

Santa Rosa County School District

Hobbs Middle School



2022-23 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: 12/17/2017

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (51%) 2020-21: (46%) 2018-19: C (52%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

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.

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

Membership

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

Name	Position Title	Job Duties and Responsibilities
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

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

Gardner, Jennifer Assistant Principal

Primary Duties and Responsibilities:

- * 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.

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

Name	Position Title	Job Duties and Responsibilities
		<p>the school in a manner that ensures maximum life and use of facility.</p> <ul style="list-style-type: none"> * 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.
<p>Dixon, Christopher</p>	<p>Guidance Counselor</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

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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> * Performs other tasks and responsibilities as assigned by the principal.
Hansen, Rebecca	Guidance Counselor	<p>Primary Duties and Responsibilities:</p> <ul style="list-style-type: none"> * Is responsible for the registration of new students and scheduling of all students. * Assists students in the selection of classes and graduation options. * Provides small group developmental guidance activities to all students. * Provides personal/social, behavioral, and/or academic counseling to all students. * Provides assistance in the screening, referral, identification and placement of students with special needs. * Provides assistance to parents of all students. * Provides appropriate consultation and staff development to school personnel and/or parents/ community as needed. * Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. * Organizes and conducts career and college information programs. * Provides information regarding community service opportunities and enters community service hours in the computer. * Provides information and counseling for Bright Futures opportunities and registration. * Coordinates dual enrollment programs. * Identifies and counsels potential dropouts, offering them other options. * Counsels students who are experiencing attendance difficulties. * Interprets test results to parents, students, 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

Name	Position Title	Job Duties and Responsibilities
		<p>basis.</p> <ul style="list-style-type: none"> * 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.
<p>Jacobs, Maria</p>	<p>Dean</p>	<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

Name	Position Title	Job Duties and Responsibilities
		<p>development of the school’s discipline plan/hierarchy.</p> <ul style="list-style-type: none"> * 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.

Gough, Martha	Instructional Coach	<p>Collaborate to develop research-based lessons with teachers.</p> <ul style="list-style-type: none"> *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.
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Demographic Information

Principal start date

Sunday 12/17/2017, Brandon Koger

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

697

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

9

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

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	241	226	229	0	0	0	0	696
Attendance below 90 percent	0	0	0	0	0	0	45	55	55	0	0	0	0	155
One or more suspensions	0	0	0	0	0	0	10	31	56	0	0	0	0	97
Course failure in ELA	0	0	0	0	0	0	7	1	4	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	6	3	2	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	62	49	74	0	0	0	0	185
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	62	59	67	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	51	34	70	0	0	0	0	155

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	35	39	59	0	0	0	0	133

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	1	2	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	2	2	0	0	0	0	4

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	214	231	244	0	0	0	0	689
Attendance below 90 percent	0	0	0	0	0	0	61	50	82	0	0	0	0	193
One or more suspensions	0	0	0	0	0	0	9	45	34	0	0	0	0	88
Course failure in ELA	0	0	0	0	0	0	7	2	4	0	0	0	0	13
Course failure in Math	0	0	0	0	0	0	12	2	5	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	41	56	55	0	0	0	0	152
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	45	58	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	16	16	0	0	0	0	45

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	37	44	55	0	0	0	0	136

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	3	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

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

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	37	44	55	0	0	0	0	136

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	3	2	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	59%	50%	47%			52%	63%	54%
ELA Learning Gains	44%	51%	48%	45%			53%	60%	54%
ELA Lowest 25th Percentile	31%	41%	38%	30%			44%	56%	47%
Math Achievement	53%	69%	54%	52%			58%	70%	58%
Math Learning Gains	57%	66%	58%	39%			52%	65%	57%
Math Lowest 25th Percentile	48%	55%	55%	33%			53%	58%	51%
Science Achievement	49%	64%	49%	44%			51%	63%	51%
Social Studies Achievement	69%	79%	71%	71%			63%	77%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	48%	63%	-15%	54%	-6%
Cohort Comparison						
07	2022					
	2019	49%	59%	-10%	52%	-3%
Cohort Comparison		-48%				
08	2022					
	2019	55%	68%	-13%	56%	-1%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	53%	66%	-13%	55%	-2%
Cohort Comparison						
07	2022					
	2019	45%	54%	-9%	54%	-9%
Cohort Comparison		-53%				
08	2022					
	2019	58%	76%	-18%	46%	12%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	49%	62%	-13%	48%	1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	61%	75%	-14%	71%	-10%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	35	29	27	42	36	14	37			
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			
WHT	50	45	25	58	61	50	54	75	65		
FRL	40	41	28	48	54	44	47	59	57		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	28	22	30	36	23	23	42			
ASN	70			70							
BLK	37	38	22	27	28	32	36	54			
HSP	45	50		61	31		25				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	37	31	20	34	20	18	27	75			
WHT	49	47	33	56	41	36	47	74	52		
FRL	43	43	31	47	37	32	41	72	46		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	46	43	33	51	50	26	44	9		
BLK	33	44	40	31	44	43	18	65			
HSP	65	64		57	45	20	58	56			
MUL	47	51	56	48	45	53	50	50	31		
WHT	53	53	43	61	54	57	52	65	43		
FRL	42	49	42	50	49	51	45	51	32		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
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	462
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

