



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Crooms Academy Of Information Technology

2200 W 13TH ST

Sanford, FL 32771

407-320-5750

[http://www.scps.k12.fl.us/schools/
schoolinfopage.cfm?schoolnumber=0251](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0251)

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 43%
Alternative/ESE Center No	Charter School No	Minority Rate 44%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Crooms Academy/Info Technology

Principal

Demetria Faison

School Advisory Council chair

Stacie Webster

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Heather Medve	Assistant Principal
Michael Hunter	Assistant Principal

District-Level Information

District

Seminole

Superintendent

Dr. Walt Griffin

Date of school board approval of SIP

11/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Demetria Faison, Principal
 Stacie Webster, SAC Chairperson
 Ed Ghiglieri, Vice-Chairperson
 Sheryl Broomell, Secretary
 Rae Mauger, Parent Member
 Richard Morrow, Parent Member
 Alex Ghiglieri, Student Member
 Andrew Webster, Student Member
 Halima Fisher, Teacher
 Janet Fox, Teacher
 Kary Phelps, Teacher
 SAC Composition
 Administrator: 1
 Instructional Personnel: 3
 Non-Instructional: 1
 Parent/Community: 6

Students: 2
 Total Minorities: 2
 Total Non-Minorities: 11

Involvement of the SAC in the development of the SIP

The school principal reviews the school performance data 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.

Activities of the SAC for the upcoming school year

The SAC will engage in the continuous improvement process to analyze the school's progress monitor data and provide recommendations for school improvement.

Projected use of school improvement funds, including the amount allocated to each project

For the 2013-2014 school year, Crooms Academy has \$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 has allocated 100% of the 2013-2014 budget for the after-school tutoring program.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Demetria Faison		
Principal	Years as Administrator: 6	Years at Current School: 6
Credentials	B.S., Science Education, Florida State University M.S., Science Education, Florida State University Ed.S., Educational Leadership, Nova Southeastern University Biology, Grades 6-12 Educational Leadership, All Levels School Principal, All Levels	
Performance Record	School Grade: Crooms Academy of Information Technology 2012-2013: A 2011-2012: A 2010-2011: A	

Heather Medve		
Asst Principal	Years as Administrator: 6	Years at Current School: 1
Credentials	B.S., Biology, Florida State University M.S., Science Education, Florida State University Ed.S., Educational Leadership, Nova Southeastern University Biology, Grades 6-12 Educational Leadership, All Levels School Principal, All Levels	
Performance Record	School Grade: Crooms Academy of Information Technology 2012-2013: A School Grade: Maynard Evans High School (Orange County, FL) 2011-2012: B 2010-2011: D	

Michael Hunter		
Asst Principal	Years as Administrator: 0	Years at Current School: 0
Credentials	B.S., Mechanical Engineering, University of Michigan M.S., Educational Leadership, American College of Education Mathematics, Grades 6-12 Educational Leadership, All Levels	
Performance Record	School Grade: Paul J. Hagerty High School 2012-2013: A 2011-2012: A 2010-2011: A Hired as an Assistant Principal - August 2013	

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Shellane Babb

Full-time / School-based

Years as Coach: 6

Years at Current School: 0

Areas

Reading/Literacy, Data, RtI/MTSS

Credentials

B.A., Psychology, University of Central Florida
 B.A., Interpersonal Communication, University of Central Florida
 English, Grades 6-12
 ESOL Endorsement
 Reading Endorsement

