

Pasco County Schools

# Charles S. Rushe Middle School



## 2021-22 Schoolwide Improvement Plan

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# 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	28%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (64%) 2016-17: A (63%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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](http://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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## Charles S. Rushe Middle School

18654 MENTMORE BLVD, Land O Lakes, FL 34638

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

### School Board Approval

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### 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position 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</p>



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

Name	Position Title	Job Duties and Responsibilities
		<p>collection and reporting requirements.</p> <ul style="list-style-type: none"> <li>* (34)Coordinate the supervision of all extracurricular programs at the assigned school.</li> <li>* (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.</li> <li>* (36)Delegate responsibilities to appropriate staff members.</li> </ul> <p>Continuous Improvement</p> <ul style="list-style-type: none"> <li>* (37)Promote high student achievement.</li> <li>* (38)Manage and administer personnel development through training inservice and other developmental activities.</li> <li>* (39)Provide training opportunities and feedback to personnel at the assigned school.</li> <li>* (40)Participate in District management meetings and other activities to enhance professional development.</li> <li>* (41)Maintain and model high standards of professional conduct.</li> <li>* (42)Set high goals and standards for self, others, and organization.</li> <li>* (43)Provide recognition and celebration for student, staff and school accomplishments.</li> <li>* (44)Keep abreast of current research, trends, and best practices in middle school education.</li> </ul> <p>Facilitation</p> <ul style="list-style-type: none"> <li>* (45)Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.</li> <li>* (46)Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</li> <li>* (47)Adjust strategies to accommodate unexpected situations.</li> <li>* (48)Understand and utilize collaborative planning strategies.</li> <li>* (49)Involve others in choosing courses of action.</li> <li>* (50)Facilitate problem-solving by groups and individuals.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>* (51)Communicate effectively both orally and in writing with parents, students, teachers, and the community.</li> <li>* (52)Communicate, through the proper channels, to keep the Superintendent informed of impending problems or events of unusual nature.</li> <li>* (53)Use effective interpersonal communication skills.</li> <li>* (54)Maintain visibility and accessibility on the school campus.</li> <li>* (55)Attend school-related activities and events.</li> <li>* (56)Write and disseminate newsletters, memos, letters, press releases and other appropriate materials.</li> <li>* (57)Model effective listening and positive interaction skills.</li> </ul> <p>Constancy of Purpose</p> <ul style="list-style-type: none"> <li>* (58)Coordinate with District instructional staff in program planning.</li> <li>* (59)Align school initiatives with District, state, and school goals.</li> <li>* (60)Develop positive school/community relations and serve as liaison between the school and community.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>* (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.</p> <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>

