

Pasco County Schools

Charles S. Rushe Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	21
Planning for Improvement	27
Title I Requirements	0
Budget to Support Goals	0

Charles S. Rushe Middle School

18654 MENTMORE BLVD, Land O Lakes, FL 34638

<https://crsms.pasco.k12.fl.us>

Demographics

Principal: David Salerno A

Start Date for this Principal: 2/13/2011

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (64%) 2016-17: A (63%) 2015-16: A (62%) 2014-15: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	31%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Pasco County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Charles S. Rushe Middle School will provide a positive, safe environment that promotes literacy throughout the curriculum to prepare all students to be lifelong learners in a global community.

Provide the school's vision statement.

All students will achieve success in college, career, and life.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Salerno, David	Principal	<p>DISTRICT SCHOOL BOARD OF PASCO COUNTY</p> <p>JOB DESCRIPTION</p> <p>QUALIFICATIONS:</p> <p>(1) Master's Degree from an accredited educational institution.</p> <p>(2) Certification as School Principal or Professional School Principal.</p> <p>(3) Minimum of two years administrative experience.</p> <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <p>Positive interpersonal skills. Skill to motivate students and teachers.</p> <p>Effective communication skills (written and oral). Computer skills. Ability to organize, prioritize, and manage time well. Good listening skills. Ability to manage large groups, including appropriate means of crowd control. High level of stamina. Demonstrated proactive orientation. Knowledge of test analyses and the application of analyses to curriculum development. Ability to prepare and manage the school's budget and allocated resources. Ability to meet extended responsibilities and the regular school day. Ability to access all areas of the school and grounds.</p> <p>REPORTS TO:</p> <p>Administrative Assistant for Elementary and Middle Schools</p> <p>JOB GOAL</p> <p>To provide the leadership and vision necessary to create a atmosphere conducive to student learning at the highest possible level appropriate to age group, and to assume responsibility for all aspects of the school's operation.</p> <p>SUPERVISES:</p> <p>All School-based Personnel.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>Technical/Professional Knowledge</p> <p>* (1) Establish, implement , and assess the instructional program at the assigned school.</p> <p>* (2) Interview and select qualified personnel to be recommended for employment.</p> <p>* (3) Conduct performance appraisals and make reappointment recommendations for school personnel.</p> <p>* (4) Implement and administer negotiated employee contracts at the school site.</p> <p>* (5) Coordinate the school food service program at the assigned school, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>PRINCIPAL, MIDDLE SCHOOL</p> <p>PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <p>* (6) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>* (7) Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.</p> <p>* (8) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p>

Name	Title	Job Duties and Responsibilities
		<p>Proactive Orientation</p> <ul style="list-style-type: none"> * (9) Exercise proactive leadership in promoting the vision and mission of the District. * (10) Establish a vision and mission for the school in collaboration with stakeholders. * (11) Be proactive in recognizing and solving school problems. * (12) Anticipate future problems as activities are planned. * (13) Initiate programs and organize resources to carry out the School's Continuous Improvement Plan. <p>Critical Thinking</p> <ul style="list-style-type: none"> * (14) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. * (15) Facilitate the development of the School's Continuous Improvement Plan. * (16) Access, analyze, interpret, and use data in decision-making. * (17) Develop long-and short-range facility needs at the assigned school. * (18) Coordinate facility and support service requirements. * (19) Coordinate plant safety and facility inspections at the assigned school. * (20) Coordinate all maintenance functions at the assigned school. * (21) Coordinate and supervise transportation services at the assigned school. * (22) Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. * (23) Establish and manage student accounting and attendance procedures at the assigned school. * (24) Use technology effectively. <p>Managerial</p> <ul style="list-style-type: none"> * (25) Monitor the progress and provide feedback to stockholders, throughout the year, on the Continuous Improvement Plan goals. * (26) Establish and coordinate procedures for student, teacher parent, and community evaluation of curriculum. * (27) Direct the development of the master schedule and assign teachers according to identified needs. <p>PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (28) Assign and supervise school personnel to special projects for the enhancement of the school. * (29) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (30) Manage the operation and all activities and functions which occur at the assigned school. * (31) Establish procedures for an accreditation program and monitor accreditation standards at the assigned school. * (32) Direct the establishment of adequate property inventory records and ensure the security of school property. * (33) Supervise and monitor the accurate and timely completion of data collection and reporting requirements. * (34) Coordinate the supervision of all extracurricular programs at the

