

Santa Rosa County School District

HOBBS MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Branon Koger

KogerB@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- * 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 school sponsored activities, and maintain a calendar of all school events.
- * 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.

Leadership Team Member #2

Employee's Name

Jennifer Gardner

GardnerJ@santarosa.k12.fl.us

Position Title

Assistant Principal

Job 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.
- * 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 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.

Leadership Team Member #3

Employee's Name

Kelly Gillis

GillisK@santarosa.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

- * Manages student supervision issues and enforces school behavioral expectations.

- * Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. Must enforce policies/rules both fairly and consistently.
- * Counsels students and parents concerning school and district policies.
- * Assists staff and parents in developing student behavioral expectations.
- * Assists in the planning, development and implementation of individual student behavior plans.
- * Serves as a resource to staff in dealing with classroom management issues.
- * Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies.
- * Coordinates alternative education placement for students.
- * Coordinates with staff and administration the development of the school's discipline plan/hierarchy.
- * Maintains and periodically reviews student discipline records.
- * Periodically reviews student attendance records and academic records.
- * Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language.
- * Participates in Professional Development activities that are germane to the position.
- * 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.

Leadership Team Member #4

Employee's Name

Caitlyn Hodge

HodgeC@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

- * Is responsible for the registration of new students and scheduling of all students.
- * Assists students in the selection of classes and graduation options.
- * Provides small group developmental guidance activities to all students.
- * Provides personal/social, behavioral, and/or academic counseling to all students.
- * Provides assistance in the screening, referral, identification and placement of students with special

needs.

- * Provides assistance to parents of all students.
- * Provides appropriate consultation and staff development to school personnel and/or parents/ community as needed.
- * Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities.
- * Organizes and conducts career and college information programs.
- * Provides information regarding community service opportunities and enters community service hours in the computer.
- * Provides information and counseling for Bright Futures opportunities and registration.
- * Coordinates dual enrollment programs.
- * Identifies and counsels potential dropouts, offering them other options.
- * Counsels students who are experiencing attendance difficulties.
- * Interprets test results to parents, students, and other school staff.
- * Assists students and families in need with providing basic care through referrals to appropriate resources.
- * Provides orientation for all incoming and new students.
- * Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education).
- * Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).
- * Continually enhances the overall guidance program through in-service opportunities.
- * Evaluates the overall guidance program on a continuing basis.
- * Provides assistance and information to faculty, students and parents in regard to multi-cultural education.
- * Assists in the orientation of new faculty/staff members.
- * Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.
- * Provides input in the development of curriculum and the master schedule.
- * Coordinates the proper maintenance, transfer, and acquisition of students' records as required.
- * 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.

Leadership Team Member #5

Employee's Name

Rebecca Hansen

HansenR@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

- * Is responsible for the registration of new students and scheduling of all students.
- * Assists students in the selection of classes and graduation options.
- * Provides small group developmental guidance activities to all students.
- * Provides personal/social, behavioral, and/or academic counseling to all students.
- * Provides assistance in the screening, referral, identification and placement of students with special needs.
- * Provides assistance to parents of all students.
- * Provides appropriate consultation and staff development to school personnel and/or parents/ community as needed.
- * Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities.
- * Organizes and conducts career and college information programs.
- * Provides information regarding community service opportunities and enters community service hours in the computer.
- * Provides information and counseling for Bright Futures opportunities and registration.
- * Coordinates dual enrollment programs.
- * Identifies and counsels potential dropouts, offering them other options.
- * Counsels students who are experiencing attendance difficulties.
- * Interprets test results to parents, students, and other school staff.
- * Assists students and families in need with providing basic care through referrals to appropriate resources.
- * Provides orientation for all incoming and new students.
- * Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education).
- * Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.).
- * Continually enhances the overall guidance program through in-service opportunities.
- * Evaluates the overall guidance program on a continuing basis.