Name	Position Title	Job Duties and Responsibilities
		<p>(3) Three (3) years classroom teaching experience and/or administrative experience</p> <p><b>KNOWLEDGE, SKILLS AND ABILITIES:</b>  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><b>REPORTS TO:</b>  Principal</p> <p><b>JOB GOAL</b>  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><b>SUPERVISES:</b>  Assigned Instructional, Support, and Service Personnel</p> <p><b>PERFORMANCE RESPONSIBILITIES:</b>  Technical/Professional Knowledge</p> <ul style="list-style-type: none"> <li>* (1) Assist in the development, implementation and assessment of the instructional program for all students.</li> <li>* (2) Assist in the development of the master schedule for student/teacher assignment.</li> <li>* (3) Assist in coordinating the school's accreditation programs.</li> <li>* (4) Assist the Principal in appraisal of teachers' and other staff members' performance level.</li> <li>* (5) Be aware of and supportive of employee negotiated contracts.</li> <li>* (6) Assist in evaluating guidance services and practices.</li> <li>* (7) Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment.</li> </ul> <p><b>ASSISTANT PRINCIPAL, MIDDLE SCHOOL</b>  <b>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</b></p> <ul style="list-style-type: none"> <li>* (8) Oversee the administration of the testing programs at the school.</li> <li>* (9) Assist in developing and implementing a school-wide attendance plan.</li> </ul> <p><b>Proactive Orientation</b></p> <ul style="list-style-type: none"> <li>* (10) Assist the Principal in the selection of school personnel as requested.</li> <li>* (11) Promote safety procedures and practices.</li> <li>* (12) Supervise bus loading and unloading.</li> <li>* (13) Assist in the supervision of all extracurricular activities.</li> <li>* (13) Assist in the supervision of all extracurricular activities.</li> <li>* (14) Be proactive in recognizing and solving school concerns and problems.</li> <li>* (15) Anticipate problems as plans are developed.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>* (16)Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification.</li> <li>* (17)Assist in the development, implementation, and evaluation of the School's Continuous Improvement Plan.</li> <li>* (18)Utilize data effectively in decision-making.</li> <li>* (19)Assist in assessing staff development needs of school personnel.</li> </ul> <p>Managerial</p> <ul style="list-style-type: none"> <li>* (20)Assist in providing supervision and oversight for substitute teachers.</li> <li>* (21)Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials.</li> <li>* (22)Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials.</li> <li>* (23)Coordinate facility maintenance, safety records and FISH Reports.</li> <li>* (24)Monitor school budget as directed by the Principal.</li> <li>* (25)Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</li> <li>* (26)Delegate responsibilities to appropriate staff members.</li> </ul> <p>Continuous Improvement</p> <ul style="list-style-type: none"> <li>* (27)Provide training opportunities and feedback to school personnel as assigned by the Principal.</li> <li>* (28)Promote staff development activities with focus on the needs of the staff.</li> <li>* (29)Be actively involved in programs for professional growth and development.</li> <li>* (30)Attend District conferences, in-services and workshops to keep current in educational practices.</li> <li>* (31)Maintain and model high standards of professional conduct.</li> </ul> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> <li>* (32)Set high standards and goals for self and others.</li> </ul> <p>Facilitation</p> <ul style="list-style-type: none"> <li>* (33)Use effective interpersonal skills to guide individuals and groups to task completion.</li> <li>* (34)Adjust strategies to accommodate unexpected situations.</li> <li>* (35)Confer with students, parents, and teachers to resolve problems which inhibit learning.</li> <li>* (36)Assist parents in contacting school and agency support services.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>* (37)Communicate effectively with all stakeholders.</li> <li>* (38)Maintain high visibility and accessibility on the school campus.</li> <li>* (39)Communicate effectively orally and in writing with a variety of individuals and groups.</li> <li>* (40)Support and attend school and community functions.</li> </ul> <p>Constancy of Purpose</p> <ul style="list-style-type: none"> <li>* (41)Assist in the induction program for beginning teachers.</li> <li>* (42)Assist in the development of positive school/community relations.</li> <li>* (43)Cooperate and coordinate with all administrators in the school.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>* (44) Utilize county staff for problem resolution when appropriate.</p> <p>* (45) Provide leadership and support for school and District goals and priorities.</p> <p>* (46) Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents.</p> <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>

Middleton,  
David

Assistant  
Principal

#### 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

##### KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of laws, regulations and policies governing education in state and



Name	Position Title	Job Duties and Responsibilities
		<p>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"> <li>* (1) Assist in the development, implementation and assessment of the instructional program for all students.</li> <li>* (2) Assist in the development of the master schedule for student/teacher assignment.</li> <li>* (3) Assist in coordinating the school's accreditation programs.</li> <li>* (4) Assist the Principal in appraisal of teachers' and other staff members' performance level.</li> <li>* (5) Be aware of and supportive of employee negotiated contracts.</li> <li>* (6) Assist in evaluating guidance services and practices.</li> <li>* (7) Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment.</li> </ul> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> <li>* (8) Oversee the administration of the testing programs at the school.</li> <li>* (9) Assist in developing and implementing a school-wide attendance plan.</li> </ul> <p>Proactive Orientation</p> <ul style="list-style-type: none"> <li>* (10) Assist the Principal in the selection of school personnel as requested.</li> <li>* (11) Promote safety procedures and practices.</li> <li>* (12) Supervise bus loading and unloading.</li> <li>* (13) Assist in the supervision of all extracurricular activities.</li> <li>* (13) Assist in the supervision of all extracurricular activities.</li> <li>* (14) Be proactive in recognizing and solving school concerns and problems.</li> <li>* (15) Anticipate problems as plans are developed.</li> </ul> <p>Critical Thinking</p> <ul style="list-style-type: none"> <li>* (16) Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification.</li> <li>* (17) Assist in the development, implementation, and evaluation of the</li> </ul>