Name	Title	Job Duties and Responsibilities
		<p>assigned school.</p> <ul style="list-style-type: none"> * (35)Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches, approval of all school-sponsored activities, and maintaining a calendar of all school events. * (36)Delegate responsibilities to appropriate staff members. <p>Continuous Improvement</p> <ul style="list-style-type: none"> * (37)Promote high student achievement. * (38)Manage and administer personnel development through training inservice and other developmental activities. * (39)Provide training opportunities and feedback to personnel at the assigned school. * (40)Participate in District management meetings and other activities to enhance professional development. * (41)Maintain and model high standards of professional conduct. * (42)Set high goals and standards for self, others, and organization. * (43)Provide recognition and celebration for student, staff and school accomplishments. * (44)Keep abreast of current research, trends, and best practices in middle school education. <p>Facilitation</p> <ul style="list-style-type: none"> * (45)Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system. * (46)Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment. * (47)Adjust strategies to accommodate unexpected situations. * (48)Understand and utilize collaborative planning strategies. * (49)Involve others in choosing courses of action. * (50)Facilitate problem-solving by groups and individuals. <p>Communication</p> <ul style="list-style-type: none"> * (51)Communicate effectively both orally and in writing with parents, PRINCIPAL, MIDDLE SCHOOL (Continued) students, teachers, and the community. * (52)Communicate, through the proper channels, to keep the Superintendent informed of impending problems or events of unusual nature. * (53)Use effective interpersonal communication skills. * (54)Maintain visibility and accessibility on the school campus. * (55)Attend school-related activities and events. * (56)Write and disseminate newsletters, memos, letters, press releases and other appropriate materials. * (57)Model effective listening and positive interaction skills. <p>Constancy of Purpose</p> <ul style="list-style-type: none"> * (58)Coordinate with District instructional staff in program planning. * (59)Align school initiatives with District, state, and school goals. * (60)Develop positive school/community relations and serve as liaison between the school and community. * (61)Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans,. Mange and administer school functions relating to these items.

Name	Title	Job Duties and Responsibilities
		<p>* (62)Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>* (63)Serve as a member of the Superintendent's District-wide Leadership Team.</p> <p>* (64)Provide leadership and direction for developing the best possible learning/teaching environment.</p> <p>* (65)Serve as a district representative at emergency shelters as determined by the Superintendent.</p> <p>* (66)Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>Decisiveness</p> <p>* (67)Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.</p> <p>* (68)Serve as final arbitrator for difficult problems, including student discipline.</p> <p>* (69)Act quickly to stop possible breaches of safety, ineffective procedures, or interference with school operations.</p> <p>PHYSICAL REQUIREMENTS:</p> <p>Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>TERMS OF EMPLOYMENT:</p> <p>Salary and benefits shall be paid consistent with the District's approved compensation plan.</p> <p>PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <p>Length of the work year and hours of employment shall be those established by the District.</p> <p>Extended hours beyond the regular school day may be frequently required.</p> <p>EVALUATION:</p> <p>Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.</p> <p>Job Description Supplement No. 10</p> <p>*Essential Performance Responsibilities</p> <p>Board Action _____</p> <p>Approved _____</p> <p>Revised ____ 10/5/04 ____</p>
Blazys, Kristy	Assistant Principal	<p>DISTRICT SCHOOL BOARD OF PASCO COUNTY</p> <p>JOB DESCRIPTION</p> <p>QUALIFICATIONS:</p> <p>(1) Master's Degree from an accredited educational institution.</p> <p>(2) Certification in Educational Leadership, School Principal or Professional School Principal, or Administration and Supervision.</p> <p>(3) Three (3) years classroom teaching experience and/or administrative experience</p> <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <p>Knowledge of laws, regulations and policies governing education in state</p>

