

Pasco County Schools

Charles S. Rushe Middle School



2022-23 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2021-22 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	2021-22: A (64%) 2018-19: A (69%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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<https://crsms.pasco.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	28%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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

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

Name	Position Title	Job Duties and Responsibilities
Blazys, Kristy	Assistant Principal	<p>Technical/Professional Knowledge</p> <p>Assist in the development, implementation, and assessment of the instructional program for all students.</p> <p>Assist in the development of the master schedule for student/teacher assignment.</p> <p>Assist in coordinating the school's accreditation programs.</p> <p>Assist the Principal in appraisal of teachers' and other staff members' performance level.</p> <p>Be aware of and supportive of employee negotiated contracts.</p> <p>Assist in evaluating guidance services and practices.</p> <p>Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment.</p> <p>Oversee the administration of the testing programs at the school.</p> <p>Assist in developing and implementing a school-wide attendance plan.</p> <p>Proactive Orientation</p> <p>Assist the Principal in the selection of school personnel as requested.</p> <p>Promote safety procedures and practices.</p> <p>Supervise bus loading and unloading.</p> <p>Assist in the supervision of all extracurricular activities.</p> <p>Assist in the supervision of all extracurricular activities.</p> <p>Be proactive in recognizing and solving school concerns and problems.</p> <p>Anticipate problems as plans are developed.</p> <p>Critical Thinking</p> <p>Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification.</p> <p>Assist in the development, implementation, and evaluation of the School's Continuous Improvement Plan.</p> <p>Utilize data effectively in decision-making.</p> <p>Assist in assessing staff development needs of school personnel.</p> <p>Managerial</p> <p>Assist in providing supervision and oversight for substitute teachers.</p> <p>Assist the Principal in maintaining appropriate inventory records for equipment, textbooks, and materials.</p> <p>Assist the Principal in maintaining appropriate inventory records for equipment, textbooks, and materials.</p> <p>Coordinate facility maintenance, safety records and FISH Reports.</p> <p>Monitor school budget as directed by the Principal.</p> <p>Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>Delegate responsibilities to appropriate staff members.</p> <p>Continuous Improvement</p> <p>Provide training opportunities and feedback to school personnel as assigned by the Principal.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Promote staff development activities with focus on the needs of the staff. Be actively involved in programs for professional growth and development. Attend District conferences, in-services, and workshops to keep current in educational practices. Maintain and model high standards of professional conduct. Set high standards and goals for self and others. Facilitation</p> <p>Use effective interpersonal skills to guide individuals and groups to task completion. Adjust strategies to accommodate unexpected situations. Confer with students, parents, and teachers to resolve problems which inhibit learning. Assist parents in contacting school and agency support services. Communication</p> <p>Communicate effectively with all stakeholders. Maintain high visibility and accessibility on the school campus. Communicate effectively orally and in writing with a variety of individuals and groups. Support and attend school and community functions. Constancy of Purpose</p> <p>Assist in the induction program for beginning teachers. Assist in the development of positive school/community relations. Cooperate and coordinate with all administrators in the school. Utilize county staff for problem resolution when appropriate. Provide leadership and support for school and District goals and priorities. Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents. Serve as a district representative at emergency shelters as determined by the Superintendent. Perform other incidental tasks consistent with the goals and objectives of this position. Decisiveness</p> <p>Decide how to meet students' needs as they arise. Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety. Deal effectively and appropriately with abuse situations. Investigate student accidents and other incidents and take appropriate action.</p> <p>MINIMUM REQUIREMENTS Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.</p> <p>KNOWLEDGE, SKILLS & ABILITIES Knowledge of laws, regulations and policies governing education in state and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>county.</p> <p>Knowledge of curriculum and instructional programs and practices for appropriate level.</p> <p>Willingness to learn budgetary and supervisory responsibilities.</p> <p>Skill to work with people in an effective manner.</p> <p>Knowledge of scheduling and supervision.</p> <p>Ability to communicate effectively orally and in writing.</p> <p>Ability to plan, organize, and prioritize.</p> <p>Ability to use data in the decision-making process.</p> <p>EDUCATION, TRAINING & EXPERIENCE</p> <p>Master's Degree from an accredited institution.</p> <p>Three (3) years classroom teaching experience and/or administrative experience.</p>