Performance Record

School Grade: Millennium Middle School
 2012-2013: A
 2011-2012: A
 2010-2011: A

Classroom Teachers

of classroom teachers

41

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

41, 100%

ESOL endorsed

5, 12%

reading endorsed

4, 10%

with advanced degrees

24, 59%

National Board Certified

3, 7%

first-year teachers

1, 2%

with 1-5 years of experience

5, 12%

with 6-14 years of experience

21, 51%

with 15 or more years of experience

14, 34%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school has a core Multi-Tiered System of Supports (MTSS) 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 determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. Demetria Faison, Principal - Mrs. Faison assists in the collaborative decision making regarding Tier movement and eligibility determinations. She also provides leadership for the MTSS team and conducts classroom walk throughs to maintain fidelity to interventions. Mrs. Faison ensures that money is allocated to support the purchase rewards for the Positive Behavior Support initiatives.
2. Michael Hunter, Assistant Principal - Mr. Hunter is the lead administrator for the MTSS team and is the facilitator for all MTSS team meetings. He prioritizes time in the school-wide calendar for team meetings. He also coordinates continuous professional development of the MTSS process. Mr. Hunter assists in the collaborative decision making regarding Tier movement and eligibility determinations and conducts classroom walk throughs to maintain fidelity to interventions. He coordinate observations and intensive instruction for students with the appropriate support personnel. He ensures that rewards are purchased for the Positive Behavior Support initiatives.
3. Heather Medve, Assistant Principal - Ms. Medve assists in the collaborative decision making regarding Tier movement and eligibility determinations. She also provides leadership for the MTSS team and conducts classroom walk throughs to maintain fidelity to interventions.
4. Regina Decatrel and Cindy Dawson, Inclusion Teachers - The inclusion teachers attend MTSS team meetings and provide input regarding interventions.
5. Arvis Harmon and Donna Wood, Guidance Counselors - The guidance counselors attend MTSS team meetings. They schedule MTSS parent meetings and utilize SCPS Form 1454 as a meeting summary form for each individual on the meeting agenda. The counselors review student files for historical data and maintain the current data of all students involved in the MTSS process.
6. Shellane Babb, Instructional Coach - Ms. Babb attends MTSS team meetings. She collects school wide data for the team to use in determining student progress. She model interventions and differentiated instruction for teachers and trains teachers in progress monitoring data analysis. Ms. Babb also provides intensive instruction for individual/groups of students based on individual need.
7. Tracy Peters, Elaine Baker, Kelvin Hodge, Tier 2 Classroom Teachers/Academic Interventionists - Teachers will attend MTSS core team meetings. Teachers provide intensive instruction for individual/groups of students based on individual need. They assist the inclusion specialists in the development of portfolios for students who are not responding to interventions.
8. Christine Parsons, Paraprofessional - Mrs. Parsons assists the classroom teachers with providing intensive instruction for individuals/groups of students based on individual need. She also assists the MTSS team with inputting data into the EdInsight data management system.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team meets on Wednesday mornings to analyze student performance data and to review teacher referrals to the team to inform the plan of action for meeting students' behavior and academic needs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

EdInsight is the management system utilized to track students' attendance, discipline, and district-developed common assessment data in United States History. Discovery Education Assessment is utilized to analyze student performance on progress monitors in Algebra, Geometry, Biology, and College Readiness which are administered three times throughout the school year. Write Score Progress Monitors are utilized to monitor student performance for students in grade 9 on Common Core Writing and in grade 10 on FCAT 2.0 Writing.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team members have attended the district-sponsored MTSS training by school district personnel and has utilized the train-the-trainer model to train faculty and staff. The parents of students who have been referred to the MTSS team for review are invited to attend conference meetings with the MTSS team to discuss the process and to review the problem-solving methodology that is used to address the individual needs of their children.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Dr. Barbara Ray is the lead teacher for the after school tutorial program and is in charge of maintaining a tutorial master schedule and collecting student sign in sheets. The members of the administrative team discuss the effectiveness of the tutorial sessions with the classroom teachers during scheduled data meetings.

Strategy: Weekend Program**Minutes added to school year: 2,160**

Algebra, Geometry, 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 Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

The administrative team contacts parents and students via conferencing, letters, and phone calls to invite students to attend the Saturday tutorial program. Math and science teachers review the data of the student attendees to identify critical needs areas and to plan targeted instruction. Student results are reviewed by the teachers and administrative team through planned data summits.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Shellane Babb	Instructional Coach
Dr. Barbara Ray	Media Specialist
Becky Fry	Educational Technology Facilitator, Department Chair
Kelvin Hodge	Mathematics Teacher, Department Chair
Bradford Barsalou	Social Studies Teacher, Department Chair
Jessie Chatlos	English Teacher, Department Chair
Josue Urbina	Science Teacher, Department Chair
Heather Medve	Assistant Principal

How the school-based LLT functions

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.

