

Crooms Academy Of Information Technology



2014-15 School Improvement Plan

Crooms Academy Of Information Technology

2200 W 13TH ST, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0251>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	29

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Crooms Academy of Information Technology is to provide innovative teaching and learning in a technology-enriched environment and to engage students in an academically challenging curriculum that prepares them for post-secondary education with industry-validated technology skills.

Provide the school's vision statement

To build a culture of excellence and success for every student.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

School personnel are kept current on research related to unique characteristics of learning through monthly professional faculty trainings which include but are not limited to learning styles, student engagement, professional planning, exceptional education, multiple intelligences, and framework for understanding poverty. The school hosts a multicultural diversity week through which the entire school community researches the cultures of the students and staff members represented within the building. Students are provided with passports that are stamped as they visit the "countries" and learn about the cultures of their peers, teachers, and staff members.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Crooms Academy uses fiscal resources to maintain facilities, services and equipment to provide a safe, clean and healthy environment for everyone. Clear expectations for maintaining safety, cleanliness and a healthy environment have been defined and documented by all stakeholders. Procedures and measures are in place that allow for continuous progress and tracking. Safety drills are completed on a monthly basis with students and staff to practice for fire safety, weather, and emergency situations. In addition, a supervision schedule ensures that there is an adult in every part of the building during high traffic times. In order to maintain high standards in these areas, improvement plans continue to be developed and implemented as deemed necessary.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PRIDE is a positive approach to teaching school-wide expectations. Our plan emphasizes the use of effective instructional strategies, proactive practices, logical consequences, and positive reinforcement to teach students the behaviors necessary to succeed now and in the future and to support our vision of building a culture of excellence and success for every student. Our students will learn to be: Problem Solvers, Respectful and Responsible, Individually Accountable, Dedicated and Disciplined, and Engaged. Students may earn PRIDE tickets for meeting the school-wide expectations in the classroom or in various settings around campus that will be redeemed for prizes and rewards throughout each month.

With PRIDE, we hope to reach all students by teaching and reinforcing expectations, therefore affording all students the rewards of positive choices.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Adult advocates connect with students through a variety of structures. During the weekly scheduled advisement period, students are provided time to connect with their fourth period teacher/academic advocate on various topics such as study support, personal development, and upcoming events. Guidance counselors meet with each of their students annually and seniors semi-annually. The literacy coach and media specialist work with struggling students on an individual basis to improve deficient skills. Crooms Academy's two inclusion specialists meet weekly with their students on Individual Education Program goals. The career specialist works with our Business Advisory Council members to pair one-on-one mentors with Take Stock in Children mentees as well as self-identified mentees needing career and academic support. Additionally, many students participate in extra-curricular activities which connect them to an adult advocate in their sponsors and coaches. The School Social Worker meets bi-weekly in small groups to support students who are monitoring their behavior and interpersonal skills. These long-term relationships ensure student needs are understood and met.

The inclusion support specialists monitor student academic progress through frequent feedback from classroom teachers. They monitor FCAT/EOC Portfolio data and submit SSD applications for ESE students. They also generate and routinely update a confidential, comprehensive ESE/Gifted/504 Plan/ ELL student list and distribute this list to classroom teachers. Our personnel also attend articulation meetings at middle schools in order to prepare for incoming ESE students, and continue to maintain a high level of monitoring of student data in order to identify the needs of all of our students. Our Inclusion Support Specialists also provide or coordinate related individualized learning support services to all students, conducting weekly monitoring meetings with students and soliciting feedback from classroom teachers on a regular basis. In this way, the inclusion specialists collaborate with teachers and consult them with regards to student achievement and overall behavior. Our inclusion specialists organize and execute IEP/ 3-year re-evaluation meetings for students receiving special services. Our personnel are always available to provide support to both students and classroom teachers and to offer insights and suggestions for effective interventions and strategies that teachers may use in the classroom in order to provide optimum differentiated instruction for all students. District support staff provides needed therapies for speech, language, vision, deaf and hard of hearing, and occupational therapy.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes the EdInsight student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification report. This report specifically identifies students having met two or more at-risk indicators including: attendance below 90 percent, one or more out of school suspensions, course failure in English Language Arts or Mathematics, Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics, cumulative grade

point averages below 2.79, quarter grades, and mobility. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis.