- * Provides assistance and information to faculty, students and parents in regard to multi-cultural education.
- * Assists in the orientation of new faculty/staff members.
- * Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor.
- * Provides input in the development of curriculum and the master schedule.
- * Coordinates the proper maintenance, transfer, and acquisition of students' records as required.
- * 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.

Leadership Team Member #6

Employee's Name

Katie Brown

BrownKH@santarosa.k12.fl.us

Position Title

Reading Coach

Job Duties and Responsibilities

- *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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 2025-26 school year, we will be meeting with the SAC on 8.28.25 to review and edit the SIP.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	64.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment							241	260	220	721
Absent 10% or more school days							46	56	36	138
One or more suspensions							52	68	72	192
Course failure in English Language Arts (ELA)							0	0	0	0
Course failure in Math							0	0	0	0
Level 1 on statewide ELA assessment							52	53	44	149
Level 1 on statewide Math assessment							47	57	33	137
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2025-26

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							7	9	6	22

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	1	2	4
Students retained two or more times							29	30	32	91

Prior Year (2024-25) As Last 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 school days							51	64	44	159
One or more suspensions							13	67	68	148
Course failure in English Language Arts (ELA)							4	5	1	10
Course failure in Math							7	7	4	18
Level 1 on statewide ELA assessment							46	54	71	171
Level 1 on statewide Math assessment							64	45	59	168
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							29	63	61	153

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								7	1	8
Students retained two or more times									1	1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	56	63	58	50	59	53	45	58	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	59	58	59	49	56	56			
ELA Lowest 25th Percentile	58	52	52	40	50	50			
Math Achievement*	57	72	63	57	70	60	53	68	56
Math Learning Gains	59	66	62	62	68	62			
Math Lowest 25th Percentile	64	62	57	61	66	60			
Science Achievement	46	58	54	47	56	51	41	61	49
Social Studies Achievement*	72	77	73	64	74	70	74	74	68
Graduation Rate									
Middle School Acceleration	70	74	77	80	74	74	66	68	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	61	53				47	49	75	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	541
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	57%	56%	51%	46%		52%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	43%	No		
Black/African American Students	42%	No		
Hispanic Students	65%	No		
Multiracial Students	53%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	56%		59%	58%	57%	59%	64%	46%	72%	70%			
Students With Disabilities	30%		50%	55%	27%	55%	58%	18%	51%				
Black/African American Students	28%		38%	41%	44%	50%	63%	15%	55%				
Hispanic Students	59%		62%	62%	51%	59%			90%	70%			
Multiracial Students	49%		53%	59%	46%	61%	52%	35%	48%	73%			
White Students	59%		61%	60%	60%	60%	67%	52%	74%	71%			
Economically Disadvantaged Students	51%		59%	59%	52%	58%	60%	40%	64%	59%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		49%	40%	57%	62%	61%	47%	64%	80%			
Students With Disabilities	16%		32%	29%	23%	50%	60%	25%	31%	57%			
Black/African American Students	31%		46%	55%	34%	59%	57%	13%	50%				
Hispanic Students	50%		40%	42%	58%	71%	73%	21%					
Multiracial Students	41%		39%	33%	53%	65%	62%	53%	54%	73%			
White Students	53%		51%	38%	59%	62%	61%	54%	67%	81%			
Economically Disadvantaged Students	44%		46%	41%	49%	60%	62%	40%	57%	75%			

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2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	45%				53%			41%	74%	66%
Students With Disabilities	22%				31%			23%	61%	
Black/African American Students	26%				28%			17%	63%	
Hispanic Students	48%				55%			44%	65%	40%
Multiracial Students	38%				46%			36%	76%	
Pacific Islander Students	73%				82%					
White Students	47%				56%			43%	75%	68%
Economically Disadvantaged Students	38%				45%			34%	67%	58%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	60%	68%	-8%	60%	0%
ELA	7	51%	61%	-10%	57%	-6%
ELA	8	53%	63%	-10%	55%	-2%
Math	6	49%	69%	-20%	60%	-11%
Math	7	45%	57%	-12%	50%	-5%
Math	8	60%	73%	-13%	57%	3%
Science	8	46%	58%	-12%	49%	-3%
Civics		70%	77%	-7%	71%	-1%
Algebra		93%	59%	34%	54%	39%
Geometry		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