Major initiatives of the LLT

The Literacy Leadership Team will continue with the One Book, One School Project with students choosing from four book options by author, John Green: Looking for Alaska, An Abundance of Catherines, Paper Town, and The Fault In Our Stars. 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The magnet program at Crooms Academy of Information Technology enables students to specialize in networking, programming, game and simulation, computer maintenance and repair, digital design, and web design. To ensure that our programs are rigorous and relevant, Crooms collaborates with the faculty at Seminole State College and the school's Business Advisory Council. Their guidance keeps the curriculum engaging and connected to 21st century careers.

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, Certified Internet Web (CIW) Site Development 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) and Oracle Certified Associate.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 plan 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.

Strategies for improving student readiness for the public postsecondary level

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	74%	78%	Yes	77%
American Indian				
Asian	77%	82%	Yes	79%
Black/African American	57%	55%	Yes	61%
Hispanic	74%	73%	Yes	77%
White	82%	85%	Yes	84%
English language learners				
Students with disabilities	62%	63%	Yes	66%
Economically disadvantaged	67%	68%	Yes	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	31%	32%
Students scoring at or above Achievement Level 4	170	47%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	239	71%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	53	70%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		66%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		66%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	119	70%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	85%	Yes	73%
American Indian				
Asian				
Black/African American	62%	74%	Yes	66%
Hispanic	69%	80%	Yes	72%
White	76%	90%	Yes	78%
English language learners				
Students with disabilities	69%	79%	Yes	72%
Economically disadvantaged	68%	81%	Yes	71%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	210	83%	85%
Students in lowest 25% making learning gains (EOC)	39	67%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	62%	63%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	42%	44%
Students scoring at or above Achievement Level 4	78	46%	48%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	43%	44%
Students scoring at or above Achievement Level 4	92	50%	51%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	402	70%	71%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		97%	98%
Students taking one or more advanced placement exams for STEM-related courses	72	12%	13%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams	207	36%	37%
Passing rate (%) for students who take CTE-STEM industry certification exams		56%	57%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	502	87%	88%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	219	38%	39%
Passing rate (%) for students who take CTE industry certification exams		63%	64%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	8	80%	100%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	63	11%	10%
Students in ninth grade with one or more absences within the first 20 days	1	0%	0%
Students in ninth grade who fail two or more courses in any subject	8	11%	10%
Students with grade point average less than 2.0	5	1%	0%
Students who fail to progress on-time to tenth grade	1	1%	0%
Students who receive two or more behavior referrals	95	16%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	27	5%	4%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parents are encouraged to participate at Crooms Academy of Information Technology as: Dividend volunteers; members of the PTSA, Business Advisory Council, and School Advisory Council; mentors to students; contributors to the Crooms Cares student assistance program; classroom speakers; field trip chaperones; and participants in school-sponsored athletic, social, and academic events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Primary guardian logged into Skyward Parent Portal at least once during the school year	239	44%	45%

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.

Goals Detail

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.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (High School, High School AMO's, High School FAA)
- Algebra 1 EOC
- Geometry EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- 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

- Teacher training on data analysis

Plan to Monitor Progress Toward the Goal

Student performance will increase as measured by progress monitor assessments from August 2013 to April 2014.

Person or Persons Responsible

Administrative Team, ETF, Instructional Coach, and classroom teachers

Target Dates or Schedule:

August 2013 through April 2014

Evidence of Completion:

Classroom walk-through data in iObservation PLC agendas and meeting notes Data meeting agendas and meeting notes Progress monitor reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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.B4 Teacher training on data analysis

G1.B4.S1 Design and deliver professional development training on data analysis led by the administrative team and district personnel.

Action Step 1

Administrative Team will collaborate with the Instructional Coach and department chairs to plan for trainings on the Discovery Education Assessment and EdInsight data systems.

Person or Persons Responsible

Administrative Team and Instructional Coach

Target Dates or Schedule

August 5, 2013

Evidence of Completion

Administrative Team Retreat Agenda Department Chair Retreat Agenda

Action Step 2

The principal will inform the faculty of the training schedule on the Discovery Education and EdInsight data systems during the pre-planning meeting.

Person or Persons Responsible

Principal

Target Dates or Schedule

August 6, 2013

Evidence of Completion

Pre-planning Agenda

Action Step 3

The Principal and Instructional Coach to deliver professional development workshop on the Discovery Education Assessment system to all teachers.

