

# *Seminole County Public Schools*

*The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes necessary to be successful in adult life.*



## **Crooms Academy of Information Technology**

### School Improvement Plan 2006-2007

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2005-2006

## Evaluation of our 2005-2006 SCHOOL IMPROVEMENT PLAN revealed:

### STATE PRIORITY 1: 2 of 3 objectives met:

**Objective 1** – To provide 100% of freshmen class and 95% of parents with experiences which provide orientation to the unique curriculum and programs available at Crooms Academy of Information Technology before the start of the student’s freshmen year.

**Objective met** – 100% of freshmen and 100% of parents were provided orientation at Crooms Academy of Information Technology.

**Objective 2** – To provide 90% of students enrolled at Crooms Academy of Information Technology with developmentally appropriate orientation and exposure to career opportunities and the requisite coursework required to become successful in the careers of their interests.

**Objective met** – 100% of students were exposed to career opportunities and coursework required to become successful in the careers of their interests.

**Objective 3** – To maintain the percentage (3%) of students requested to exit Crooms Academy of Information Technology as a result of failure to meet grade point average criteria while raising the exit requirements to 2.1.

**Objective not met** – 3.79% of students were requested to exit Crooms Academy of Information Technology as a result of failure to meet the grade point average criteria.

### STATE PRIORITY 2: 10 of 12 objectives met:

**Objective 4** – To increase by 5%, the percentage of students making learning gains in reading as defined by FCAT from 55% to 60%.

**Objective met** – 67% of students made learning gains in reading as defined by FCAT.

**Objective 5** – To increase by 1%, the percentage of students in the lowest quartile making learning gains in reading from 64% to 65%.

**Objective not met** – 58% of students in the lowest quartile made learning gains in reading as defined by FCAT.

**Objective 6** – To increase by 8%, the percentage of students meeting high standards (levels 3,4,5) in reading as defined by the FCAT from 47% to 55%.

**Objective met** – 58% of students met high standards in reading as defined by FCAT.

**Objective 7** – To increase by 5%, the percentage of African American students reading at grade level from 15% to 20%.

**Objective met** – 33% of African American students are reading at grade level.

**Objective 8** – To increase by 5%, the percentage of Economically Disadvantaged students reading at grade level from 31% to 36%.

**Objective met** – 42% of Economically Disadvantaged students are reading at grade level.

**Objective 9** – To maintain the percentage of students meeting high standards (levels 3,4,5) in mathematics as defined by FCAT (82%).

**Objective met** – 85% of students met high standards in mathematics as defined by FCAT.

**Objective 10** – To increase by 1% the percentage of students making learning gains in mathematics as defined by FCAT from 79% to 80%.

**Objective met** – 85% of students made learning gains in mathematics as defined by FCAT.

**Objective 11** – To increase by 5%, the percentage of students meeting high standards in writing from 73% to 78%.

**Objective met** – 82% of students met high standards in writing.

**Objective 12** – To increase the mean scale score of students taking FCAT science from 327 to 330.

**Objective not met** – The mean scale score of students taking FCAT science was 321.

**Objective 13** – To increase by 11%, the percentage of passing scores (3 or better) of Advanced Placement tests taken from 25% to 36%.

**Objective met** – 44% of students taking Advanced Placement tests scored a passing grade.

**Objective 14** – To provide four PSAT/SAT test preparation sessions for juniors and seniors.

**Objective met** – Four test preparation sessions were held for juniors and seniors.

**Objective 15** – To improve cardiovascular health of 90% of students in Wellness Education classes by increasing their activity levels as measured by the pre/post Fitness gram Pacer test.

**Objective met** – 95% of students increased their activity levels.

### STATE PRIORITY 3: Carry-Over

**STATE PRIORITY 4: 1 of 1 objectives met:**  
**Objective 16** – To provide one opportunity each semester for uninterrupted teacher planning and curriculum writing focused on reading, writing, and standards based instruction.