Boehmer, Rachel	Assistant Principal	<p>Technical/Professional Knowledge</p> <p>Assist in the development, implementation, and assessment of the instructional program for all students.</p> <p>Assist in the development of the master schedule for student/teacher assignment.</p> <p>Assist in coordinating the school's accreditation programs.</p> <p>Assist the Principal in appraisal of teachers' and other staff members' performance level.</p> <p>Be aware of and supportive of employee negotiated contracts.</p> <p>Assist in evaluating guidance services and practices.</p> <p>Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment.</p> <p>Oversee the administration of the testing programs at the school.</p> <p>Assist in developing and implementing a school-wide attendance plan.</p> <p>Proactive Orientation</p> <p>Assist the Principal in the selection of school personnel as requested.</p> <p>Promote safety procedures and practices.</p> <p>Supervise bus loading and unloading.</p> <p>Assist in the supervision of all extracurricular activities.</p> <p>Assist in the supervision of all extracurricular activities.</p> <p>Be proactive in recognizing and solving school concerns and problems.</p> <p>Anticipate problems as plans are developed.</p> <p>Critical Thinking</p> <p>Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification.</p> <p>Assist in the development, implementation, and evaluation of the School's Continuous Improvement Plan.</p> <p>Utilize data effectively in decision-making.</p> <p>Assist in assessing staff development needs of school personnel.</p> <p>Managerial</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist in providing supervision and oversight for substitute teachers.</p> <p>Assist the Principal in maintaining appropriate inventory records for equipment, textbooks, and materials.</p> <p>Assist the Principal in maintaining appropriate inventory records for equipment, textbooks, and materials.</p> <p>Coordinate facility maintenance, safety records and FISH Reports.</p> <p>Monitor school budget as directed by the Principal.</p> <p>Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>Delegate responsibilities to appropriate staff members.</p> <p>Continuous Improvement</p> <p>Provide training opportunities and feedback to school personnel as assigned by the Principal.</p> <p>Promote staff development activities with focus on the needs of the staff.</p> <p>Be actively involved in programs for professional growth and development.</p> <p>Attend District conferences, in-services, and workshops to keep current in educational practices.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Set high standards and goals for self and others.</p> <p>Facilitation</p> <p>Use effective interpersonal skills to guide individuals and groups to task completion.</p> <p>Adjust strategies to accommodate unexpected situations.</p> <p>Confer with students, parents, and teachers to resolve problems which inhibit learning.</p> <p>Assist parents in contacting school and agency support services.</p> <p>Communication</p> <p>Communicate effectively with all stakeholders.</p> <p>Maintain high visibility and accessibility on the school campus.</p> <p>Communicate effectively orally and in writing with a variety of individuals and groups.</p> <p>Support and attend school and community functions.</p> <p>Constancy of Purpose</p> <p>Assist in the induction program for beginning teachers.</p> <p>Assist in the development of positive school/community relations.</p> <p>Cooperate and coordinate with all administrators in the school.</p> <p>Utilize county staff for problem resolution when appropriate.</p> <p>Provide leadership and support for school and District goals and priorities.</p> <p>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>Serve as a district representative at emergency shelters as determined by the Superintendent.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>Decisiveness</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Decide how to meet students' needs as they arise.</p> <p>Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety.</p> <p>Deal effectively and appropriately with abuse situations.</p> <p>Investigate student accidents and other incidents and take appropriate action.</p> <p>MINIMUM REQUIREMENTS</p> <p>Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.</p> <p>KNOWLEDGE, SKILLS & ABILITIES</p> <p>Knowledge of laws, regulations and policies governing education in state and county.</p> <p>Knowledge of curriculum and instructional programs and practices for appropriate level.</p> <p>Willingness to learn budgetary and supervisory responsibilities.</p> <p>Skill to work with people in an effective manner.</p> <p>Knowledge of scheduling and supervision.</p> <p>Ability to communicate effectively orally and in writing.</p> <p>Ability to plan, organize, and prioritize.</p> <p>Ability to use data in the decision-making process.</p> <p>EDUCATION, TRAINING & EXPERIENCE</p> <p>Master's Degree from an accredited institution.</p> <p>Three (3) years classroom teaching experience and/or administrative experience.</p>
Salerno, David	Principal	<p>JOB GOAL</p> <p>To provide the leadership and vision necessary to create an 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>ESSENTIAL DUTIES & RESPONSIBILITIES</p> <p>The following statements are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be construed as an exhaustive list of all duties and responsibilities required of those in this position.</p> <p>Technical/Professional Knowledge</p> <p>Establish, implement, and assess the instructional program at the assigned school.</p> <p>Interview and select qualified personnel to be recommended for employment.</p> <p>Conduct performance appraisals and make reappointment recommendations for school personnel.</p> <p>Implement and administer negotiated employee contracts at the school site.</p> <p>Coordinate the school food service program at the assigned school, including guidance, drop-out prevention, health services, attendance, and related areas.</p> <p>Implement School Board policy, state statutes, and federal regulations as they</p>