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



Name	Position Title	Job Duties and Responsibilities
		<p>incidents.</p> <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</p> <p>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>
Boehmer, Rachel	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</p>

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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>* (21) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials.</li> <li>* (22) Assist the Principal in maintaining appropriate inventory records for equipment, textbooks and materials.</li> <li>* (23) Coordinate facility maintenance, safety records and FISH Reports.</li> <li>* (24) Monitor school budget as directed by the Principal.</li> <li>* (25) Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</li> <li>* (26) Delegate responsibilities to appropriate staff members.</li> </ul> <p>Continuous Improvement</p> <ul style="list-style-type: none"> <li>* (27) Provide training opportunities and feedback to school personnel as assigned by the Principal.</li> <li>* (28) Promote staff development activities with focus on the needs of the staff.</li> <li>* (29) Be actively involved in programs for professional growth and development.</li> <li>* (30) Attend District conferences, in-services and workshops to keep current in educational practices.</li> <li>* (31) Maintain and model high standards of professional conduct.</li> </ul> <p>ASSISTANT PRINCIPAL, MIDDLE SCHOOL (Continued)</p> <ul style="list-style-type: none"> <li>* (32) Set high standards and goals for self and others.</li> </ul> <p>Facilitation</p> <ul style="list-style-type: none"> <li>* (33) Use effective interpersonal skills to guide individuals and groups to task completion.</li> <li>* (34) Adjust strategies to accommodate unexpected situations.</li> <li>* (35) Confer with students, parents, and teachers to resolve problems which inhibit learning.</li> <li>* (36) Assist parents in contacting school and agency support services.</li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>* (37) Communicate effectively with all stakeholders.</li> <li>* (38) Maintain high visibility and accessibility on the school campus.</li> <li>* (39) Communicate effectively orally and in writing with a variety of individuals and groups.</li> <li>* (40) Support and attend school and community functions.</li> </ul> <p>Constancy of Purpose</p> <ul style="list-style-type: none"> <li>* (41) Assist in the induction program for beginning teachers.</li> <li>* (42) Assist in the development of positive school/community relations.</li> <li>* (43) Cooperate and coordinate with all administrators in the school.</li> <li>* (44) Utilize county staff for problem resolution when appropriate.</li> <li>* (45) Provide leadership and support for school and District goals and priorities.</li> <li>* (46) Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents.</li> <li>* (47) Serve as a district representative at emergency shelters as determined by the Superintendent.</li> <li>* (48) Perform other incidental tasks consistent with the goals and objectives of this position.</li> </ul>

Name	Position Title	Job Duties and Responsibilities
		<p>Decisiveness</p> <p>* (49)Decide how to met 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</p> <p>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>

### Demographic Information

#### Principal start date

Sunday 2/13/2011, David Salerno A

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

61

**Total number of students enrolled at the school**

1,392

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

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

5

## Demographic Data

### Early Warning Systems

#### 2021-22

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	493	441	452	0	0	0	0	1386
Attendance below 90 percent	0	0	0	0	0	0	20	6	12	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	12	24	15	0	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
HB7069 Course Failures	0	0	0	0	0	0	23	20	17	0	0	0	0	60
HB7069 Achievement Levels (2019)	0	0	0	0	0	0	47	41	56	0	0	0	0	144