Name	Title	Job Duties and Responsibilities
		<p>and county. Knowledge of curriculum and instructional programs and practices for appropriate level. Willingness to learn budgetary and supervisory responsibilities. Skill to work with people in an effective manner. Knowledge of scheduling and supervision. Ability to communicate effectively orally and in writing. Ability to plan, organize, and prioritize. Ability to use data in the decision-making process.</p> <p>REPORTS TO: Principal</p> <p>JOB GOAL To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <p>SUPERVISES: Assigned Instructional, Support, and Service Personnel</p> <p>PERFORMANCE RESPONSIBILITIES: Technical/Professional Knowledge</p> <ul style="list-style-type: none"> * (1) Assist in the development, implementation and assessment of the instructional program for all students. * (2) Assist in the development of the master schedule for student/teacher assignment. * (3) Assist in coordinating the school's accreditation programs. * (4) Assist the Principal in appraisal of teachers' and other staff members' performance level. * (5) Be aware of and supportive of employee negotiated contracts. * (6) Assist in evaluating guidance services and practices. * (7) Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment. <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (8) Oversee the administration of the testing programs at the school. * (9) Assist in developing and implementing a school-wide attendance plan. <p>Proactive Orientation</p> <ul style="list-style-type: none"> * (10) Assist the Principal in the selection of school personnel as requested. * (11) Promote safety procedures and practices. * (12) Supervise bus loading and unloading. * (13) Assist in the supervision of all extracurricular activities. * (13) Assist in the supervision of all extracurricular activities. * (14) Be proactive in recognizing and solving school concerns and problems. * (15) Anticipate problems as plans are developed. <p>Critical Thinking</p> <ul style="list-style-type: none"> * (16) Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification. * (17) Assist in the development, implementation, and evaluation of the

Name	Title	Job Duties and Responsibilities
		<p>School's Continuous Improvement Plan.</p> <ul style="list-style-type: none"> * (18) Utilize data effectively in decision-making. * (19) Assist in assessing staff development needs of school personnel. <p>Managerial</p> <ul style="list-style-type: none"> * (20) Assist in providing supervision and oversight for substitute teachers. * (21) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials. * (22) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials. * (23) Coordinate facility maintenance, safety records and FISH Reports. * (24) Monitor school budget as directed by the Principal. * (25) Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * (26) Delegate responsibilities to appropriate staff members. <p>Continuous Improvement</p> <ul style="list-style-type: none"> * (27) Provide training opportunities and feedback to school personnel as assigned by the Principal. * (28) Promote staff development activities with focus on the needs of the staff. * (29) Be actively involved in programs for professional growth and development. * (30) Attend District conferences, in-services and workshops to keep current in educational practices. * (31) Maintain and model high standards of professional conduct. <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (32) Set high standards and goals for self and others. <p>Facilitation</p> <ul style="list-style-type: none"> * (33) Use effective interpersonal skills to guide individuals and groups to task completion. * (34) Adjust strategies to accommodate unexpected situations. * (35) Confer with students, parents, and teachers to resolve problems which inhibit learning. * (36) Assist parents in contacting school and agency support services. <p>Communication</p> <ul style="list-style-type: none"> * (37) Communicate effectively with all stakeholders. * (38) Maintain high visibility and accessibility on the school campus. * (39) Communicate effectively orally and in writing with a variety of individuals and groups. * (40) Support and attend school and community functions. <p>Constancy of Purpose</p> <ul style="list-style-type: none"> * (41) Assist in the induction program for beginning teachers. * (42) Assist in the development of positive school/community relations. * (43) Cooperate and coordinate with all administrators in the school. * (44) Utilize county staff for problem resolution when appropriate. * (45) Provide leadership and support for school and District goals and priorities. * (46) Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents.