Name	Position Title	Job Duties and Responsibilities
		<p>pertain to the assigned school.</p> <p>Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance, and related areas. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Communication</p> <p>Communicate effectively both orally and in writing with parents, students, teachers, and the community.</p> <p>Communicate, through the proper channels, to keep the Superintendent informed of impending problems or events of unusual nature.</p> <p>Use effective interpersonal communication skills.</p> <p>Maintain visibility and accessibility on the school campus.</p> <p>Attend school-related activities and events.</p> <p>Write and disseminate newsletters, memos, letters, press releases and other appropriate materials.</p> <p>Model effective listening and positive interaction skills.</p> <p>Critical Thinking</p> <p>Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>Facilitate the development of the School's Continuous Improvement Plan.</p> <p>Access, analyze, interpret, and use data in decision-making.</p> <p>Develop long-and short-range facility needs at the assigned school.</p> <p>Coordinate facility and support service requirements.</p> <p>Coordinate plant safety and facility inspections at the assigned school.</p> <p>Coordinate all maintenance functions at the assigned school.</p> <p>Coordinate and supervise transportation services at the assigned school.</p> <p>Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts.</p> <p>Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>Use technology effectively.</p> <p>Proactive Orientation</p> <p>Exercise proactive leadership in promoting the vision and mission of the District.</p> <p>Establish a vision and mission for the school in collaboration with stakeholders.</p> <p>Be proactive in recognizing and solving school problems.</p> <p>Anticipate future problems as activities are planned.</p> <p>Initiate programs and organize resources to carry out the School's Continuous Improvement Plan.</p> <p>Facilitation</p> <p>Facilitate the horizontal and vertical articulation of curriculum within the school, as well as between the school and its feeder system.</p> <p>Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>Adjust strategies to accommodate unexpected situations.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Understand and utilize collaborative planning strategies.</p> <p>Involve others in choosing courses of action.</p> <p>Facilitate problem-solving by groups and individuals</p> <p>Continuous Improvement</p> <p>Promote high student achievement.</p> <p>Manage and administer personnel development through training in-service and other developmental activities.</p> <p>Provide training opportunities and feedback to personnel at the assigned school.</p> <p>Participate in District management meetings and other activities to enhance professional development.</p> <p>Maintain and model high standards of professional conduct.</p> <p>Set high goals and standards for self, others, and organization.</p> <p>Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>Keep abreast of current research, trends, and best practices in middle school education.</p> <p>Constancy of Purpose</p> <p>Coordinate with District instructional staff in program planning.</p> <p>Align school initiatives with District, state, and school goals.</p> <p>Develop positive school/community relations and serve as liaison between the school and community.</p> <p>Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans.</p> <p>Mange and administer school functions relating to these items.</p> <p>Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>Serve as a member of the Superintendent's District-wide Leadership Team.</p> <p>Provide leadership and direction for developing the best possible learning/teaching environment.</p> <p>Serve as a district representative at emergency shelters as determined by the Superintendent.</p> <p>Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>Managerial</p> <p>Monitor the progress and provide feedback to stockholders, throughout the year, on the Continuous Improvement Plan goals.</p> <p>Establish and coordinate procedures for student, teacher parent, and community evaluation of curriculum.</p> <p>Direct the development of the master schedule and assign teachers according to identified needs.</p> <p>Assign and supervise school personnel to special projects for the enhancement of the school.</p> <p>Establish the job assignments for all school-site administrators and assess the school-site administrator's performance.</p> <p>Manage the operation and all activities and functions which occur at the assigned school.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Establish procedures for an accreditation program and monitor accreditation standards at the assigned school.</p> <p>Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>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.</p> <p>Delegate responsibilities to appropriate staff members.</p> <p>Decisiveness</p>