The data component showing the most improvement was **ELA Lowest 25% Learning Gains**, which increased from 40% in 2023–24 to 58%. This growth was supported by our intentional use of **AVID strategies**, the continuation of **Tier 2 interventions** through a reading-endorsed teacher in a reading elective, and the addition of a **new reading-endorsed teacher** to provide targeted interventions for our **Tier 3 ELA students**.

Lowest Performance

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

Science achievement was our lowest-performing area. Our 8th-grade students have historically struggled in this content area, particularly due to challenges with reading comprehension.

Greatest Decline

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

We saw the greatest decline in **Middle School Acceleration**. Contributing factors included **scheduling conflicts** that made it challenging to place all eligible students into an acceleration track, the inherent difficulty of accelerating students too quickly, and the transition to a **new Algebra teacher**.

Greatest Gap

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.

Science achievement showed the largest gap compared to the state average. Our 8th-grade students have historically struggled in this content area, particularly as readers, which impacts their ability to access complex scientific texts and vocabulary.

EWS Areas of Concern

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.

Highest Priorities

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

Our highest priorities are to **increase science achievement, accelerate growth within our ESE subgroups**, and **decrease the gap in 6th-grade math proficiency** between our students and the state average.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our highest priority is accelerating academic growth and achievement for our Students with Disabilities (SWD) subgroup. Currently, this group has a Federal Index score of 43%, which is just above the critical threshold of 41%, indicating an urgent need for targeted supports.

This area was identified through analysis of prior year data showing that SWDs are not making sufficient learning gains compared to their peers, which impacts their overall academic progress and readiness. Addressing the needs of this subgroup is essential to promote equity, close achievement gaps, and ensure all students receive the supports necessary to succeed.

Focused interventions, differentiated instruction, and progress monitoring will be key strategies to improve outcomes for our SWD students moving forward.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Short-Term: Our short-term goal is for the SWD subgroups to make growth in the ESSA Federal Index (move from 43% to 45%).

Long-Term: Our 5 year goal (this is year 3) is for the SWD subgroups to at least achieve the targeted index (41%).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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.

Person responsible for monitoring outcome

Brandon Koger (principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based intervention will be a mentor program. 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:

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:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Inclusion teachers will mentor their SWDs.

Person Monitoring:

Inclusion Teachers

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Inclusion teachers will meet weekly to update a data tracking sheet documenting academic progress for their Students with Disabilities (SWDs). As part of this process, teachers will also conference with each SWD weekly to review the tracking sheet together. These conferences will help students

understand their current performance, celebrate successes, and identify areas for improvement in real time. Additionally, inclusion teachers will meet individually with each SWD twice per quarter for a structured goal-setting conference. This ongoing cycle of data review, goal setting, and reflection promotes student ownership of learning, strengthens self-advocacy skills, and ensures instructional supports are responsive to student needs, contributing to improved academic outcomes for SWDs.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the 2025-25 school year, only 46% of our students were proficient on the science state assessment. This is well below the district average of 58% proficient.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Short-Term: Our short-term goal is for our students to achieve 52% proficient in science.

Long-Term: Our 5 year goal (this is year 3) is for our students to achieve 64% proficient in science.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach 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 (principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Science teachers will provide targeted remediation on deficit skills using Study Island, an adaptive, standards-aligned program proven to improve mastery through practice and feedback.