Person or Persons Responsible

Principal and Instructional Coach

Target Dates or Schedule

August 28, 2013

Evidence of Completion

Sign In Sheet Professional development reflection log Training documents

Action Step 4

EdInsight District Trainers to deliver professional development workshop on the EdInsight data management system to all teachers.

Person or Persons Responsible

EdInsight District Trainers

Target Dates or Schedule

August 8, 2013

Evidence of Completion

Sign In Sheet Professional development reflection log Training documents

Facilitator:

Jennifer Alman Amy Elwood

Participants:

Classroom teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Design and deliver professional development training on data analysis.

Person or Persons Responsible

Administrative Team, Instructional Coach, District Personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development calendar Professional development reflection logs

Plan to Monitor Effectiveness of G1.B4.S1

Professional development training on data analysis

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development reflection logs Classroom walk-through data in iObservation

G1.B4.S2 Develop a professional development calendar for data analysis during the school day and during Wednesday professional development time throughout the school year.

Action Step 1

The Administrative Team, ETF, and Instructional Coach will collaborate to develop the master professional development calendar and establish PLC meeting times each month during the school year.

Person or Persons Responsible

Administrative Team, ETF, Instructional Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Professional development calendar Professional development plan Professional development reflection log Sign in sheets

Action Step 2

The ETF and Instructional Coach will distribute the master professional development calendar to the staff via email and post it to the staff shares folder.

Person or Persons Responsible

ETF and Instructional Coach

Target Dates or Schedule

August 2013

Evidence of Completion

Professional development calendar

Action Step 3

The Administrative Team, ETF, and Instructional Coach will collaborate to develop meeting dates for data summits, compile and analyze data in preparation for the summits, plan and establish agendas, and complete the SCPS professional development activity application.

Person or Persons Responsible

Administrative Team, ETF, and Instructional Coach

Target Dates or Schedule

October 2013 through April 2014

Evidence of Completion

Meeting agendas Professional development reflection log Data analysis worksheets

Facilitator:

Administrative Team

Participants:

Classroom teachers

Action Step 4

The Administrative Team will observe the implementation of lessons developed by teachers to reteach benchmarks identified as critical needs areas through the analysis of the school-wide progress monitor data.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-through data in iObservation

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Professional development training on data analysis

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional development calendar School professional development plan Professional development reflection logs

Plan to Monitor Effectiveness of G1.B4.S2

Improved student performance on progress monitor instruments

Person or Persons Responsible

Administrative Team, ETF, Instructional Coach, and classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress monitor reports Data meeting agendas and notes PLC agendas and notes

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Crooms Academy of Information Technology will coordinate Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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.B4 Teacher training on data analysis

G1.B4.S1 Design and deliver professional development training on data analysis led by the administrative team and district personnel.

PD Opportunity 1

EdInsight District Trainers to deliver professional development workshop on the EdInsight data management system to all teachers.

Facilitator

Jennifer Alman Amy Elwood

Participants

Classroom teachers

Target Dates or Schedule

August 8, 2013

Evidence of Completion

Sign In Sheet Professional development reflection log Training documents

G1.B4.S2 Develop a professional development calendar for data analysis during the school day and during Wednesday professional development time throughout the school year.

PD Opportunity 1

The Administrative Team, ETF, and Instructional Coach will collaborate to develop meeting dates for data summits, compile and analyze data in preparation for the summits, plan and establish agendas, and complete the SCPS professional development activity application.

Facilitator

Administrative Team

Participants

Classroom teachers

Target Dates or Schedule

October 2013 through April 2014

Evidence of Completion

Meeting agendas Professional development reflection log Data analysis worksheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
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.	\$5,000
Total		\$5,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Professional Development Funds	\$5,000	\$5,000
Total	\$5,000	\$5,000

Budget Details

Budget items identified in the SIP as necessary 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.B4 Teacher training on data analysis

G1.B4.S2 Develop a professional development calendar for data analysis during the school day and during Wednesday professional development time throughout the school year.

Action Step 3

The Administrative Team, ETF, and Instructional Coach will collaborate to develop meeting dates for data summits, compile and analyze data in preparation for the summits, plan and establish agendas, and complete the SCPS professional development activity application.

Resource Type

Professional Development

Resource

Substitute teachers and materials for professional development.

Funding Source

Professional Development Funds

Amount Needed

\$5,000