Provide the following data related to the school's early warning system

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

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

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS team meets on Mondays to analyze student performance data and early warning indicators to inform the plan of action for meeting students' behavior and academic needs. Students are tiered as appropriate for interventions in reading, mathematics, and behavior management. Students who have achieved a score of level 1 on state assessments in ELA and Mathematics are provided with a 90-minute block of instruction to provide the additional support on the reading and mathematics skills necessary to meet proficiency levels on the statewide assessments. These students are also provided with additional one-on-one support by intervention teachers in reading and mathematics. Students with attendance and disciplinary concerns are provided with supplemental support by the extended MTSS team in addition to the core behavior curriculum.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring

students show evidence of “owning their data” and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community’s celebrations. Administrators and teachers reach out to local businesses for participation in the school’s business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

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

Name	Title
Hayes Faison, Demetria	Principal
Medve, Heather	Assistant Principal
Hunter, Michael	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

1. Demetria Faison, Principal - Mrs. Faison oversees the comprehensive school program and school-wide initiatives. She supervises the custodial team and the Applied Technology, Science, and Media Departments. She acts as the Choices Department Liaison, National Academy Foundation contact, and Magnet Schools of America contact. Mrs. Faison leads data summits for the administrative team and facilitates data summits for the Applied Technology and Science Departments. She also collaborates with the administrative team to plan and implement professional development workshops for the staff based upon their self-identified needs, the needs of the students as identified by state assessment results, and district-level initiatives. She serves as the administrative representative to the School Advisory Council, PTSA, and Business Advisory Council serving as its Curriculum Committee Chairperson. She assists in the collaborative decision making regarding Tier movement and eligibility determinations for MTSS. She also provides leadership for the whole school program and conducts classroom walkthroughs and teacher conferences to maintain fidelity to the instructional learning model.
2. Michael Hunter, Assistant Principal - Mr. Hunter supervises the Mathematics, Social Studies, World Languages, ESE, and Athletics Departments. He processes discipline for the 9th and 10th grades, supervises the School Clinic, and is the school attendance contact. Mr. Hunter also serves as the Textbook Manager, District Common Assessments Coordinator, Standards Bases Assessments Coordinator, and the Director of the AA Pathway. Mr. Hunter is the lead administrator for the MTSS team and is the facilitator for all MTSS team meetings. He coordinates continuous professional

development of the MTSS process. Mr. Hunter assists in the collaborative decision making regarding Tier movement and eligibility determinations. He coordinate observations and intensive instruction for students with the appropriate support personnel. He ensures that rewards are purchased for the Positive Behavior Support/Panther PRIDE initiative. He facilitates data summits for the Social Studies and Mathematics Departments. He also collaborates with the administrative team to plan and implement professional development workshops for the staff based upon their self-identified needs, the needs of the students as identified by state assessment results, and district-level initiatives. Mr. Hunter provides leadership for the departments under his supervision and conducts walkthroughs and teacher conferences to maintain fidelity to the instructional learning model.

3. Heather Medve, Assistant Principal - Ms. Medve supervises the English Language Arts, Reading, Physical Education, and Guidance Departments. She processes discipline for the 11th and 12th grades. Ms. Medve also serves as the Testing Coordinator, Student Activities Director, Master Scheduler, Seminole/Crooms Cluster Liaison, Summer School Liaison, and Emergency Management Supervisor. Ms. Medve assists in the collaborative decision making regarding Tier movement and eligibility determinations and also provides leadership for the MTSS team. She facilitates data summits for the English Language Arts and Reading Departments. She also collaborates with the administrative team to plan and implement professional development workshops for the staff based upon their self-identified needs, the needs of the students as identified by state assessment results, and district-level initiatives. Ms. Medve provides leadership for the departments under her supervision and conducts walkthroughs and teacher conferences to maintain fidelity to the instructional learning model.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Crooms Academy of Information Technology will coordinate Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. This funding source is coordinated to maximize the number of students and the amount of services available for academic interventions. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Demetria Faison	Principal
Stacie Webster	Parent
Ed Ghiglieri	Parent
Sheryl Broomell	Parent
Chantell Clark	Parent
Rolana Edwards	Business/Community
Valerie Lambert	Business/Community
Alexander Ghiglieri	Student
Halima Fisher	Teacher
Janet Fox	Teacher
Kary Phelps	Teacher
Mary Benton	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The review of the School Improvement Plan for 2013-2014 is listed below:

Students Scoring at Level 3 or above:

Reading AMOs - All Students 2014 Target: 77% 2014 Actual: 82% (+5)

Asian 2014 Target: 79% 2014 Actual: 79% (target met)

Black/African-American 2014 Target: 61% 2014 Actual: 64% (+3)

Hispanic 2014 Target: 77% 2014 Actual: 76% (-1)

White 2014 Target: 84% 2014 Actual: 89% (+5)

Students with Disabilities 2014 Target: 66% 2014 Actual: 74% (+8)

Economically Disadvantaged 2014 Target: 70% 2014 Actual: 75% (+5)

FCAT 2.0 Reading Learning Gains 2014 Target: 72% 2014 Actual: 76% (+4)

FCAT 2.0 Reading LQ Learning Gains 2014 Target: 71% 2014 Actual: 77% (+6)

Writing 2014 Target: 71% 2014 Actual: 65% (-6)

Mathematics AMOS - All Students 2014 Target: 73% 2014 Actual: 89% (+16)

Black/African-American 2014 Target: 66% 2014 Actual: 83% (+17)

Hispanic 2014 Target: 72% 2014 Actual: 86% (+14)

White 2014 Target: 78% 2014 Actual: 93% (+15)

Students with Disabilities 2014 Target: 72% 2014 Actual: 78% (+6)

Economically Disadvantaged 2014 Target: 71% 2014 Actual: 86% (+15)

Mathematics Learning Gains 2014 Target: 85% 2014 Actual: 84% (-1)

Mathematics LQ Learning Gains 2014 Target: 69% 2014 Actual: 71% (+2)

Algebra EOC @ Level 3 2014 Target: 63% 2014 Actual: 60% (-3)

Algebra EOC @ or above Level 4 2014 Target: 12% 2014 Actual: 13% (+1)

Geometry EOC @ Level 3 2014 Target: 44% 2014 Actual: 37% (-7)

Geometry EOC @ or above Level 4 2014 Target: 48% 2014 Actual: 55% (+7)

Biology EOC @ Level 3 2014 Target: 44% 2014 Actual: 38% (-6%)

Biology EOC @ or above Level 4 2014 Target: 51% 2014 Actual: 57% (+6)

Development of this school improvement plan

The school principal reviews the school performance data from the previous year with members of the School Advisory Council. The SAC will review the School Improvement Plan and provide input regarding initiatives to support student achievement and school goals. The SAC will review the school's progress monitor data during monthly meetings scheduled throughout the year and engage in the continuous improvement process to discuss critical needs areas and school and community based interventions to help increase student performance.

Preparation of the school's annual budget and plan

For the 2014-2015 school year, Crooms Academy has \$2,353.11 in school improvement funds. Of the school improvement funds, \$160.11 is carryover from the prior year and the school was allocated \$2,193.00 for the 2014-2015 school year. The SAC allocated 100% of the budget for the after-school tutoring program.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

For the 2013-2014 school year, Crooms Academy had \$1,437.38 in school improvement funds. Of the school improvement funds, \$776.38 was carryover from the prior year and the school was allocated \$661.00 for the 2013-2014 school year. The SAC allocated 100% of the 2013-2014 budget for the after-school tutoring program.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Hayes Faison, Demetria	Principal
Medve, Heather	Assistant Principal
Barsalou, Bradford	Teacher, K-12
Chatlos, Jessie	Teacher, K-12
Fry , Becky	Instructional Technology
Hodge, Kelvin	Teacher, K-12
Ray, Barbara	Instructional Media
Urbina, Josue	Teacher, K-12
Babb, Shellane	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly during open, early release Wednesdays and works as a team to develop and implement school-wide initiatives that will benefit student achievement and improve literacy across the curriculum. Since there is a representative from every discipline on the LLT, when there is a strategy or program to implement, each member trains their respective

department members to explain the strategy/program through the lens of the discipline. The Literacy Leadership Team (LLT) supports the the One Book, One School Initiative which creates a shared reading experience amongst our school community. Activities are planned throughout the semester to promote the book. The LLT will refine the instructional focus of the month plan to include effective strategies for improving reading performance and will utilize the Discovery Education Assessment progress monitor data to measure the impact of the strategies on student achievement in reading. The LLT will continue to promote reading through our sustained silent reading period and the Scholastic Reading Counts Program. We will also continue to support district literacy initiatives such as Let's Read Seminole and Celebrate Literacy Week.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Crooms Academy is a school that holds teachers and staff to a high standard of accountability. Our administrative team has an open door policy where any teacher can bring forth an idea and that idea is heard and often implemented. Departments meet monthly and each department chair elicits teacher feedback on the instructional and operational decisions throughout the school year. Teachers are required to send weekly lesson plans to their administrator, work in smaller professional learning communities, attend professional development workshops, and regularly confer with administrators to refine their craft. Teachers meet in collaborative groups and with administrators to review progress monitoring data. These meetings drive instruction and planning so teachers can ensure pedagogical practices are targeting student needs.