**Objective met** – A minimum of four opportunities each semester were provided for uninterrupted planning and curriculum writing.

**STATE PRIORITY 5: 1 of 2 objectives met:**  
**Objective 17** – To provide one spirit focused activity per quarter which promotes a sense of community.

**Objective met**- A minimum of one spirit focused activities were held each quarter.

**Objective 18** – To maintain the percentage 5% ( 4/686)\*\*\* **correction .05%** of students engaged in Level 3 laptop misuse or misconduct resulting in recommendation of expulsion.

**Objective not met** - .09% of students engaged in incidents related to Level 3 laptop misuse. \*\*\* **percentage goal set last year incorrect**

**STATE PRIORITY 6: 2 of 2 objectives met:**  
**Objective 19** – To provide technology training to parents of Crooms Academy students once each quarter.

**Objective met** – Training sessions were provided each quarter.

**Objective 20** – To provide activities (one per quarter) regarding the college admission and application process for junior and senior level students.

**Objective met** – Activities focused on college admission were provided each quarter.

**OVERALL: Adequate Progress: Met**

16 of 20 objectives were successfully completed.

Overall adequate progress was defined as meeting 13 of 20 objectives.

# EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2006-2007

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. Our school improvement goals center around the continued development of a rigorous academic program, maintenance of our status as an “A” school under Florida’s A+ School Recognition Program, and reaching Adequate Yearly Progress under the No Child Left Behind Act. We also seek to increase the distinctive opportunities for our student and parent population which maintain our identity as a unique and valued option in Seminole County Public Schools.

## **State Priority #1:**

**Objective 1** – To provide 100% of freshmen and their parents with experiences which provide orientation to the unique curriculum and programs available at Crooms Academy of Information Technology before the start of the student’s freshmen year.

**Objective 2** – To provide 90% of students enrolled at Crooms Academy of Information Technology with developmentally appropriate orientation and exposure to career opportunities and the requisite coursework to become successful in the careers of their interests.

**Objective 3** – To reduce the number of students asked to leave Crooms Academy from 3.79% to 3.0% while maintaining minimum of 2.1 grade point average exit criteria.

## **State Priority #2:**

**Objective 4** – To increase the percentage of students meeting high standards in reading by 7% from 58% to 65%.

**Objective 5** – To increase the percentage of students making learning gains in reading by 3% from 67% to 70%.

**Objective 6** – To increase the percentage of lowest quartile students making learning gains in reading by 7% from 58% to 65%.

**Objective 7** – To increase by 12.7% the percentage of 11<sup>th</sup> and 12<sup>th</sup> reading deficient students passing the FCAT reading retake assessment from 67.3% to 80%.

**Objective 8** – To increase the percentage of students meeting high standards in mathematics as defined by the FCAT by 5% from 85% to 90%.

**Objective 9** – To increase the percentage of students making learning gains in mathematics as defined by the FCAT by 3% from 85% to 88%.

**Objective 10** – To increase the percentage of students in the lowest quartile making learning gains in math by 2% from 86% to 88%.

**Objective 11** – To increase by 25% the percentage of African American students reading at grade level from 33% to 58%.

**Objective 12** – To increase by 10% the percentage of Economically Disadvantaged students reading at grade level from 42% to 52%.

**Objective 13** – To increase the percentage of students meeting high standards in writing by 6% from 82% to 88%.

**Objective 14** – To increase the percentage of students meeting high standards on FCAT Science by 7% from 58% to 65%.

**Objective 15** – To attain 44% of students earning scores of 3 or better on Advanced Placement tests.

**Objective 16** – To increase the percentage of students earning scores of “4” and “5” on Advanced Placement tests from 19% to 25%.

**Objective 17** – To implement a pre-Advanced Placement program which will better prepare students in 9<sup>th</sup> and 10<sup>th</sup> grade for the rigors of Advanced Placement course work.