		<p>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>Serve as final arbitrator for difficult problems, including student discipline.</p> <p>Act quickly to stop possible breaches of safety, ineffective procedures, or interference with school operations.</p> <p>MINIMUM REQUIREMENTS</p> <p>Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.</p> <p>KNOWLEDGE, SKILLS & ABILITIES</p> <p>Positive interpersonal skills</p> <p>Skill to motivate students and teachers</p> <p>Effective communication skills (written and oral). Computer skills</p> <p>Ability to organize, prioritize, and manage time well</p> <p>Good listening skills</p> <p>Ability to manage large groups, including appropriate means of crowd control</p> <p>High level of stamina</p> <p>Demonstrated proactive orientation</p> <p>Knowledge of curriculum</p> <p>Knowledge of laws, regulations and codes affecting school management</p> <p>Knowledge of public relation techniques and strategies</p> <p>Knowledge of test analyses and the application of analyses relation techniques and strategies</p> <p>Knowledge of test analyses and the application of analyses to curriculum development</p> <p>Ability to prepare and manage the school's budget and allocated resources</p> <p>Ability to meet extended responsibilities and the regular school day</p> <p>Ability to access all areas of the school and grounds</p>
Marriott, Sarah	Assistant Principal	<p>Technical/Professional Knowledge</p> <p>Assist in the development, implementation, and assessment of the instructional program for all students.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Assist in the development of the master schedule for student/teacher assignment.</p> <p>Assist in coordinating the school's accreditation programs.</p> <p>Assist the Principal in appraisal of teachers' and other staff members' performance level.</p> <p>Be aware of and supportive of employee negotiated contracts.</p> <p>Assist in evaluating guidance services and practices.</p> <p>Assist in developing guidelines for student conduct and implement appropriate disciplinary procedures to assure a safe and appropriate learning/teaching environment.</p> <p>Oversee the administration of the testing programs at the school.</p> <p>Assist in developing and implementing a school-wide attendance plan.</p> <p>Proactive Orientation</p> <p>Assist the Principal in the selection of school personnel as requested.</p> <p>Promote safety procedures and practices.</p> <p>Supervise bus loading and unloading.</p> <p>Assist in the supervision of all extracurricular activities.</p> <p>Assist in the supervision of all extracurricular activities.</p> <p>Be proactive in recognizing and solving school concerns and problems.</p> <p>Anticipate problems as plans are developed.</p> <p>Critical Thinking</p> <p>Use current research, performance data and feedback from teachers, parents, and students to make decisions on program change and/or modification.</p> <p>Assist in the development, implementation, and evaluation of the School's Continuous Improvement Plan.</p> <p>Utilize data effectively in decision-making.</p> <p>Assist in assessing staff development needs of school personnel.</p> <p>Managerial</p> <p>Assist in providing supervision and oversight for substitute teachers.</p> <p>Assist the Principal in maintaining appropriate inventory records for equipment, textbooks, and materials.</p> <p>Assist the Principal in maintaining appropriate inventory records for equipment, textbooks, and materials.</p> <p>Coordinate facility maintenance, safety records and FISH Reports.</p> <p>Monitor school budget as directed by the Principal.</p> <p>Assist the Principal in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.</p> <p>Delegate responsibilities to appropriate staff members.</p> <p>Continuous Improvement</p> <p>Provide training opportunities and feedback to school personnel as assigned by the Principal.</p> <p>Promote staff development activities with focus on the needs of the staff.</p> <p>Be actively involved in programs for professional growth and development.</p> <p>Attend District conferences, in-services, and workshops to keep current in educational practices.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Maintain and model high standards of professional conduct. Set high standards and goals for self and others. Facilitation</p> <p>Use effective interpersonal skills to guide individuals and groups to task completion. Adjust strategies to accommodate unexpected situations. Confer with students, parents, and teachers to resolve problems which inhibit learning. Assist parents in contacting school and agency support services. Communication</p> <p>Communicate effectively with all stakeholders. Maintain high visibility and accessibility on the school campus. Communicate effectively orally and in writing with a variety of individuals and groups. Support and attend school and community functions. Constancy of Purpose</p> <p>Assist in the induction program for beginning teachers. Assist in the development of positive school/community relations. Cooperate and coordinate with all administrators in the school. Utilize county staff for problem resolution when appropriate. Provide leadership and support for school and District goals and priorities. Assist Principal in establishing and implementing procedures to be used in event of school crises and provide leadership in event of such incidents. Serve as a district representative at emergency shelters as determined by the Superintendent. Perform other incidental tasks consistent with the goals and objectives of this position. Decisiveness</p> <p>Decide how to meet students' needs as they arise. Deal with emergency situations such as facilities problems, student disciplinary incidents, and safety. Deal effectively and appropriately with abuse situations. Investigate student accidents and other incidents and take appropriate action.</p> <p>MINIMUM REQUIREMENTS Requirements are representative of minimum levels of knowledge, skills and/or abilities. To perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty successfully. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.</p> <p>KNOWLEDGE, SKILLS & 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.</p>