Name	Title	Job Duties and Responsibilities
		<p>* (47) Serve as a district representative at emergency shelters as determined by the Superintendent.</p> <p>* (48) Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>Decisiveness</p> <p>* (49) Decide how to meet students' needs as they arise.</p> <p>* (50) Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.</p> <p>* (51) Deal effectively and appropriately with abuse situations.</p> <p>* (52) Investigate student accidents and other incidents and take appropriate action.</p> <p>PHYSICAL REQUIREMENTS:</p> <p>Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <p>TERMS OF EMPLOYMENT:</p> <p>Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. Extended hours beyond the regular school day may be frequently required.</p> <p>EVALUATION:</p> <p>Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.</p> <p>Job Description Supplement No. 10</p> <p>*Essential Performance Responsibilities</p> <p>Board Action _____</p> <p>Approved _____</p> <p>Revised _____ 10/5/04</p>

DISTRICT SCHOOL BOARD OF PASCO COUNTY
JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution.
- (2) Certification in Educational Leadership, School Principal or Professional School Principal, or Administration and Supervision.
- (3) Three (3) years classroom teaching experience and/or administrative experience

Boehmer, Rachel Assistant
Principal

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of laws, regulations and policies governing education in state and county. Knowledge of curriculum and instructional programs and practices for appropriate level. Willingness to learn budgetary and supervisory responsibilities. Skill to work with people in an effective manner. Knowledge of scheduling and supervision. Ability to communicate effectively orally and in writing. Ability to plan, organize, and prioritize. Ability to use data in the

Name	Title	Job Duties and Responsibilities
		<p>decision-making process.</p> <p>REPORTS TO:</p> <p>Principal</p> <p>JOB GOAL</p> <p>To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.</p> <p>SUPERVISES:</p> <p>Assigned Instructional, Support, and Service Personnel</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>Technical/Professional Knowledge</p> <ul style="list-style-type: none"> * (1) Assist in the development, implementation and assessment of the instructional program for all students. * (2) Assist in the development of the master schedule for student/teacher assignment. * (3) Assist in coordinating the school's accreditation programs. * (4) Assist the Principal in appraisal of teachers' and other staff members' performance level. * (5) Be aware of and supportive of employee negotiated contracts. * (6) Assist in evaluating guidance services and practices. * (7) Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment. <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL</p> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (8) Oversee the administration of the testing programs at the school. * (9) Assist in developing and implementing a school-wide attendance plan. <p>Proactive Orientation</p> <ul style="list-style-type: none"> * (10) Assist the Principal in the selection of school personnel as requested. * (11) Promote safety procedures and practices. * (12) Supervise bus loading and unloading. * (13) Assist in the supervision of all extracurricular activities. * (13) Assist in the supervision of all extracurricular activities. * (14) Be proactive in recognizing and solving school concerns and problems. * (15) Anticipate problems as plans are developed. <p>Critical Thinking</p> <ul style="list-style-type: none"> * (16) Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification. * (17) Assist in the development, implementation, and evaluation of the School's Continuous Improvement Plan. * (18) Utilize data effectively in decision-making. * (19) Assist in assessing staff development needs of school personnel. <p>Managerial</p> <ul style="list-style-type: none"> * (20) Assist in providing supervision and oversight for substitute teachers. * (21) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials. * (22) Assist the Principal in maintaining appropriate inventory records for