In addition to on-campus professional development, each summer and throughout the school-year, Crooms Academy faculty can be seen attending a myriad of off-campus professional development opportunities. These trainings include Advanced Placement Summer Institutes, Kagan workshops, Marzano workshops, teacher leadership conferences, the National Academy Foundation Conference, International Society for Technology in Education Conference, Magnet Schools of America Conference, Interservice-Industry, Training, Simulation and Education Conference, and Florida Educational Technology Conference. In addition, administration, faculty, and staff are active members of many professional organizations.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given

materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before. Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Progress monitors are administered three times per year in English Language Arts, Writing, Algebra, Geometry, Algebra 2, and Biology. Data Summits are held three times per year in small groups by department to disaggregate the data by student and standard. Teachers utilize this information to inform instruction and to plan for remediation or extended learning opportunities for their students. Students are provided with mini-lessons, probes, or individual/small group interventions, based on their areas of need. Through progress monitoring, educators can identify students who are in need of additional support. Teachers have access to many digital learning tools to assist in creating differentiated assignments such as EDSITEment, Library of Congress, Schoology, Discovery Education, Adaptive Curriculum, and SAS Curriculum.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

Crooms Academy of Information Technology provides after school tutoring in all core academic, technology, and elective subject areas. The sessions are individualized for students and are based on individual need. Extended learning opportunities are provided for students who have mastered benchmarks. For students needing more intensive instruction, benchmarks are retaught and reassessed for mastery.

Strategy Rationale

The after school tutoring program provides an opportunity for students to receive customized academic support based upon their learning needs in a smaller learning environment.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hayes Faison, Demetria, demetria_hayes@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom teachers and the administrative team utilize class grades and progress monitor data (Write Score, Discovery Education Assessment, SAT/ACT practice tests, Gmetrix, Certiport, Measure Up) to analyze the effectiveness of the after school tutorial program.

Strategy: Weekend Program

Minutes added to school year: 2,160

Algebra, Geometry, Algebra 2 and Biology teachers provide targeted instruction for the Florida End-of-Course Assessments to increase students' mastery on assessed benchmarks. Twelve Saturday sessions are scheduled during the second semester of the school year. Each session is 3 hours (180 minutes) in duration.

Strategy Rationale

The weekend program is focused on students' mastery of the state standards that will be assessed on the end of year state assessments. Students are provided with their progress monitor data to inform them of their current levels of performance as compared to the target proficiency levels for each assessment. The sessions have a different focus each week and students attend the weekend program based upon their individual needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hayes Faison, Demetria, demetria_hayes@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Discovery Education Assessment progress monitor data is analyzed for increase student performance. Data is also collected from probes that have been created by teachers using the Discovery Education Assessment online tools to reassess benchmarks that have been identified as areas of concern for each student.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students who have been accepted into the magnet program will visit the campus during the Spring to meet with the guidance department and administrative team to learn about school-wide expectations, graduation requirements, and to begin course selection for the upcoming school year. Student Study meetings are also held in the Spring between the high school and middle school guidance and inclusion teams to ensure that there is a seamless transition of student services for ESE students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

In partnership with Junior Achievement (J.A.), Crooms Academy has developed a four-year career plan to prepare our students for the workforce and post-secondary educational opportunities. In the ninth and tenth grades, a "Success Skills" course is taught by J.A. members. As juniors, each student participates in two job shadowing experiences. By senior year, students intern with local businesses