**Objective 18** – To improve cardiovascular health of 90% of students enrolled in Wellness Education classes as measured by the pre/post Fitness gram Pacer Test.

## **State Priority #4:**

**Objective 19** – To increase the number of teachers with gifted endorsement or seeking gifted endorsement from four to six.

**Objective 20** – To provide trainings each month to teachers new to Crooms on efficient and effective implementation of technology systems including but not limited to Blackboard, First Class Email, SAS in Schools, Beyond Books, PIN, and Class XP.

## **State Priority #5:**

**Objective 21** – To provide one student activity per quarter which promotes a sense of community.

**Objective 22** – To attain a maximum of 5% the number of students recommended for suspension (05-06 at 3.2%) as a result of irresponsible or inappropriate use of laptop and technology at 5% or below.

**State Priority #6:**

**Objective 23** – To increase parent participation and the number of registered and active dividends by 10% from 77 persons to 85 persons.

**Objective 24** – To provide technology training each quarter to present and potential parents of Crooms Academy students once each quarter.

**Objective 25** – To provide activities (one per quarter) regarding the college application and admission process for junior and senior level students.

**Adequate Progress** is defined as meeting 15 out of 25 objectives.

**PRIORITY NEED:** Interviews with incoming parents indicate that both parents and students have a need of orientation and preparation to successfully navigate the requirements of this unique program.

**PERFORMANCE OBJECTIVE:** To provide 100% of freshmen and their parents with experiences which provide orientation to the unique curriculum and programs available at Crooms Academy of Information Technology before the start of the students' freshman year.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Provide informational presentations to middle school students.	or	Administration, Choices Department
2. Provide winter magnet orientation session to parents of interested students including a tour of the school campus.	or	Administration, Choices Department
3. Provide incoming students with individual counseling and placement services in spring before admission.	st	Guidance Department
4. Provide parents of incoming students with training in laptop use, care, internet monitoring, and school related software.	st, t	Administration, Technology Facilitator

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will review action items quarterly to ensure implementation.

**PRIORITY NEED:** The mission of Crooms Academy of Information Technology proclaims as a desired outcome academic readiness for college and the development of industry validated applied technology skills. Current research suggests that extensive exposure to career possibilities result in more focused decision making in determining areas of concentration in both school and work.

**PERFORMANCE OBJECTIVE:** To provide 90% of students enrolled at Crooms Academy of Information Technology with developmentally appropriate orientation and exposure to career opportunities and the requisite coursework to become successful in the careers of their interests.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Completion of career inventory by 9 <sup>th</sup> grade students via Choices software, and four year plan to provide focus for course selections.	st, tech	Career Specialist, Guidance Department
2. Review and adjustment of four year plans by 10 <sup>th</sup> grade students and guidance counselor.	st	Guidance Department
3. Completion of mock interview unit (SAW II program) by 10 <sup>th</sup> graders.	st	Career Specialist
4. Completion of at least one job shadow experience by 11 <sup>th</sup> graders.	st	Career Specialist
5. Provide opportunity of AoIT Internships to 12 <sup>th</sup> grade students.	st	Administration, OJT/Internship Teacher

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration and Guidance will review documentation of each action item quarterly.

**PRIORITY NEED:** Magnet programs in Seminole County Public Schools recommend maintenance of a grade point average of 2.5 in order to remain in magnet programs. Students falling below said requirements may be asked to exit. Crooms has previously implemented exit criteria of 2.0 and 2.1 with goal of reaching 2.5 while simultaneously reducing the number of students being requested to leave.