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	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	51
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	42
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	54
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

Part III: Planning for Improvement

Data Analysis

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

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

Our students struggle with overall proficiency in ELA and math. For both areas, we fall below both the district and state average.

For the reporting categories of ELA achievement, ELA learning gains, and ELA learning gains of the lowest 25%, we scored among the lowest schools in the district. As well, in all three areas, we saw little to no growth compared to the 2021-22 school year.

Regarding math, the three reporting categories scored better than ELA, but all three were still below or at district and state averages. As measured by FSA scores, the percentages of our students that were proficient on FSA, for example, were well below the district average (10, 17, and 17 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 math, now, than what we had in 2019.

Many of the non-proficient students are also in our SWD subgroup and Black/African American subgroup that both fall below the 41% federal index.

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

Our overall ELA and math achievement show the greatest need for improvement. Our ELA achievement was 47% and our math achievement was 53%. Additionally, our lowest 25% students struggled to make learning gains in ELA and math, with 31% and 48% of the lowest 25% making learning gains, respectively. Finally, our 8th grade students struggled with science achievement, with less than half demonstrating proficiency at 49%.

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

Regarding contributing factors to our deficiency in ELA and math achievement, in ELA and math learning gains, and science achievement, we have many students that have a Tier III academic need that are struggling. At points last year, nearly 10% of our students were in danger of retention. The number of students that were in danger of retention reveals needs in all four content areas.

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.

To help this, we plan to:

1. Use a math interventionist to provide Tier III interventions to students, as well as to analyze data and provide responses to trends in data. Provide increased access to technology to support this initiative.
2. Use a paraprofessional to run a learning lab. Provide during school day tutoring and interventions. Provide increased access to technology to support this initiative.
3. Provide after school tutoring/homework help.
4. Provide conference time for teachers, to connect with parents and families of Tier III/struggling

learners.

5. Offer an AVID Elective, to offer students college preparedness training.

6. Provide training for parents in standards being taught in each of their student's core classes and digital resources to support learning. Also provide training on how to access both at home.

7. Parent engagement nights based on ELA and Math standards, to teach parents about standards-based instruction.

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

Hobbs saw growth in both 6th grade ELA proficiency and science results. These two reporting categories saw growth, over 2018-19 assessment results. In 2018-19, only 49% of our 6th grade students were proficient in ELA. In 2020-21, only 47% of our 6th grade students were proficient in ELA. In 2021-22, 57% of our 6th grade students were proficient in ELA. In 2018-19, only 49% of our students were proficient in science. In 2020-21, only 44% of our students were proficient in science. In 2021-22, 50% of our students were proficient in science.

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

Staff procurement and development; using veteran and experienced teachers to teach Civics. As well, we used a literacy coach to help support our ELA teachers and to provide interventions for our Tier II and Tier III literacy students.

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

To continue to accelerate learning, Hobbs needs consistency in our faculty and staff. For four of my five years, I have had significant turnover in my staff. This has allowed me to hire new teachers, but it also takes time to settle and develop/grow a new staff. Now that a consistent staff is in place, we will accelerate learning by encouraging teacher efficacy with this staff through professional development and regular PLC meetings.