Name	Position Title	Job Duties and 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. EDUCATION, TRAINING & EXPERIENCE Master's Degree from an accredited institution. Three (3) years classroom teaching experience and/or administrative experience.

Demographic Information

Principal start date

Sunday 2/13/2011, David Salerno A

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

4

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

29

Total number of teacher positions allocated to the school

79

Total number of students enrolled at the school

1,550

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

5

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

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Demographic Data

Early Warning Systems

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	449	535	473	0	0	0	0	1457	
Attendance below 90 percent	0	0	0	0	0	0	56	68	73	0	0	0	0	197	
One or more suspensions	0	0	0	0	0	0	29	39	33	0	0	0	0	101	
Course failure in ELA	0	0	0	0	0	0	13	29	24	0	0	0	0	66	
Course failure in Math	0	0	0	0	0	0	23	28	25	0	0	0	0	76	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	53	94	93	0	0	0	0	240	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	60	59	55	0	0	0	0	174	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	21	27	0	0	0	0	58

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

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

Date this data was collected or last updated

Tuesday 7/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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

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	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	13	29	24	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	23	28	25	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	44	71	60	0	0	0	0	175
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	43	34	0	0	0	0	113
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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	46%	50%				70%	52%	54%
ELA Learning Gains	50%						62%	55%	54%
ELA Lowest 25th Percentile	39%						47%	47%	47%
Math Achievement	71%	34%	36%				78%	60%	58%
Math Learning Gains	70%						73%	61%	57%
Math Lowest 25th Percentile	67%						68%	52%	51%
Science Achievement	59%	54%	53%				70%	52%	51%
Social Studies Achievement	86%	59%	58%				83%	68%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	72%	56%	16%	54%	18%
Cohort Comparison						
07	2022					
	2019	65%	51%	14%	52%	13%
Cohort Comparison		-72%				
08	2022					
	2019	68%	58%	10%	56%	12%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	72%	59%	13%	55%	17%
Cohort Comparison						
07	2022					
	2019	61%	42%	19%	54%	7%
Cohort Comparison		-72%				
08	2022					
	2019	79%	68%	11%	46%	33%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	68%	54%	14%	48%	20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	82%	70%	12%	71%	11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	60%	39%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	23	38	35	34	50	51	22	57	22		
ELL	30	35	36	54	66	66	42	65			
ASN	76	59		94	83	90	75	100	93		
BLK	55	38	33	66	65	53	45	88	67		
HSP	53	47	44	60	65	62	54	79	68		
MUL	53	50	41	68	75	69	57	86	63		
WHT	63	50	36	73	70	70	61	87	77		
FRL	46	45	34	56	66	62	45	73	65		
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		

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
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			
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		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	65
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	74
Total Points Earned for the Federal Index	653
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

In reviewing our ESSA data, we have recognized that our SWD subgroup is not making the progress commensurate with all students. As a matter of fact, this is the same with all schools in our feeder pattern.

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

Based on the 2022 FSA in reading, our students did not make learning gains they had in the past. With a switch to a new testing platform, we will be using the FAST progress from PM1 to PM3 (we realize the state will use growth from PM3 to PM3 to measure learning gains, but in the interim we will use PM1 to PM3).