Rationale:

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:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Science teachers will embed AVID (Advancement Via Individual Determination) strategies into daily instruction to strengthen student engagement, critical thinking, and academic skills. AVID is an evidence-based college and career readiness framework built on the WICOR model—Writing, Inquiry, Collaboration, Organization, and Reading—which promotes active learning across all content areas. In science, this includes requiring students to cite evidence to support their thinking, asking high-level, open-ended questions, using collaborative structures, setting and reflecting on academic goals, and engaging in the critical reading process. These strategies equip students to analyze complex scientific information, communicate their reasoning effectively, and approach learning with organization and purpose, leading to improved science proficiency and readiness for advanced coursework.

Rationale:

Embedding AVID strategies into daily science instruction is designed to address both our achievement gap in science and the reading challenges our students face. Research shows that requiring students to cite evidence strengthens reasoning skills, deepens conceptual understanding, and promotes accountability for learning. High-level, open-ended questions foster critical thinking, creativity, and the ability to analyze and synthesize information. Incorporating collaborative structures increases engagement, supports peer learning, and builds communication skills essential for scientific discourse. Encouraging students to set and reflect on academic goals develops self-regulation and ownership of learning, which are directly linked to improved performance. Finally, engaging students in the critical reading process enhances comprehension of complex scientific texts, a skill that directly impacts achievement in science and other content areas. By consistently using these AVID strategies, science teachers will help students strengthen both content mastery and the literacy skills required for long-term academic success.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Study Island

Person Monitoring:

Science Teachers

By When/Frequency:

Twice per week, for 30 minutes each session.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

AVID Strategies

Person Monitoring:

Brandon Koger (principal) and Jennifer Gardner (assistant principal)

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Steps for Implementation 1. Ongoing Professional Learning *Provide regular training on AVID strategies during each faculty and staff meeting, with focused modeling and practice opportunities. *Incorporate targeted quarterly PLC sessions to deepen understanding, share best practices, and plan for classroom application. *Send selected staff to the AVID Summer Institute for advanced training, with the expectation they share strategies with colleagues. 2. Implementation Monitoring *Conduct classroom observations using the AVID instructional strategies checklist to measure the degree and quality of implementation. *Utilize both announced and unannounced walk-throughs to gather authentic evidence of AVID strategy use in science classrooms. 3. Feedback and Support *Provide individualized, actionable feedback to science teachers following each quarterly observation cycle. *Offer coaching or peer modeling opportunities for teachers needing additional support in embedding AVID strategies. *Celebrate successes and highlight effective practices during faculty meetings and PLCs.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description:

Across all middle grade levels, the school will prioritize targeted professional learning opportunities designed to strengthen instructional strategies, deepen content knowledge, and support differentiated instruction. Professional learning will include regular collaborative planning sessions, data-driven instructional reviews, and targeted training aligned to state standards and evidence-based practices.

Impact on Student Learning:

By enhancing teacher expertise and providing consistent opportunities to learn, reflect, and apply high-yield instructional strategies, we aim to improve lesson design, increase student engagement,

and address skill gaps identified in formative and summative assessments. Stronger instructional practice will lead to higher levels of mastery in core content areas, improved critical thinking, and increased student achievement across all grade levels.

Rationale:

Analysis of prior year student performance data revealed gaps in proficiency growth, particularly in standards requiring higher-order thinking, multi-step problem solving, and application of learned concepts in unfamiliar contexts. Classroom walkthrough data and teacher feedback indicated a need for greater consistency in instructional rigor, effective differentiation, and the use of formative assessments to guide instruction. Strengthening professional learning was identified as a critical lever for improvement because teachers expressed a desire for more collaborative, targeted, and ongoing training to address these needs. By investing in structured professional development, we will build instructional capacity that directly addresses the root causes of the performance gaps.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By May 2026, **100% of content-area PLC teams** will meet at least twice a quarter and document the use of the AVID strategies studied, as evidenced by PLC meeting agendas and minutes.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Quarterly PLC agendas, minutes, and attendance will document collaboration and AVID strategy integration. Walkthroughs and observations will verify implementation.