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	15	19	22	0	0	0	0	56

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Wednesday 6/23/2021

#### 2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	462	429	443	0	0	0	0	1334
Attendance below 90 percent	0	0	0	0	0	0	18	5	13	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	1	26	16	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	1	4	12	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	10	11	16	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	44	71	60	0	0	0	0	175
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	43	34	0	0	0	0	113

**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	14	18	25	0	0	0	0	57

**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	3	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	462	429	443	0	0	0	0	1334
Attendance below 90 percent	0	0	0	0	0	0	18	5	13	0	0	0	0	36
One or more suspensions	0	0	0	0	0	0	1	26	16	0	0	0	0	43
Course failure in ELA	0	0	0	0	0	0	1	4	12	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	10	11	16	0	0	0	0	37
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	44	71	60	0	0	0	0	175
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	36	43	34	0	0	0	0	113

**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	14	18	25	0	0	0	0	57

**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	3	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				70%	52%	54%	68%	50%	53%
ELA Learning Gains				62%	55%	54%	57%	50%	54%
ELA Lowest 25th Percentile				47%	47%	47%	41%	41%	47%
Math Achievement				78%	60%	58%	73%	56%	58%
Math Learning Gains				73%	61%	57%	68%	59%	57%
Math Lowest 25th Percentile				68%	52%	51%	58%	53%	51%
Science Achievement				70%	52%	51%	62%	51%	52%
Social Studies Achievement				83%	68%	72%	84%	69%	72%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	72%	56%	16%	54%	18%
Cohort Comparison						
07	2021					
	2019	65%	51%	14%	52%	13%
Cohort Comparison		-72%				
08	2021					
	2019	68%	58%	10%	56%	12%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	72%	59%	13%	55%	17%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	61%	42%	19%	54%	7%
Cohort Comparison		-72%				
08	2021					
	2019	79%	68%	11%	46%	33%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	68%	54%	14%	48%	20%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	70%	12%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	60%	39%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	57%	43%

### Grade Level Data Review - Progress Monitoring Assessments



**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Our school and district utilized NWEA MAP testing in reading, math, and science. In addition, we used Civics Inquiry Assessment for progress monitoring our students' mastery of Civics standards.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	358/83.8	370/82.6	353/75.9
	Economically Disadvantaged	85/74.6	89/71.8	81/64.3
	Students With Disabilities	35/59.3	38/57.6	31/47.0
	English Language Learners	2/18.2	4/30.8	3/21.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	294/70.3	309/69.3	322/69.4
	Economically Disadvantaged	58/51.8	73/57.9	69/54.3
	Students With Disabilities	20/34.5	21/31.3	21/30.9
	English Language Learners	3/27.3	3/23.1	6/40.0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	294/83.1	314/79.9	280/73.7
	Economically Disadvantaged	78/71.6	86/68.3	74/62.7
	Students With Disabilities	22/56.4	30/58.8	19/37.3
	English Language Learners	3/42.9	4/44.4	3/30.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	256/78.3	272/75.1	245/69.2
	Economically Disadvantaged	71/67.6	74/60.2	68/55.7
	Students With Disabilities	19/43.2	23/44.2	22/44.0
	English Language Learners	5/62.3	5/62.3	3/27.3
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	247/64.2	340/81.3	304/82.3
	Economically Disadvantaged	60/48.4	95/69.9	83/70.9
	Students With Disabilities	10/21.3	25/53.2	21/56.8
	English Language Learners	4/36.4	6/50.0	2/16.7

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	304/77.6	321/78.5	286/73.7
	Economically Disadvantaged	81/69.8	90/71.4	71/63.4
	Students With Disabilities	24/47.1	28/47.5	21/40.4
	English Language Learners	4/30.8	5/33.3	4/28.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	188/69.1	199/67.9	149/57.5
	Economically Disadvantaged	57/62.6	66/66.7	42/48.3
	Students With Disabilities	16/32.7	17/32.1	14/28.0
	English Language Learners	5/35.7	6/46.2	4/28.6
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	352/87.6	326/84.7	314/79.3
	Economically Disadvantaged	104/82.5	86/76.8	84/68.9
	Students With Disabilities	37/67.3	28/54.9	30/56.6
	English Language Learners	8/57.1	7/58.3	4/28.6