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

Our literacy coach will provide training to our Tier I, II, and III ELA and literacy teachers, regarding implementation of the BEST ELA standards. Our science department will participate in a PLC with the district mentor teacher for science, to study best practices in science instruction. Our math interventionist will provide data analysis of FAST test results to our math teachers, and they will use those results to connect with the district mentor teacher for math. Our new teachers will participate in regular professional development through their Alternative Certification program. All ELA and math teachers will participate in data chats with administration, to review FAST A and FAST B test results. These meetings will be data chats, to review progress monitoring data and make decisions about Tier II and Tier III interventions for students from that data. All core content teachers will participate in AVID PLCs, to study core AVID strategies. Core AVID strategies are intended to support teachers, as they practice and implement writing, inquiry, collaboration, organization, and reading in their lessons.

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

To ensure sustainability of improvement, Hobbs will continue to advance our climate and culture initiatives. For example, we are starting a 'Cheers for Peers' initiative, where we take time each week to celebrate each other and the good work that we're doing. We also currently have a 'Teacher of the Month' program. As well, we have developed as a faculty and staff a Social Contract that we will use, to

keep our interactions with each other positive and productive. These are just some of the examples of how Hobbs will create a culture that recruits and retains the best teachers we can find.

As well, Hobbs will focus this year and beyond, on the following six best practices.

1. Our teachers and students will practice WICOR (writing, inquiry, collaboration, organization, and reading).
2. Our teachers will focus on standards based instruction and documenting standards based instruction.
3. Our teachers will use rigorous assessments that will be reviewed regularly by administration.
4. We will all communicate with our struggling learners and their families.
5. We will all collaborate and share resources within our departments.
6. We will all participate in PLCs that study 13 core instructional strategies.

Areas of Focus

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

:

#1. 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 critical need from the data reviewed.

The SWD subgroup is identified as an area of focus because those students scored far less proficient as compared to their non-disabled peers. Only 22% of our SWDs were proficient on the 2021-22 FSA test in English, and only 27% of our SWDs were proficient on the 2021-22 FSA test in math. Both are well below the Federal Index of 41%.

The black subgroup is identified as an area of focus because those students scored far less proficient as compared to their peers. Only 18% of our black subgroup were proficient in ELA on the 2021-22 FSA test in English, and only 20% of our black subgroup were proficient on the 2021-22 FSA test in math. Both are well below the Federal Index of 41%.

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

Add in the percentage increases. We would like to see 41% or more of our SWD proficient in both ELA (+19%) and math (+14%) . We would like to see 41% or more of our black subgroup proficient in both ELA (+23%) and math (+21%).

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

We will measure this area of focus with progress monitoring tests (FAST math and reading).

Person responsible for monitoring outcome:

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

Evidence-based Strategy: Describe the evidence-based strategy being

In his research, John Hattie identified teacher efficacy as a strategy that has potential to considerably accelerate student achievement. In other words, it is important to have teachers that have high expectations, believe the students are capable of achieving them and share these expectations to students. This will be especially important for our SWDs and our Black subgroup. They can be successful; we must have these expectations for them. To help encourage this, we will utilize two strategies: the language of self-efficacy with high expectations and goal setting. The language of self-efficacy will be practiced in data chats with ELA and math teachers (three times a year). Goal setting, with high

implemented for this Area of Focus.

expectations, will be practiced when ELA and math teachers set progress monitoring goals for their SWD and Black subgroups (measured through FAST).

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

Self-efficacy and goal setting are strategies John Hattie identified as highly influential. In his research on self-efficacy, Albert Bandura found that “statements or teaching practices that compare students’ performance against each other may raise the self-efficacy of the top students, but is likely to lower the self-efficacy of the rest of the class.” Additionally, we often struggle to hold our SWDs and black students to high expectations. Yes, some may have more barriers, but they can do it, provided the supports that help them overcome. According to The Opportunity Myth, students made 4.6 more months of academic progress when their teachers had higher expectations, this is especially true for students who start the year below grade-level (as many of our SWD do) with an average additional 7.9 months of academic progress. (<https://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>).
 Source: <https://pedagogynongrata.com/the-power-of-expectations>
 Source: <https://serc.carleton.edu/NAGTWorkshops/affective/efficacy.html>
 Source: <https://opportunitymyth.tntp.org/>
 The effect size for this strategy is 1.57 (<https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/>).

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.

Quarterly data chats will be held to discuss student ELA and math data with content area teachers, instructional coach, and administration.

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

Clear expectations of goal setting and high expectations will be defined.