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 believe there were a few contributing factors that led to students not demonstrating learning gains in reading this past year. First, staffing needs were a limiting factor. Some of our teachers were on leave due to COVID, and we had vacancies in which securing a highly qualified and high quality teacher was difficult. Second, our teachers were learning a new curriculum that may have impacted the level of expertise with the new standards (we also believe that this new curriculum was not aligned to the FSA). And third, there were limited opportunities for students to go for help during intervention time on priority days, and the students were not grouped in a way that optimized students receiving optimal levels of support.

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

We were very pleased with the overall proficiency and growth of all students as well as the lowest quartile in the area of mathematics.

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

Our level of expertise of our math teachers definitely contributed to this improvement. Most if not all participated in district and school level professional development. We also had more students in tiered support for math (e.g., intensive math and using various online math resources.)

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

We will continue to schedule students who scored a level 3 or higher in advanced math classes. We will continue our relationship with SLHS in scheduling students in Algebra 2 Honors while attending school at CSRMS, and we will continue to offer support through our AIR Time intervention for all students.

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.

Further PD in BEST Standards in math, further development of MTSS strategies in all areas, and regular feedback to teachers using the IPG Walkthrough Tool and follow-up coaching from our LDC as needed.

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

We continue to refine our intervention time (30-minutes each day between periods 1 and 2). This time, known as AIR Time (All-In Ravens Time) will continue to focus on what teachers and students do as a result of PLC questions 3 and 4. Therefore, tiered intervention will be provided to students who have not mastered standards and this time will also be used to help accelerate students' learning for those who have mastered the standards.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on data from the 2022 FSA reading tests, we have see a need to focus on the achievement of our SWD subgroup.

Measurable Outcome:

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

All subgroups, especially SWD, will demonstrate at least a 5% growth in their mastery of standards as evidenced by increases in course performance (EWS data) and FAST progress monitoring assessments from PM1 to PM3.

Monitoring:

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

Each quarter, and following PM2, we will review the EWS data for course performance and growth from PM1 to PM2, specifically focusing on the performance of our SWD subgroup.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Institute the learning lab concept to provide additional support to our SWD subgroup at least quarterly.

Rationale for Evidence-based Strategy:

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

Seven Springs Middle School, a school with similar demographics as Charles S. Rushe Middle School, has implemented this strategy with success. We will adapt this model to the needs of our students and our school.

Action Steps to Implement

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

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Black Subgroup**Area of Focus
Description and
Rationale:**

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

During a review of our 2021-2022 Early Warning System data, we noted that students in the black subgroup were more likely to be suspended from school than all students.

Measurable Outcome:

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

All subgroups, especially our Black students, will show at least a 5% decrease in discipline occurrences.

Monitoring:

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

Each month, our SIT/PBIS team will review discipline data to look for areas of opportunity and growth toward our goal.

Person responsible for monitoring outcome:

Sarah Marriott (splummer@pasco.k12.fl.us)

**Evidence-based
Strategy:**

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

Our district has invested in additional personnel - Discipline Assistants - to work with students proactively as well as help provide support to students who have discipline infractions. We are rebranding another school's modules to help students reflect on their behavior and develop goals and strategies to work toward so as to avoid future transgressions.

Rationale for Evidence-based Strategy:

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

According to the school that implemented this strategy - Cypress Creek Middle School - the instances of students being suspended and missing class decreased dramatically with this program.

Action Steps to Implement

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

No action steps were entered for this area of focus

Positive Culture & Environment

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

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

Charles S. Rushe Middle School involves all stakeholders in decision-making and building a positive school culture. At the forefront of our efforts, our collaborative teams, led by our School Leadership Team, keep student learning a focus each and every day. Our schoolwide PLC is led by our school administration in helping develop our teachers' understanding of best practices (this year our focus is on grading practices, tiered supports, and core actions). We communicate regularly with staff and families the opportunities that exist each week for students and families to get involved in co-curricular and extracurricular events. In addition this year, we will have quarterly Parent Universities, which will include ALL families in our feeder pattern, in learning and growing together. For example, the first quarter we will have a Family Night that shares information about the new FAST testing, what the reports reflect and how teachers and families can use this information to support their students.

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

Charles S. Rushe Middle School involves all stakeholders in creating and promoting a positive school culture focused on meeting students -wherever they are in their learning journey - to ensure all students experience success, whether in proficiency and/or demonstrating growth. These stakeholders include all school and district staff, families, business partners, our PTSA, School Advisory Council, and the students themselves who are tasked each day in being "All-In Ravens"!