quarter 3.

Teachers new to Hobbs will be surveyed to determine the degree of connection and support received by our mentor teachers.

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

By When: 3 times a year, Quarter 1, Quarter 2 and Quarter 3.

All teachers will be surveyed to determine the degree of connection and support received by AVID teachers.

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

By When: 2 times a year, Quarter 2 and Quarter 3.

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Both the SWD and Black ESSA subgroups are at a Federal Index of 30%, both well below the targeted 41% index.

Measurable Outcome:

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

Short-Term: Our short-term goal is for the SWD and Black ESSA subgroups to make growth in the ESSA Federal Index (move from 30% to 32%).

Long-Term: Our 5 year goal is for the SWD and Black ESSA subgroups to achieve the targeted index (41%).

Monitoring:

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

ESE Inclusion teachers will have regular data chats with their ESE students, including goal setting documentation and data achievement tracking. Administration will have regular data chats with our ESE Inclusion teachers (and co-teachers) to review documentation and track progress for our SWD subgroup.

General education teachers will have regular data chats with their black students, including goal setting documentation and data achievement tracking. Administration will have regular data chats with our teachers to review documentation and track progress for our black subgroup.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention will be a mentor program (Mentor Monday). The goal of the mentor program will be to develop student agency. Student agency is when students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

From "Does Mentoring Matter? ", (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2352144/>), "our findings are generally consistent with previous reviews focusing on a specific type of mentoring (youth, academic, workplace). Both Allen et al. (2004) and Underhill (2006) found significant relationships between workplace mentoring and career attitudes, work attitudes, and some career outcomes. Reviews of youth (DuBois et al., 2002) and academic (Sambunjak et al., 2006) mentoring found an association between mentoring and both career and employment outcomes. Reviews linking youth (DuBois et al., 2002), academic (Dorsey & Baker, 2004; Sambunjak et al., 2006) and workplace (Underhill, 2006) mentoring to psychological outcomes such as positive self-image, emotional adjustment, and psychological well-being, although similar to our findings, several of these reviews found small effect sizes. Finally, previous research on youth finds that being mentored is related to more positive social relationships, higher performance, and less problem behavior."

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will meet with subgroup students every Monday. During Mentor Monday, they will track grades and other assessment data.

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

By When: Every Monday.

Teachers will meet with subgroups twice each quarter to practice goal setting, goal review, goal revision.

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

By When: Start of each quarter and mid-term.

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2022-23 school year, only 41% of our students were proficient on the science state assessment. This is well below the district average of 58% proficient.

Measurable Outcome:

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

Short-Term: Our short-term goal is for our students to achieve 47% proficient in science.

Long-Term: Our 5 year goal is for our students to achieve 62% proficient in science.

Monitoring:

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

Science students will be monitored through the Progress Learning platform. At each test (PM1 and PM2) administration will review data and reflect on progress made toward SIP goals. Administration will discuss data with instructional staff and seek input on revisions they will make in their instruction as they prepare for the state assessment.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All science classes will utilize Study Island through the Edmentum company. Study Island is a standards-based mastery platform that features customizable test practice questions aligned to state standards. Science teachers will utilize Study Island twice per week (30 minutes each time) in their classes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Edmentum performed a quasi-experimental study of the effectiveness of our Study Island online learning platform on student growth during the 2016-17 school year. These results indicate that Study Island is an effective, evidence-based intervention. Specifically, the study has been verified to meet all criteria to qualify Study Island as meeting the ESSA requirements of an "evidence-based" intervention.

<https://www.edmentum.com/node/19561/attachment>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

All science classes will use Study Island to practice customizable test practice questions aligned to state standards.

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

By When: Twice per week, for 30 minutes each session.

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

2022-2023 FAST state assessment data results demonstrated the following proficiency percentages: ELA - 42%, Math - 56%, and Science - 41%. Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students.

Measurable Outcome:

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

Short Term: FAST data will reflect a minimum of the district's average of students proficient in all content areas by the end of the year.

Long Term: Our five year goal is for FAST data to reflect a minimum of 62% of students proficient in all content areas.

Monitoring:

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

The school leadership team will review lesson plans weekly to provide support and feedback to teachers. Content coaches will be present in common planning to support the development of explicit, intentional instruction that is aligned. The school leadership team will monitor through data chats quarterly and will meet quarterly to review trends and adjust as needed.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework with "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classroom" (1). The model draws upon data from field research and validation studies, couples with finding from the extant literature on rigorous, standards based instruction (2).

Resource:

(1) <https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf>

(2) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus.

Resource: https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Step 1: Instructional coaches with school administration will facilitate grade-level planning and provide support on how to develop benchmark-aligned lessons.

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

By When: This will occur bi-weekly.

Step 2: The leadership team will meet to review trends in observation data, professional learning community reflection data, lesson plans, and feedback from coaches to adjust as needed.

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

By When: This will occur monthly.

#5. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2022-23 school year, the number of our 6th, 7th, and 8th grade students that were proficient in ELA were each below the district average. As measured through FAST PM3, only 39% of our 6th grade students were proficient (district average 55%). As measured through FAST PM3, only 46% of our 7th grade ELA students were proficient (district average 53%). As measured through FAST PM3, only 41% of our 8th grade students were proficient (district average 56%).

Measurable Outcome:

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

Short-term: Our short-term goal is for our students at each grade level to match or exceed the district average for proficiency.

Long-Term: Our 5 year goal is for our students to achieve 62% proficient in ELA.