and prepare a senior portfolio including a resume, copies of their certifications and other representations of their achievements. Business leaders review their portfolios and conduct a mock interview for a potential job. The Guidance Department at Crooms Academy plans classroom lessons to review the curriculum guide and academic plans. Individual meetings with students are planned throughout the school year for scheduling advisement and graduation checks. Throughout the school year, the Guidance Department coordinates campus visits by college and university representatives throughout the state and nation to conduct sessions on the college admissions process for their institutions.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Crooms Academy offers 21 high school level and 23 dual enrollment courses in information technology. Students are engaged in authentic learning experiences through which they develop tangible products that are used by the school, local businesses, educational institutions, and non-profit organizations throughout the community. Through the dual enrollment program, students may earn college credit at Seminole State College of Florida. The dual enrollment coursework at Crooms Academy leads to an Associate in Science Degree in Information Systems Technology and an Associate in Science degree in Information Technology. Multiple industry certifications are offered in Adobe Dreamweaver, Adobe Flash, Adobe Premiere Pro, Adobe Photoshop Associate, Cisco Certified Network Associate (CCNA), Cisco Certified Entry Network Technician (CCENT), CompTIA A+, CompTIA Linux+, CompTIA Network+, CompTIA Security+, Microsoft Office Specialist (MOS), Windows Operating System Fundamentals Microsoft Technical Associate (MTA), Autodesk 3dsMax, and Oracle Certified Associate.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The magnet program at Crooms Academy of Information Technology enables students to specialize in networking, programming, game and simulation, computer maintenance and repair, digital media, graphic design, and web design. To ensure that our programs are rigorous and relevant, Crooms collaborates with the faculty at Seminole State College and members of the school's Business Advisory Council. Their guidance keeps the curriculum engaging and connected to 21st century careers. As a career and professional education academy, core academic and technology teachers meet once per month on Wednesdays to plan cross-curricular lessons and projects so that information technology is integrated deliberately and with depth across core subject areas and to develop the common skills necessary to be successful in both IT and academia.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Rising seniors who have not demonstrated readiness scores in reading, writing, and mathematics as determined by scores on the SAT, ACT, and PERT are scheduled in the English IV: College Prep and Math for College Readiness courses which are designed to teach the Florida Post-secondary Readiness Competencies necessary for entry-level college courses. The school provides after school tutorial sessions to help students achieve college readiness scores on the SAT, ACT, and PERT assessments and to support student achievement in all academic courses including standard, honors, Advanced Placement, and dual enrollment courses.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will analyze student performance data on progress monitor assessments and utilize progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will analyze student performance data on progress monitor assessments and utilize progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement. **1a**

G053767

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	97.0
FSA - Mathematics - Proficiency Rate	91.0
Algebra I EOC Pass Rate	75.0
Geometry EOC Pass Rate	94.0
Math Gains	86.0
Math Lowest 25% Gains	73.0
FSA - English Language Arts - Proficiency Rate	87.0
ELA/Reading Gains	79.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal **2**

- Professional development budget
- Professional development days scheduled throughout the month
- Data systems are readily available
- Peer support through professional learning communities
- Teachers are interested in data analysis training
- Literacy Coach and on-site teacher leaders
- District leaders

Targeted Barriers to Achieving the Goal **3**

- New standards and assessments in ELA and Mathematics and instructional plans need to be reviewed and revised to reflect the standards that will be tested on the state assessment

Plan to Monitor Progress Toward G1. **8**

Student performance will increase as measured by progress monitor assessments from August 2014 to April 2015.

Person Responsible

Shellane Babb

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Progress monitor reports from Discovery Education Assessment and Write Score

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will analyze student performance data on progress monitor assessments and utilize progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement. **1**

 G053767

G1.B2 New standards and assessments in ELA and Mathematics and instructional plans need to be reviewed and revised to reflect the standards that will be tested on the state assessment **2**

 B135771

G1.B2.S1 The administrative team will collaborate to develop meeting dates for department members, administration, and the instructional coach to unpack the standards for ELA and Mathematics. **4**

 S147712

Strategy Rationale

Teachers and the supervising administrators for departments need time to unpack the standards so that they will have a deeper understanding of what students should be able to do to demonstrate mastery of the standards that will be assessed on the ELA and Mathematics state exams.

Action Step 1 **5**

The Administrative Team and Instructional Coach will develop a professional development calendar for department meetings during the school day and during Wednesday professional development time throughout the school year.

Person Responsible

Demetria Hayes Faison

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Professional Development Calendar ELA and Mathematics Department Meeting Agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The school principal will review the agendas for ELA and Mathematics Departments and debrief with assistant principals regarding the outcomes and action plans that result from the meetings.

Person Responsible

Demetria Hayes Faison

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Meeting agendas Professional development calendar Teacher reflection logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The assistant principals will observe the implementation of lesson developed by teachers to focus on the new ELA and Mathematics standards.