Name	Title	Job Duties and Responsibilities
		<p>equipment, textbooks and materials.</p> <ul style="list-style-type: none"> * (23)Coordinate facility maintenance, safety records and FISH Reports. * (24)Monitor school budget as directed by the Principal. * (25)Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * (26)Delegate responsibilities to appropriate staff members. <p>Continuous Improvement</p> <ul style="list-style-type: none"> * (27)Provide training opportunities and feedback to school personnel as assigned by the Principal. * (28)Promote staff development activities with focus on the needs of the staff. * (29)Be actively involved in programs for professional growth and development. * (30)Attend District conferences, in-services and workshops to keep current in educational practices. * (31)Maintain and model high standards of professional conduct. <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (32)Set high standards and goals for self and others. <p>Facilitation</p> <ul style="list-style-type: none"> * (33)Use effective interpersonal skills to guide individuals and groups to task completion. * (34)Adjust strategies to accommodate unexpected situations. * (35)Confer with students, parents, and teachers to resolve problems which inhibit learning. * (36)Assist parents in contacting school and agency support services. <p>Communication</p> <ul style="list-style-type: none"> * (37)Communicate effectively with all stakeholders. * (38)Maintain high visibility and accessibility on the school campus. * (39)Communicate effectively orally and in writing with a variety of individuals and groups. * (40)Support and attend school and community functions. <p>Constancy of Purpose</p> <ul style="list-style-type: none"> * (41)Assist in the induction program for beginning teachers. * (42)Assist in the development of positive school/community relations. * (43)Cooperate and coordinate with all administrators in the school. * (44)Utilize county staff for problem resolution when appropriate. * (45)Provide leadership and support for school and District goals and priorities. * (46)Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents. * (47)Serve as a district representative at emergency shelters as determined by the Superintendent. * (48)Perform other incidental tasks consistent with the goals and objectives of this position. <p>Decisiveness</p> <ul style="list-style-type: none"> * (49)Decide how to met students' needs as they arise. * (50)Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.

Name	Title	Job Duties and Responsibilities
		<p>* (51) Deal effectively and appropriately with abuse situations.</p> <p>* (52) Investigate student accidents and other incidents and take appropriate action.</p> <p>PHYSICAL REQUIREMENTS:</p> <p>Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <p>TERMS OF EMPLOYMENT:</p> <p>Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. Extended hours beyond the regular school day may be frequently required.</p> <p>EVALUATION:</p> <p>Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.</p> <p>Job Description Supplement No. 10</p> <p>*Essential Performance Responsibilities</p> <p>Board Action _____</p> <p>Approved _____</p> <p>Revised _____ 10/5/04</p>
Middleton, David	Assistant Principal	<p>DISTRICT SCHOOL BOARD OF PASCO COUNTY</p> <p>JOB DESCRIPTION</p> <p>QUALIFICATIONS:</p> <p>(1) Master's Degree from an accredited educational institution.</p> <p>(2) Certification in Educational Leadership, School Principal or Professional School Principal, or Administration and Supervision.</p> <p>(3) Three (3) years classroom teaching experience and/or administrative experience</p> <p>KNOWLEDGE, SKILLS AND ABILITIES:</p> <p>Knowledge of laws, regulations and policies governing education in state and county. Knowledge of curriculum and instructional programs and practices for appropriate level. Willingness to learn budgetary and supervisory responsibilities. Skill to work with people in an effective manner. Knowledge of scheduling and supervision. Ability to communicate effectively orally and in writing. Ability to plan, organize, and prioritize. Ability to use data in the decision-making process.</p> <p>REPORTS TO:</p> <p>Principal</p> <p>JOB GOAL</p> <p>To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and</p>