Monitoring:

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

The goal will be monitored through state FAST testing (ELA). At each test (FAST PM1, FAST PM2) administration will review data and reflect on progress made toward SIP goals. Administration will discuss data with instructional staff and seek input on revisions they will make in their instruction as they prepare for FAST PM3.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ELA teachers will begin to integrate student teams into their instruction. Initially, they will participate in professional development through the AVID platform, where they will study various forms of collaborative structures (e.g. four corners, helping trios, jigsaws, and carousel brainstorm). The ELA teachers will then begin to utilize these collaborative structures to help deliver the content of their lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

From Learning Forward: Empowered Students Lead and Learn: "Academic teaming also supports all students' social and emotional development. Just as students must engage in productive struggle to grow academically, they must also engage in productive struggle to grow socially and emotionally. This means teachers must create structures to let students resolve their own conflicts, coach each other through challenges, peer-teach, and ultimately ensure that everyone on the team reaches the learning target. Academic teams are well-suited to these strategies."

<https://learningforward.org/wp-content/uploads/2019/10/empowered-students-lead-and-learn.pdf>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

ELA teachers will participate in an AVID PLC. They will study Collaborative Structures.

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

By When: End of first semester.

ELA teachers will implement a Collaborative Structure strategy into two different lessons that they teach.

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

By When: End of third quarter.

ELA teachers will meet as a department and reflect on the Collaborative Structure strategies that they used.

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

By When: End of third quarter.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

FAST progress monitoring data is reviewed each year. Through data review, Area(s) of Focus are identified, as well as accompanying interventions. If school improvement funding is used to provide these interventions, administration and the School Advisory Council will plan and then review these interventions throughout the year. The reviews will come during the School Advisory Council meetings.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP is disseminated to our stakeholders through the district unified communication platform (ClassTag). Parents are notified of the SIP's availability on our website through a phone message and a text message. The SIP will also be sent to each stakeholder's e-mail. Finally, access to the SIP will be advertised through our social media platforms.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

For the Hobbs Middle Title I parental involvement mission statement, we seek to integrate the mission of our school district (To Love, Educate, and Prepare all students for graduation and a successful future) with language that encompasses the goals of a Title I program.

To that end, the parental involvement mission statement for Hobbs will be: To together Love, Educate, and Prepare all students for graduation and a successful future, and to do it in such a way that parents and families are actively engaged in the very same mission and the very same means as what Hobbs is.

To involve parents and families in the planning, review, and improvement of the Title I program, Hobbs will engage parents and families in the following ways:

1. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, Hobbs will review ways for parents to be involved in their student's education, as well as in the Title I program. The principal will review the Title I program with the parents, and the teachers will explore ways for them to be engaged and involved in their student's education.
2. Utilizing the School Advisory Council to advise on the Title I programs. Review at each School Advisory Council meeting the Title I program. Seek at each meeting feedback and involvement in the development, evaluation, and progression of the Title I program.
3. Using the School Advisory Council stakeholders to provide feedback and input on the: School Improvement Plan, Parent and Family Engagement Plan, and input regarding use of the parent engagement funds.
4. Seeking similar feedback from our Hobbospitality Organization (parent teacher organization) as what we do the School Advisory Council.
5. Holding additional Title I meetings with parents and families, as necessary, to accommodate parents and families that cannot participate in the School Advisory Council meetings.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In reviewing FAST scores from previous years, there is a significant gap in ELA achievement between Hobbs Middle School and other middle schools in the district. As measured by FAST scores, the percentages of our students that were proficient on FAST, for example, were well below the district average (16, 7, and 15 points below; 6th, 7th, and 8th respectively). As well, we saw a decrease in percent proficient in these areas, within our school, from the 2019 school year to the 2022 school year. Less students are proficient in ELA, now, than what we had in 2019.

Regarding other areas for improvement, we have many students that have a Tier III academic need that are still struggling. For the 2022-23 school year, we had 22 course failures in ELA and 36 course failures in math. We have a definite need in ELA, but the number of students in danger of retention reveals needs in the other three content areas, as well.

We also need to improve our parent engagement and involvement. A recent survey given as part of our

district accreditation process had us marked lowest in areas of parent engagement and involvement ("The institution asks for family input when changing rules or policies" and "Families work with institution leaders and teachers to create expectations for supporting student learning at home").

Academic Activities- What will you do to improve target academic areas?

1. Hire an ELA interventionist. Evaluate with pre-and-post assessment.
2. Hire a paraprofessional to run a learning lab. Provide during school day tutoring and interventions. Evaluate with progress monitoring tool.
3. Hire a paraprofessional to work as a behavior interventionist. Provide during school day tutoring and interventions. Evaluate with progress monitoring tool. Evaluate with the number of disciplinary referrals written.
4. Provide after school tutoring/homework help. Evaluate with progress monitoring tool.
5. Offer an AVID Elective, to offer students college and career preparedness training. Pay 3.75 hrs (+ half of salary and benefits) from Title I, for teacher on staff to offer an additional three sections of AVID.
6. Purchase an additional COW (30 laptops) to be used by math teachers when offering Tier 3 math interventions (they will be using the Liftoff program through Progress Learning, but will need additional access to computers to regularly offer this intervention program).

Parent and Family Engagement Activities – How will you engage parents in this area?

7. Training for parents in standards being taught in each of their student's core classes and digital resources to support learning. Training on how to access both at home. Provide computer access for parents to walk through these tasks with their students. Evaluate with survey, agenda, minutes, sign-in sheets.
8. Civics EOC bootcamp, Science bootcamp, and other others: review for assessment. Provide dinner and send home resources families can use to help their students study standards and prepare for the test.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A; we do not utilize members from other organizations to prepare the SIP.