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

Goal setting will be practiced when ELA and math teachers set progress monitoring goals for their SWD and Black subgroups (measured through STAR).

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

Teachers will have individual data chats with students in the SWD and black subgroups.

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

Students will be asked to set goals for their own performance, and not goals that compare themselves to other students.

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

High expectations will be a priority for administration and attention will be paid to this strategy during walkthroughs.

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

We will celebrate success with these students intentionally and purposely.

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

We will utilize supplemental resources to address the academic needs of students.

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

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale:

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

As measured by FSA scores, the percentages of our students that were proficient on FSA were well below the district average (10, 17, and 17 points below; 6th, 7th, and 8th respectively). While we did see some growth within our school from 2020-21 to 2021-22 (6th grade, 50% proficient both years; 7th grade, drop from 36% proficient to 33% proficient; 8th grade, increase from 50% proficient to 55% proficient), we would like our percent proficiency numbers to more closely align with the district averages.

Measurable

Outcome:

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

While we would like to meet the district average, we will look for growth instead (in math, we are significantly below district average in all three areas). We would like to increase achievement in math at each grade level by 5% (55% proficient for 6th grade, 38% proficient for 7th grade, and 61% proficient for 8th grade).

Monitoring:

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

Hobbs will have regular data chats to review Math FAST progress. The administrative team meets weekly. Administration will meet twice a quarter with our math interventionist to review Tier III data. Administration will conference with each math teacher at the second and fourth quarter observations.

Person

responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Hobbs will practice more and better classroom discussions in our mathematics classrooms. Hobbs will focus on classroom discussions in the following ways: establishing clear learning goals and standards (so students know what they are to be discussing), getting students working together, and then giving feedback based on the classroom discussions. A meta-analysis found that classroom discussion had an effect size of 0.82 (strategies emphasizing feedback).

Rationale for Evidence-based Strategy:

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

From <https://www.evidencebasedteaching.org.au/high-impact-teaching-strategies/>, classroom discussion is the sixth and final high-impact teaching strategy in this article. Number Talks and Class Discussions change the students role in the classroom from student to teacher and critical thinker and questioner. Students explain their thinking and critically analyze others thinking, testing if it is efficient and effective (<https://www.proveit.com.au/home/2017/8/9/number-talks-the-research-is-in>).

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.

Our teachers will focus on standards based instruction and documenting standards based instruction. Teachers will begin each lesson with a learning goal and standards documentation. (A Clear Focus for the Lesson)

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

Our teachers and students will practice WICOR, writing, inquiry, collaboration, organization, and reading. Teachers will teach and highlight lessons each nine weeks that capture these five principles. (Get Students Working Together)

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

Our teachers will use rigorous assessments that will be reviewed regularly by administration. Administration will review classroom assessments (and feedback given as a result) at the second and fourth quarter classroom observations. (Give Feedback)

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

We will all communicate with our struggling learners and their families. Teachers will keep a call log at each mid-term, documenting feedback given to families. (Give Feedback)

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

We will all participate in PLCs that study 13 core instructional strategies. The core instructional strategies that we are studying are intended to get students to participate more and in better ways in classroom discussions. (Get Students Working Together)

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

We will utilize supplemental resources to address the academic needs of students.

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

#3. Instructional Practice specifically relating to Student Engagement

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

We have many students that have a Tier III academic need that are struggling. For example, as of first quarter midterm this school year, we have 168 failing core classes. This is nearly 25% of our students that are in danger of retention. The number of students that we in danger of retention reveals needs in all four content areas and the need for more intense Tier II and Tier III interventions.

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

Hobbs will to reduce the number of Tier III academic students who are failing a core course from 25% to less than 5%.

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

Hobbs will use Focus to monitor the number of failing students at each midterm and each nine weeks.

Person responsible for monitoring outcome:

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

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

Hobbs will provide additional engagement opportunities for our students, outside the normal scope of our normal routines. We will provide these additional opportunities as means to increase teacher-student relationships/teacher-student interactions. It is our expectation that, as students engage with us in more and greater ways, we will be more successful at meeting their academic needs (and, in turn, reducing the number of failing students/students that we must retain). This strategy has an effect size 0.52 (source: <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Our students need as many opportunities to work with us, and us with them, as possible. This is especially true for our Tier III struggling learners. By providing experiences where we can provide that extra engagement, we hope to capture students that need, and then meet those needs.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Use a math interventionist to provide Tier III interventions to students, as well as to analyze data and provide responses to trends in data. Provide increased access to technology to support this initiative.