Name	Title	Job Duties and Responsibilities
		<p>the District.</p> <p>SUPERVISES:</p> <p>Assigned Instructional, Support, and Service Personnel</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>Technical/Professional Knowledge</p> <ul style="list-style-type: none"> * (1) Assist in the development, implementation and assessment of the instructional program for all students. * (2) Assist in the development of the master schedule for student/teacher assignment. * (3) Assist in coordinating the school's accreditation programs. * (4) Assist the Principal in appraisal of teachers' and other staff members' performance level. * (5) Be aware of and supportive of employee negotiated contracts. * (6) Assist in evaluating guidance services and practices. * (7) Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment. <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL</p> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (8) Oversee the administration of the testing programs at the school. * (9) Assist in developing and implementing a school-wide attendance plan. <p>Proactive Orientation</p> <ul style="list-style-type: none"> * (10) Assist the Principal in the selection of school personnel as requested. * (11) Promote safety procedures and practices. * (12) Supervise bus loading and unloading. * (13) Assist in the supervision of all extracurricular activities. * (13) Assist in the supervision of all extracurricular activities. * (14) Be proactive in recognizing and solving school concerns and problems. * (15) Anticipate problems as plans are developed. <p>Critical Thinking</p> <ul style="list-style-type: none"> * (16) Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification. * (17) Assist in the development, implementation, and evaluation of the School's Continuous Improvement Plan. * (18) Utilize data effectively in decision-making. * (19) Assist in assessing staff development needs of school personnel. <p>Managerial</p> <ul style="list-style-type: none"> * (20) Assist in providing supervision and oversight for substitute teachers. * (21) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials. * (22) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials. * (23) Coordinate facility maintenance, safety records and FISH Reports. * (24) Monitor school budget as directed by the Principal. * (25) Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements. * (26) Delegate responsibilities to appropriate staff members. <p>Continuous Improvement</p> <ul style="list-style-type: none"> * (27) Provide training opportunities and feedback to school personnel as

Name	Title	Job Duties and Responsibilities
		<p>assigned by the Principal.</p> <ul style="list-style-type: none"> * (28) Promote staff development activities with focus on the needs of the staff. * (29) Be actively involved in programs for professional growth and development. * (30) Attend District conferences, in-services and workshops to keep current in educational practices. * (31) Maintain and model high standards of professional conduct. <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> * (32) Set high standards and goals for self and others. <p>Facilitation</p> <ul style="list-style-type: none"> * (33) Use effective interpersonal skills to guide individuals and groups to task completion. * (34) Adjust strategies to accommodate unexpected situations. * (35) Confer with students, parents, and teachers to resolve problems which inhibit learning. * (36) Assist parents in contacting school and agency support services. <p>Communication</p> <ul style="list-style-type: none"> * (37) Communicate effectively with all stakeholders. * (38) Maintain high visibility and accessibility on the school campus. * (39) Communicate effectively orally and in writing with a variety of individuals and groups. * (40) Support and attend school and community functions. <p>Constancy of Purpose</p> <ul style="list-style-type: none"> * (41) Assist in the induction program for beginning teachers. * (42) Assist in the development of positive school/community relations. * (43) Cooperate and coordinate with all administrators in the school. * (44) Utilize county staff for problem resolution when appropriate. * (45) Provide leadership and support for school and District goals and priorities. * (46) Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents. * (47) Serve as a district representative at emergency shelters as determined by the Superintendent. * (48) Perform other incidental tasks consistent with the goals and objectives of this position. <p>Decisiveness</p> <ul style="list-style-type: none"> * (49) Decide how to meet students' needs as they arise. * (50) Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety. * (51) Deal effectively and appropriately with abuse situations. * (52) Investigate student accidents and other incidents and take appropriate action. <p>PHYSICAL REQUIREMENTS:</p> <p>Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p>

Name	Title	Job Duties and Responsibilities
		<p>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District. Extended hours beyond the regular school day may be frequently required.</p> <p>EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel. Job Description Supplement No. 10 *Essential Performance Responsibilities Board Action _____ Approved _____ Revised _____ 10/5/04</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	449	417	452	0	0	0	0	1318	
Attendance below 90 percent	0	0	0	0	0	0	18	19	36	0	0	0	0	73	
One or more suspensions	0	0	0	0	0	0	6	29	57	0	0	0	0	92	
Course failure in ELA or Math	0	0	0	0	0	0	20	30	39	0	0	0	0	89	
Level 1 on statewide assessment	0	0	0	0	0	0	47	60	80	0	0	0	0	187	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	22	30	50	0	0	0	0	102	