Person Responsible

Demetria Hayes Faison

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

iObservation classroom walkthrough data and teacher feedback

G1.B2.S2 The administrative team and the instructional coach will collaborate to develop meeting dates for data summits, compile and analyze data in preparation for the summits, and plan and establish agendas. 4

 S147713

Strategy Rationale

Teachers need to analyze student performance data on progress monitor assessments and utilize the progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement.

Action Step 1 5

The administrative team will meet to review progress monitor data, complete an item analysis of the progress monitors, and plan for department level meetings.

Person Responsible

Demetria Hayes Faison

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Data analysis worksheets Data summit agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The school principal will meet with the assistant principals to review the data summit agendas and action items developed by the department members.

Person Responsible

Demetria Hayes Faison

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Data summit agendas Teacher reflection logs

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitoring student performance on progress monitor instruments

Person Responsible

Demetria Hayes Faison

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Evidence of Completion

Progress monitor reports from Discovery Education Assessment and Write Score

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	The Administrative Team and Instructional Coach will develop a professional development calendar for department meetings during the school day and during Wednesday professional development time throughout the school year.	Hayes Faison, Demetria	8/11/2014	Professional Development Calendar ELA and Mathematics Department Meeting Agendas	4/30/2015 quarterly
G1.B2.S2.A1	The administrative team will meet to review progress monitor data, complete an item analysis of the progress monitors, and plan for department level meetings.	Hayes Faison, Demetria	8/11/2014	Data analysis worksheets Data summit agendas	4/30/2015 quarterly
G1.MA1	Student performance will increase as measured by progress monitor assessments from August 2014 to April 2015.	Babb, Shellane	8/11/2014	Progress monitor reports from Discovery Education Assessment and Write Score	4/30/2015 quarterly
G1.B2.S1.MA1	The assistant principals will observe the implementation of lesson developed by teachers to focus on the new ELA and Mathematics standards.	Hayes Faison, Demetria	8/11/2014	iObservation classroom walkthrough data and teacher feedback	4/30/2015 quarterly
G1.B2.S1.MA1	The school principal will review the agendas for ELA and Mathematics Departments and debrief with assistant principals regarding the outcomes and action plans that result from the meetings.	Hayes Faison, Demetria	8/11/2014	Meeting agendas Professional development calendar Teacher reflection logs	4/30/2015 quarterly
G1.B2.S2.MA1	Monitoring student performance on progress monitor instruments	Hayes Faison, Demetria	8/11/2014	Progress monitor reports from Discovery Education Assessment and Write Score	4/30/2015 quarterly
G1.B2.S2.MA1	The school principal will meet with the assistant principals to review the data summit agendas and action items developed by the department members.	Hayes Faison, Demetria	8/11/2014	Data summit agendas Teacher reflection logs	4/30/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will analyze student performance data on progress monitor assessments and utilize progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement.

G1.B2 New standards and assessments in ELA and Mathematics and instructional plans need to be reviewed and revised to reflect the standards that will be tested on the state assessment

G1.B2.S1 The administrative team will collaborate to develop meeting dates for department members, administration, and the instructional coach to unpack the standards for ELA and Mathematics.

PD Opportunity 1

The Administrative Team and Instructional Coach will develop a professional development calendar for department meetings during the school day and during Wednesday professional development time throughout the school year.

Facilitator

Heather Medve Michael Hunter Shellane Babb

Participants

English Language Arts Department and Reading Department Mathematics Department

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

G1.B2.S2 The administrative team and the instructional coach will collaborate to develop meeting dates for data summits, compile and analyze data in preparation for the summits, and plan and establish agendas.

PD Opportunity 1

The administrative team will meet to review progress monitor data, complete an item analysis of the progress monitors, and plan for department level meetings.

Facilitator

Demetria Faison

Participants

Heather Medve Michael Hunter Shellane Babb

Schedule

Quarterly, from 8/11/2014 to 4/30/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers will analyze student performance data on progress monitor assessments and utilize progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement.	10,000
Grand Total	10,000

Goal 1: Teachers will analyze student performance data on progress monitor assessments and utilize progress monitoring tools to provide enrichment and remediation as necessary for students to increase student achievement.		
Description	Source	Total
B2.S1.A1 - School Professional Development Funds	Other	10,000
Total Goal 1		10,000