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

Use a paraprofessional to run a learning lab. Provide during school day tutoring and interventions. Provide increased access to technology to support this initiative.

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

Provide after school tutoring/homework help.

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

Provide conference time for teachers, to connect with families of Tier III/struggling learners.

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

Offer an AVID Elective, to offer students college preparedness training.

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

Provide training for parents in standards being taught in each of their student's core classes and digital resources to support learning. Also provide training on how to access both at home.

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

Reading and Math STEAM night based on ELA and Math standards, to teach parents about standards-based instruction and how they can support their students in both areas.

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

We will utilize supplemental resources to address the academic needs of students.

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

Hobbs will monitor teacher grades at the mid-term and close of each nine weeks. We will review teachers that have high numbers of failing students. We will conference with each teacher, to review this data and to provide additional training and supporting, as necessary.

Person Responsible [no one identified]

#4. Instructional Practice specifically relating to ELA

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

Based on 2022 spring FSA scores, an area of focus for Hobbs Middle School sixth, seventh, and eighth grade students is ELA proficiency. Only 57% of sixth grade Hobbs Middle School students were proficient in ELA on the FSA, while the district average of ELA proficiency was 61%. 42% of seventh grade Hobbs Middle School students were proficient in ELA on the FSA, while the district average of ELA proficiency was 55%. 44% of eighth grade Hobbs Middle School students were proficient in ELA on the FSA, with the district average being 57% of students proficient.

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

Our school goal is for 60% of Hobbs Middle School students to demonstrate proficiency on the FAST ELA progress monitoring assessments that are administered tri-annually.

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

The individual student progress will be monitored through academic performance within the district-approved curriculum and triannual progress monitoring assessments. The ELA teachers will review the student progress report in TIDE to help identify specific areas of weakness for each student. Lastly, the ELA teachers will utilize individual data to form small groups and teach skill-specific lessons to target the areas of weakness.

Person responsible for monitoring outcome:

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

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

The evidence-based strategy that will be applied to ensure that 60% of Hobbs Middle School students demonstrate proficiency in ELA is "Explicit Instruction". Explicit instruction includes modeling, guided practice, and independent practice of the skill being taught.
<https://www.education.vic.gov.au/Documents/school/teachers/management/highimpactteachingstrat.pdf>

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

Research indicates, when implemented with fidelity, explicit instruction is effective in accelerating individual student performance. In the explicit teaching practice, teachers constantly monitor students' progress towards learning goals. The effects of explicit instruction are similar for students in all school settings. Hattie determined the effect size for explicit instruction to be 0.59.
<https://www.education.vic.gov.au/Documents/school/teachers/management/highimpactteachingstrat.pdf>

**resources/
criteria used for
selecting this
strategy.**

Action Steps to Implement

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

Use FAST Student Performance Reports to assess individual student data.

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

Individually, work with students to accelerate areas of strength and to remediate deficit areas, based on FAST progress monitoring data.

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

Offer individualized, supplemental resources (iLit45 and Language Live) to improve student performance in deficit areas, through an Intensive ELA class.

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

Positive Culture & Environment

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

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

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

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

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

The administrative team at Hobbs is responsible for promoting a positive culture and environment at the school. This team consists of the principal, assistant principal, guidance counselor, CDAC counselor, dean of students, school resource officer, and literacy coach. We see ourselves differently, though. We are not the administrative team; instead, we are support staff. Each of us has a job, and that is to support our

teachers, staff, and students, as they teach and learn.

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

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

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

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

Finally, students are the reason for all that we do at Hobbs. They are the stakeholders that are most important in our school culture and environment. We serve them. But we also partner with them, as we serve them. For the first time at Hobbs, we have student representation on the Hobbs Middle School Advisory Council. Student government, Anchored 4 Life, and Students Working Against Tobacco are student organizations that all provide opportunities for student leadership. We regularly seek this leadership for input, as we evaluate and plan initiatives and procedures and processes. On the other end of the spectrum, when students struggle, we build relationships with them, we work hard to teach them, and we embrace who and what they are. No matter the need, whether it be to lead and serve or to remediate and recover, we work hard to connect with and partner with our students. They are they 'why' to our lives, and they are the most significant piece of our positive school culture and environment.

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