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

78

Date this data was collected or last updated

Saturday 8/3/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	70%	52%	54%	66%	50%	52%
ELA Learning Gains	62%	55%	54%	57%	52%	54%
ELA Lowest 25th Percentile	47%	47%	47%	40%	40%	44%
Math Achievement	78%	60%	58%	73%	53%	56%
Math Learning Gains	73%	61%	57%	72%	58%	57%
Math Lowest 25th Percentile	68%	52%	51%	58%	48%	50%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	70%	52%	51%	58%	45%	50%
Social Studies Achievement	83%	68%	72%	81%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	449 (0)	417 (0)	452 (0)	1318 (0)
Attendance below 90 percent	18 ()	19 ()	36 ()	73 (0)
One or more suspensions	6 ()	29 ()	57 ()	92 (0)
Course failure in ELA or Math	20 ()	30 ()	39 ()	89 (0)
Level 1 on statewide assessment	47 ()	60 ()	80 ()	187 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	72%	56%	16%	54%	18%
	2018	69%	51%	18%	52%	17%
Same Grade Comparison		3%				
Cohort Comparison						
07	2019	65%	51%	14%	52%	13%
	2018	65%	51%	14%	51%	14%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
08	2019	68%	58%	10%	56%	12%
	2018	67%	58%	9%	58%	9%
Same Grade Comparison		1%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	72%	59%	13%	55%	17%
	2018	65%	53%	12%	52%	13%
Same Grade Comparison		7%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	61%	42%	19%	54%	7%
	2018	53%	44%	9%	54%	-1%
Same Grade Comparison		8%				
Cohort Comparison		-4%				
08	2019	79%	68%	11%	46%	33%
	2018	74%	63%	11%	45%	29%
Same Grade Comparison		5%				
Cohort Comparison		26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	68%	54%	14%	48%	20%
	2018	61%	53%	8%	50%	11%
Same Grade Comparison		7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	70%	12%	71%	11%
2018	82%	71%	11%	71%	11%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	60%	39%	61%	38%
2018	99%	63%	36%	62%	37%
Compare		0%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	62%	38%	57%	43%
2018	100%	60%	40%	56%	44%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	45	37	34	55	53	31	48	23		
ELL	26	55	50	48	84	83		71			
ASN	90	73		96	91		95	100	78		
BLK	59	60	44	63	62	48	41	68			
HSP	63	62	51	71	70	73	60	81	64		
MUL	66	67	39	83	77	94	65	90	64		
WHT	72	61	45	80	73	65	74	83	65		
FRL	57	56	39	66	68	63	60	70	46		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	38	32	32	50	45	12	52			
ELL	46	45	32	44	47	47		50			
ASN	88	67		94	82		80	95	88		
BLK	59	48	39	58	56	50	59	59			
HSP	64	56	42	69	64	52	51	82	63		
MUL	54	52	35	63	64	63	42	79			
WHT	71	58	41	75	70	60	67	85	65		
FRL	57	50	36	59	57	47	43	73	50		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	29	22	25	45	37	12	35			
ELL	22	45	38	46	63	53					
ASN	79	58		90	82		70	90	95		
BLK	58	55	24	52	58	44	58	76	63		
HSP	59	58	45	65	65	54	53	76	58		
MUL	57	50	35	67	73	53	55	74	53		
WHT	70	57	38	76	75	63	60	83	59		
FRL	54	52	44	59	64	51	43	70	43		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	688
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	66

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Our SWD subgroup reflected the lowest performance with only 40% achieving proficiency. We have been focusing on group on previous year's SuP goals, and although we have seen improvements, we are still falling short with this group.

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

Although our SWD subgroup reflected the lowest achievement, none of our subgroups/components showed a decrease compared to the 2017-2018 school year.

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.

We were at or above both the district and the state in all components. However, our lowest average was our students in the bottom quartile who did not make learning gains in ELA. Although we improved by 6 points from 41% to 47% making learning gains in this component, we still have much work to do. Some of the factors that we are addressing this coming school year are the consistent use of common formative assessments (CFAs) and intervention time to help students master standards.