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	36	34	35	41	35	25	61	22		
ELL	38	49	29	43	44	36	29	71	40		
ASN	88	70		88	67		83	96	89		
BLK	53	44	31	55	52	42	70	71	38		
HSP	56	52	36	58	47	35	57	78	57		
MUL	55	52	35	56	44	35	59	80	54		
WHT	65	49	37	70	49	37	70	87	61		
FRL	48	44	35	57	44	33	50	77	42		
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			

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
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		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	58
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	67
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	10
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	45
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	83
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	51
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	53
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	52
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	58
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

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

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

In reviewing our MAP data for math, reading, and science, we noted an increased achievement trajectory in all areas and grade levels. In addition, we did note an increased growth from fall to winter but a drastic drop in both achievement and growth for the spring administration. Please note as an aside, that this drop is concerning for many reasons, but in particular, the timing of the spring assessment window provided little time to address areas of student need. Moreover, the limitations of NWEA MAP reporting in separating out subgroups until the data is transferred into myProgress (Baseball Card report) is also of concern. Overall, the progress monitoring reports that provide a predicted correlation to FSA scores was very accurate. This will allow us to have a greater confidence in the reliability of the test moving forward.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our seventh grade math was of particular concern, demonstrating the lowest proficiency among the three grades levels on both the MAP assessments and the FSA. Math, in general, had the lowest learning gains (49%) as well. Several contributing factors may be students learning remotely this past year and not being able to use our intervention time as it was intended to provide tier 2 instruction.

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

We will the use of the daily 30-minute intervention period (AIR Time) as it is intended to provide Tier 2 instruction. This includes, but not limited to, ZEARN, IXL, and APEX modules. In addition, teachers of all core content areas will develop through their PLCs a quarterly calendar that outlines when formative assessments, reteach opportunities, summative assessments, and Tier 2 interventions will be administered. In addition, all core academic courses will be taught how to track students by standard to ensure all students are mastering essential standards in each content area.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our progress monitoring of science and reading all looked promising in terms of student achievement and growth; however, our results of both proficiency and learning gains on the 2021 FSA fell short of the levels we achieved in 2019. We were overall pleased with our 2021 science proficiency (63% in 2021 compared to 67% in 2019) and our Civics EOC proficiency (83% in 2021 compared to 87% in 2019).

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

I believe these results were directly related to the strength of the PLCs and their commitment to the CFA and follow-up reteach. Some of the activities that teachers implemented as a result of the MAP and CIA testing contributed to these higher achievement areas.

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

We have met with our leadership team to stress the importance of using only district-approved core resources, teaching to the rigor of the standards, and providing opportunities for all students to experience advanced and accelerated courses without imposing artificial barriers (e.g, placement tests and only allowing students with scores of 4 or 5 into advanced courses). In addition, we have had higher acceleration points than many other middle schools in Pasco County because we do offer more opportunities for students to accelerated.

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

This year we will be focusing on helping ALL students make learning gains. For those at the higher learning levels, this means providing more opportunities for students to accelerate in math and science, and in other subjects - including electives - providing opportunities for advanced courses, and for students who qualify for gifted, to take courses in our Center for Gifted Studies sections. Furthermore, AIR Time will be used to help students accelerate their learning by providing opportunities for them to work with teachers for Science and Engineering Showcase, Million Word Challenge, History Day projects, all of which will provide opportunities for enrichment and extension of learning.

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

We will develop and implement pacing calendars for each grade level content area to ensure students are all working on the same skills, standards learning charts to track students by standards, and further refine our AIR Time intervention to maximize opportunities for Tier 2 as well as acceleration opportunities for all students.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

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

Our students in the SWD subgroups, and those in our lowest quartile, are not making learning gains commensurate with our whole group in math and reading.