Person responsible for monitoring outcome

Brandon Koger (principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Professional learning interventions grounded in research and data that effectively improve teacher knowledge, instructional practices, and ultimately student outcomes.

Rationale:

Professional learning interventions that are grounded in research and data ensure that teacher development is informed by proven strategies rather than untested practices. When educators engage in targeted, evidence-based professional learning, they are more likely to acquire knowledge

and skills that translate directly into effective classroom instruction. These interventions also promote reflective practice and data-driven decision-making, enabling teachers to adjust their methods to meet diverse student needs. By focusing on approaches demonstrated to improve teacher expertise, such interventions create a ripple effect: enhanced instructional quality leads to higher student engagement, deeper understanding of content, and improved academic achievement. Furthermore, ongoing, research-informed professional learning fosters a culture of continuous improvement, where educators are equipped to respond to changing educational demands and close learning gaps.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Communities

Person Monitoring:

Brandon Koger (principal)

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: Teachers will participate in Professional Learning Communities (PLCs) three times per year to study, share, and plan for the implementation of AVID instructional strategies. PLC sessions will focus on strategies that promote student engagement, organization, inquiry, and higher-level thinking. Each PLC will include collaborative review of best practices, modeling of strategies, and planning for classroom integration. Monitoring the Impact: The school will track participation through PLC sign-in sheets for each session. Administrators and instructional coaches will conduct periodic classroom walkthroughs to observe and document the implementation of AVID strategies in lessons. Feedback will be shared with teachers during post-walkthrough discussions to reinforce effective practices and identify areas for improvement. Evidence of strategy implementation will also be collected through lesson plans and teacher reflections.

Action Step #2

AVID Summer Institute

Person Monitoring:

Brandon Koger (principal)

By When/Frequency:

annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: The AVID site team and teachers new to AVID will attend the AVID Summer Institute to engage in intensive professional learning on AVID instructional practices. Participants will study strategies that promote inquiry, collaboration, organization, and critical thinking, and will work to develop their capacity to deliver high-quality, rigorous instruction aligned to AVID's framework. Monitoring the Impact: Attendance will be documented through Summer Institute registration records. Following the training, participants will share learning with staff during professional learning sessions and incorporate strategies into their lesson plans. Implementation will be monitored through classroom walkthroughs, lesson plan reviews, and teacher reflections, with feedback provided by administrators and the AVID site coordinator to ensure fidelity.

Action Step #3

Student Led Academic Teams professional development

Person Monitoring:

Brandon Koger (principal)

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: Teachers will participate in training on the implementation of student-led academic teams. The training will focus on structures and strategies that empower students to take ownership of their learning, collaborate effectively with peers, set academic goals, and track their own progress. Monitoring the Impact: Attendance will be documented through sign-in sheets and training agendas. Implementation will be monitored through classroom walkthroughs, observation of student-led team meetings, and review of student progress tracking tools. Feedback from teachers and students will be collected to assess effectiveness and inform future professional development.

Area of Focus #4

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our focus is to strengthen the roles of guidance counselors and ESE inclusion pairs in supporting student success. Guidance counselors will collaborate on data-driven reviews of student academic performance, attendance, and behavior trends to identify needs and coordinate supports. Separately, ESE inclusion pairs will focus on collaborating closely with general education teachers to provide targeted instruction and interventions for students with disabilities. Prior year data revealed gaps in communication and inconsistent supports from both groups, leading to varied student outcomes. Addressing these needs through focused collaboration and clear roles will help ensure equitable access and improved achievement for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By June 2026, guidance counselors and ESE inclusion pairs will regularly collaborate through data review meetings to monitor student academic performance, attendance, and behavior trends, leading to the implementation of targeted supports for students in need, as documented in meeting records and support plans.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Impact will be monitored by analyzing trends in student academic performance, attendance, and behavior data over time to assess whether targeted supports are contributing to improvements. Regular check-ins with staff will help identify barriers and adjust strategies to ensure progress toward the desired outcomes.