**PERFORMANCE OBJECTIVE:** To reduce the number of students asked to leave Crooms Academy from 3.79% to 3.0% while maintaining minimum of 2.1 grade point average exit criteria.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Contact and conference with parents of students who score a “D” or “F” on quarter progress reports. Interventions recommended for students who score a “D” or “F” for a nine week grade.	st	Teachers, Guidance Department
2. Provide updated progress reporting through Parent Information Network (PIN) and/or progress reports.	st	Teachers
3. Strengthen partnership with SCC’s Crop program which can provide after school tutoring for students who score a “D” or “F” in an academic subject.	st	Administration, Guidance Department
4. Publicize availability of Student Incentive Program at end of first semester via various media.	st	Administration
5. Develop and implement program to motivate and recognize continued student improvement by all students.	st b	Administration, Department Chairpersons
6. Provide multiple targeted tutoring opportunities on campus, including math, reading and ESE.	st b	Administration, Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will review documentation of each action item quarterly. Guidance and Administration will evaluate grade point averages at end of last progress report to determine if objective has been achieved.

**PRIORITY NEED: On the 2006 FCAT Reading test, 58% of students met high standards.**

**PERFORMANCE OBJECTIVE: To increase the percentage of students meeting high standards in reading by 7% from 58% to 65%.**

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Enroll students scoring at Levels 1 and 2 in Intensive Reading.	st	Administration, Guidance
2. Initiate "Terabyte" program with focus on higher performing 9 <sup>th</sup> and 10 <sup>th</sup> grade students and increasing their proficiency levels.	st b	Administration, Guidance
3. Screen 9 <sup>th</sup> and 10 <sup>th</sup> grade students at beginning of school year, and provide prescriptive instruction targeted at specific deficiencies.	st or	Language Arts Teachers
4. Provide "Parent Night" activity outlining requirements of FCAT and ways that parents might support student achievement.	st t	Guidance, PTSA
5. Increase reading and writing requirements in all classes.	st	Administration, Teachers
6. Implement lessons geared specifically toward FCAT skills in English I and English II classes.	st	Language Arts Teachers
7. Implement "standards –based" tutoring aimed at providing remediation to individual student deficiencies.	st b, or	Language Arts Teachers, Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED: On the 2006 FCAT Reading test, 67% of students made learning gains.**

**PERFORMANCE OBJECTIVE: To increase the percentage of students making learning gains in reading by 3% from 67% to 70%.**

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Enroll students scoring at Levels 1 and 2 in Intensive Reading.	st	Administration, Guidance
2. Initiate "Terabyte" program with focus on higher performing 9 <sup>th</sup> and 10 <sup>th</sup> grade students and increasing their proficiency levels.	st b	Administration, Guidance
3. Screen 9 <sup>th</sup> and 10 <sup>th</sup> grade students at beginning of school year, and provide prescriptive instruction targeted at specific deficiencies.	st or	Language Arts Teachers
4. Provide "Parent Night" activity outlining requirements of FCAT and ways that parents might support student achievement.	st t	Guidance, PTSA
5. Increase reading and writing requirements in all classes.	st	Administration, Teachers
6. Implement lessons geared specifically toward FCAT skills in English I and English II classes.	st	Language Arts Teachers
7. Implement "standards –based" tutoring aimed at providing remediation to individual student deficiencies.	st b or	Teachers, Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED: On the 2006 FCAT Reading test, 58% of the lowest quartile students made learning gains.**

**PERFORMANCE OBJECTIVE: To increase the percentage of lowest quartile students making learning gains in reading by 7% from 58% to 65%.**

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Enroll students scoring at Levels 1 and 2 in Intensive Reading.	st	Administration, Guidance
2. Screen 9 <sup>th</sup> and 10 <sup>th</sup> grade students at beginning of school year, and provide prescriptive instruction targeted at specific deficiencies.	st or	English Teachers
3. Provide "Parent Night" activity outlining requirements of FCAT and ways that parents might support student achievement.	st t	Guidance, PTSA
4. Increase reading and writing requirements in all classes.	st	Administration, Teachers
5. Implement lessons geared specifically toward FCAT skills in English I and English II classes.	st	English Teachers
6. Implement "standards –based" tutoring aimed at providing remediation to individual student deficiencies.	st b or	Teachers, Administration
7. Initiate a humanities/cultural awareness program targeting economically disadvantaged students which will provide opportunities to build background knowledge necessary for success on standardized assessments.	st or	Administration, PTSA

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** In Fall 2006, 55 11<sup>th</sup> and 12<sup>th</sup> grade students were deficient in FCAT Reading. Summer FCAT 06 results reveal that 18 (32.7%) students still have not passed FCAT Reading, resulting in a pass rate of 67.3%.