**Measurable Outcome:** Our learning gains in math and reading for all students and students in the lowest quartile will increase by 10% over 2019 learning gains.

**Monitoring:** We will monitor this by using NWEA Map achievement and growth projections disaggregated by subgroups and previous learning levels. We will have teachers monitor students and provide opportunities for standards mastery in both core instruction as well as tier 2 intervention opportunities.

**Person responsible for monitoring outcome:**

David Salerno (dsalerno@pasco.k12.fl.us)

**Evidence-based Strategy:** Providing daily intervention and enrichment time, implementing Standards Learning Charts, IXL, ZEARN, APEX, and new ELA curriculum (McGraw Hill Study Sync) that aligns with BEST standards.

**Rationale for Evidence-based Strategy:** The Solution Tree resources are research based and proven to positively impact student achievement. In addition, the other resources used are all district approved core and intervention resources that have been vetted by the district curriculum team.

**Action Steps to Implement**

We will prioritize scheduling students in the lowest quartile in ELA or Math into the AIR time class of their ELA or Math Teacher.

We will continue to schedule priority days for ELA and Math during AIR Time for days not frequently missed due to holidays/non-student contact days.

Institute tutorial sessions for smaller groups of students to receive the support they require to master the standards.

PD centered on what teachers do as a result of CFA data.

Design and implement essential standards learning charts.

Train math teachers to use Zearn in the math classroom at all levels.

Re-institute Rushe Writes and Writing to Learn across the curriculum.

**Person Responsible** David Salerno (dsalerno@pasco.k12.fl.us)



**#2. Culture & Environment specifically relating to Social Emotional Learning**

<b>Area of Focus Description and Rationale:</b>	Our 2020 Gallup Student Engagement Survey reflected a lower number of students who felt their peers cared about them.
<b>Measurable Outcome:</b>	Students will increase self-reporting that their classmates care about them by .2 from 3.4 to 3.6 on the Gallup Student Engagement Survey
<b>Monitoring:</b>	We will monitor incident reports, school counseling groups, and informal surveys to ascertain our growth in this area.
<b>Person responsible for monitoring outcome:</b>	David Middleton (dmiddlet@pasco.k12.fl.us)
<b>Evidence-based Strategy:</b>	PD in implementing strategies in SEL Standard 8: Recognize and identify the thoughts, feelings, and perspectives of others  PD in implementing strategies in SEL Standard 12: Cultivate constructive relationships with individuals of diverse perspectives, cultures, backgrounds, abilities, and identities.
<b>Rationale for Evidence-based Strategy:</b>	Much research has been shared with our teachers, and training is ongoing, on proven ways to increase feelings of student belonging and acceptance.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**According to the most recent data from the 2019-2020 school year in the School Safety Dashboard, Charles S. Rushe Middle School's School Incident Rating is Low (#139/553). Compared to other middle schools in Pasco County, we have among the lowest incidents per 100 students with 1.74 incidents per 100 overall and by category as follows: fighting (0), harrassment (.23), drugs - not including alcohol (0), and alcohol possession (.30). It should be noted that school was not in session face-to-face during the fourth quarter of the school year.**

### **Part IV: Positive Culture & Environment**

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

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

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

Charles S. Rushe Middle School has a robust PBIS program that includes all stakeholders in developing, implementing, and evaluating PBIS initiatives at our school. Our committee, chaired by David Middleton, meets twice monthly to review data, discuss updates on initiatives, and share the impact of our initiatives.

In addition, we have a School Culture and Climate Committee that meets quarterly to review Gallup Student and Staff Survey data, develop strategies to increase positive school culture, and discuss the effectiveness of activities and programs that have been implemented (e.g., "A Raven of Sunshine").

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

CSRMS Teachers and Staff - participation in Raven Claw Card incentives

CSRMS Students - provide feedback and input on PBIS incentives

PTSA and Business Partners - provide support and financial contributions to both PBIS and staff recognition programs.