Person responsible for monitoring outcome

Brandon Koger (principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning (guidance counselors)

Person Monitoring:

Brandon Koger (principal)

By When/Frequency:

annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: Guidance counselors will be provided additional work hours during the summer to conduct data-driven reviews of student academic performance, attendance, and behavior trends. Counselors will analyze this data to identify students in need of targeted interventions, develop support plans, and coordinate with teachers and administrators to ensure a smooth start to the school year. Monitoring the Impact: Completion of summer data reviews will be documented through work logs, meeting notes, and intervention plans developed by counselors. The effectiveness of this action will be monitored by tracking the timely identification of at-risk students, implementation of planned supports, and subsequent improvement in student performance indicators throughout the school year.

Action Step #2

Collaborative Planning (ESE inclusion pairs)

Person Monitoring:

Brandon Koger (principal)

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: The ESE inclusion teacher and general education teacher will be provided common planning time on a quarterly basis to collaboratively study and plan effective interventions, accommodations, and best practices for delivering supports and differentiated instruction to students with diverse learning needs. Planning sessions will focus on aligning instructional strategies with IEP requirements, promoting equitable access to grade-level content, and improving student outcomes. Monitoring the Impact: Attendance at common planning sessions will be documented through sign-in sheets and meeting agendas. Evidence of collaboration will be reflected in lesson plans, differentiation strategies observed during classroom walkthroughs, and student progress monitoring data. Administrators and the ESE specialist will review implementation fidelity and provide feedback to ensure that supports are effectively integrated into daily instruction.

Area of Focus #5

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Description:

The school will provide additional opportunities throughout the school year for students to actively engage with teachers and the content they teach, fostering stronger connections between instruction and student interests.

Impact on Student Learning:

When students are more engaged, they are more likely to persist through challenging tasks, make meaningful connections to content, and demonstrate higher levels of comprehension and retention. Increased engagement supports deeper learning, strengthens critical thinking skills, and contributes to improved performance on both formative and summative assessments.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the academic year, student participation in tutoring and EOC review sessions will show a clear increase compared to the previous year, as measured by attendance records.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Attendance at tutoring and EOC review sessions will be tracked regularly to monitor participation.

Student performance data will be reviewed quarterly to assess the impact on learning and guide adjustments.

Person responsible for monitoring outcome

Brandon Koger (principal)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement structured, small-group tutoring and targeted EOC review sessions using formative assessment data to identify student needs. Sessions will incorporate active learning strategies, such as guided practice and immediate feedback, which research shows increase student engagement and improve mastery of content on high-stakes exams.

Rationale:

Research shows that targeted, small-group tutoring focused on specific student needs significantly improves academic outcomes, especially when informed by formative assessments. Active learning and immediate feedback during tutoring help students deepen understanding, correct misconceptions, and build confidence. Incorporating these strategies into EOC review sessions ensures that students are better prepared for high-stakes assessments, leading to increased engagement and higher achievement. This approach addresses learning gaps identified through data and supports all students in meeting rigorous standards.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Before and After School Tutoring

Person Monitoring:

Brandon Koger (principal)

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: The school will provide targeted tutoring sessions throughout the school year to support students who need additional academic assistance. Tutoring will focus on key content areas where students demonstrate gaps in understanding, using data to identify and prioritize participants. Sessions will be offered both during and after school, incorporating research-based instructional strategies to reinforce learning and boost proficiency. Monitoring the Impact: Attendance at tutoring sessions will be tracked through sign-in sheets and logs. Student progress will be monitored by comparing pre- and post-tutoring assessment data, including formative assessments and benchmark

exams.