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

Our greatest improvement was in our math learning gains of students in the bottom quartile where we made a 10-point gain from 58% to 68% making learning gains. We believe the use of CFAs and the coordination of reteaching opportunities during intervention time in our math PLCs helped bolster the mastery of math standards of all students but especially among our bottom quartile.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern we are addressing is the need for more intensive supports for our non-proficient math students. We have identified students with a level 1 or a level 2 in math who are not tagged for remediation in reading (Accelerated Literacy), and we have added an intensive math course for these students. Another area of concern with math is that we were not providing enough opportunities for students to accelerate. In the past, we allowed only those who achieved a level 4 or 5 to accelerate. In 2019-2020, we will add an additional 97 students who scored a level 3 on the Math FSA in 5th grade to 6th grade advanced math.

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

1. ELA learning gains/achievement SWD
2. Math learning gains/achievement SWD
3. Acceleration Opportunities for all students
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Students in math will perform at or above the average of Pasco County non-Title 1 middle schools in math on district quarterly assessments and will increase in proficiency by at least 5% on state assessments (e.g., FSA and EOCs).
Rationale	All indicators for Charles S. Rushe Middle School (SES, teacher experience, resources, etc.) are present to make gains commensurate with/above other middle schools in our region.
State the measurable outcome the school plans to achieve	Our overall math proficiency in FSA will increase from 73% to at least 77%. We will also look at CFA data, Quarterly Assessments, and FSA learning gains.
Person responsible for monitoring outcome	Kristy Blazys (kblazys@pasco.k12.fl.us)
Evidence-based Strategy	<ul style="list-style-type: none"> i. Core Action training and reinforcement ii. Regular IPG walkthroughs and feedback to teachers iii. Provide opportunities for math teachers to use the IPG walkthrough tool to gain a better understanding of what the shifts look like. iv. Support in use of CFA data to drive instruction v. Targeted intervention using ALEKS and APEX vi. Reintroduction of intensive math vii. District-supported virtual PD for our PLC Facilitators.
Rationale for Evidence-based Strategy	All strategies chosen are best practices as outlined by research gleaned from experts from TNTP and Solution Tree.
Action Step	
Description	<ul style="list-style-type: none"> 1. Teacher training/review of Core Actions and IPG tool 2. Secure allocation for Intensive Math 3. Ensure implementation of PLC Protocols 4. Identifying students for acceleration/remediation 5.
Person Responsible	Kristy Blazys (kblazys@pasco.k12.fl.us)

#2	
Title	The learning gains of all students, especially our students in the lowest quartile, will increase by at least 20% in math and ELA.
Rationale	We have shown much improvement in overall learning gains and learning gains of our lowest quartile; however, until we have all students making learning gains (at least one-year's time) we cannot rest on our laurels of being an "A" School when we are failing to meet our obligations to too many students.
State the measurable outcome the school plans to achieve	We will increase overall learning gains in ELA by at least 13 points (20%) from 62% to 75% and the ELA learning gains of our bottom quartile from 47% to at least 56%. In math, we will increase overall learning gains by at least 15 points (20%) from 73% to 88% and the math learning gains of our bottom quartile from 68% to at least 82%
Person responsible for monitoring outcome	David Salerno (dsalerno@pasco.k12.fl.us)
Evidence-based Strategy	<ul style="list-style-type: none"> i. Core Action training and reinforcement ii. Regular IPG walkthroughs and feedback to teachers iii. Support in use of CFA data to drive instruction iv. Sharing best practices for AIR Time (intervention time)
Rationale for Evidence-based Strategy	All strategies chosen are best practices as outlined by research gleaned from experts from TNTIP and Solution Tree.
Action Step	
Description	<ul style="list-style-type: none"> 1. Teacher training/review of Core Actions and IPG tool 2. Secure allocation for Intensive Math 3. Ensure implementation of PLC Protocols 4. Identifying students for acceleration/remediation 5. Develop Collective Commitments for intervention time and PLC work.
Person Responsible	Kristy Blazys (kblazys@pasco.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a