Action Step #2

Civics, Algebra, and Science EOC review sessions

Person Monitoring:

Civics, Algebra, and Science teachers

By When/Frequency:

annually

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: Students will participate in targeted after-school review sessions focused on preparing for their Civics, Algebra, and Science End-of-Course (EOC) assessments. These sessions will include content review, test-taking strategies, and practice with released assessment items, led by certified teachers to address specific student needs and learning gaps. Monitoring the Impact: Attendance at after-school review sessions will be tracked through sign-in sheets. Student progress will be monitored by analyzing formative assessment data before and after the sessions, as well as comparing EOC results to previous years

IV. Positive Learning Environment

Area of Focus #1

Student Retentions

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Each year, a large number of students are in danger of retention, which directly impacts their academic progress and confidence. Many of these students require course recovery or summer school to successfully pass. Analysis of prior year data revealed this ongoing challenge, highlighting retention risk as a crucial area needing targeted intervention. Addressing this issue is essential to improve student learning outcomes and reduce the reliance on summer remediation.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the school year, the percentage of students in danger of retention who successfully pass their courses during the regular school year will increase by at least 10%, reducing the number of students requiring course recovery or summer school.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will include regular progress checks through grade reports and formative assessments to identify students at risk of retention early. Additionally, course passing rates and the number of students enrolled in summer school or course recovery will be tracked quarterly to measure progress toward the goal.

Person responsible for monitoring outcome

Brandon Koger (principal) and guidance counselors

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Conducting regular, structured quarterly MTSS (Multi-Tiered System of Supports) meetings promotes data-driven decision-making and collaboration among educators, which research shows leads to more effective identification of student needs and timely, targeted interventions. According to Buffum, Mattos, and Weber (2012), consistent MTSS team meetings improve student outcomes by ensuring progress monitoring, adjusting strategies, and aligning resources efficiently across tiers of support.

Rationale:

Quarterly MTSS meetings provide a structured opportunity for educators to collaborate, review student data, and make informed decisions about interventions. This consistent, team-based approach ensures that students at risk are identified early and receive timely, targeted support. Prior year data indicated gaps in coordination and delayed interventions, contributing to retention risks. Implementing regular MTSS meetings addresses these challenges by fostering ongoing communication and accountability, which research links to improved student outcomes and reduced retention rates.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

MTSS Meetings

Person Monitoring:

Rebecca Hansen, Jennifer Gardner, Caitlyn Hodge

By When/Frequency:

quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Schedule regular collaborative meetings each quarter for content teachers, inclusion teachers, and guidance counselors to review student data, identify those at risk of retention, and develop or adjust

targeted intervention plans.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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. Parents are notified of the SIP's availability on our website and by 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.

Website: <https://hms.santarosaschools.org/o/hms/page/hobbs-school-wide-title-i-program>.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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.

Website: <https://hms.santarosaschools.org/o/hms/page/hobbs-school-wide-title-i-program>

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We have many students that have a Tier III academic need that are still struggling. We have a definite need in ELA and math, but the number of students in danger of retention overall reveals needs in the other 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 a paraprofessional to run a learning lab. Provide during school day tutoring and interventions. Evaluate with progress monitoring tool.
2. Provide after school tutoring/homework help. Evaluate with progress monitoring tool.
3. Offer an AVID Elective, to offer students college and career preparedness training.
4. Provide AVID professional development for more staff, to increase our engagement and implementation with the AVID program.
5. Increase opportunities for collaboration between content area teachers and inclusion teachers to jointly develop targeted interventions that effectively support students with disabilities.
6. Enhance collaboration between guidance counselors and content area teachers to create and implement interventions that address the academic and social-emotional needs of students with disabilities.
7. Provide the Study Island intervention program for use in our science classes.

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

8. 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.
9. Civics EOC bootcamp, Science bootcamp, and Algebra bootcamp: review for assessment. Send home resources families can use to help their students study standards and prepare for the test.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

optional

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

optional

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

optional

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

optional

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

optional

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00