**PERFORMANCE OBJECTIVE:** To increase by 12.7% the percentage of 11<sup>th</sup> and 12<sup>th</sup> reading deficient students passing the FCAT reading retake assessment from 67.3% to 80%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Enroll students scoring in Levels 1 and 2 in Intensive Reading.	st	Administration, Guidance Department
2. Provide Adult Academic Advocates to lowest quartile students.	st	Administration, Career Specialist
3. Screen students at the beginning of the school year, and provide prescriptive instruction targeted at specific deficiencies.	st	Language Arts Teachers
4. Develop Academic Improvement Plans for each of these students.	st	Guidance Department, Language Arts Teachers
5. Provide double block intensive reading for lowest performing 11 <sup>th</sup> and 12 <sup>th</sup> grade reading retake candidates.	st	Reading Teachers
6. Provide standard based after school tutoring for 11 <sup>th</sup> and 12 <sup>th</sup> grade reading retake candidates	st	Reading Teachers, Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** The results of the 2006 FCAT revealed that 85% of students met high standards in mathematics.

**PERFORMANCE OBJECTIVE:** To increase the percentage of students meeting high standards in mathematics as defined by the FCAT by 5% from 85% to 90%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Screen students at the start of the year on FCAT competencies and provide prescriptive instruction.	st	Math Teachers
2. Enroll students scoring at Level 1 in Intensive Math.	st	Administration, Guidance Department
3. Remediate students scoring at Levels 1 and 2 on specific deficiencies.	st	Math Teachers
4. Provide FCAT targeted math tutoring after school and on Saturdays.	st, b	Administration, Math Teachers
5. Teach and review math concepts as presented on the FCAT math tests.	st	Math Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** The results of the 2006 FCAT revealed that 85% of students made learning gains in mathematics.

**PERFORMANCE OBJECTIVE:** To increase the percentage of students making learning gains in mathematics as defined by the FCAT by 3% from 85% to 88%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Screen students at the start of the year on FCAT competencies and provide prescriptive instruction.	st	Math Teachers
2. Enroll students scoring at Level 1 in Intensive Math.	st	Administration, Guidance Department
3. Remediate students scoring at Levels 1 and 2 on specific deficiencies.	st	Math Teachers
4. Provide FCAT targeted math tutoring after school and on Saturdays.	st b	Administration, Math Teachers
5. Teach and review math concepts as presented on the FCAT math tests.	st	Math Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** The results of the 2006 FCAT revealed that 86% of students in the lowest quartile at Crooms Academy of Information Technology made learning gains in mathematics.

**PERFORMANCE OBJECTIVE:** To increase the percentage of students in the lowest quartile making learning gains in math by 2% from 86% to 88%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Screen students at the start of the year on FCAT competencies and provide prescriptive instruction.	or	Math Teachers
2. Implement lessons specific to standards identified on FCAT math.	or	Math Teachers
3. Enroll students scoring at Level 1 in Intensive Math class.	or	Guidance
4. Remediate students scoring at Levels 1 & 2 on specific deficiencies using power standards as a basis.	or	Math Teachers
5. Provide targeted FCAT Math tutoring after school and on Saturdays.	or b	Administration, Math Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** The results of the 2006 FCAT and No Child Left Behind revealed that 33% of African American students were reading at grade level.

**PERFORMANCE OBJECTIVE:** To increase by 25% the percentage of African American students reading at grade level from 33% to 58%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Enroll students scoring in Levels 1 and 2 in Intensive Reading.	st	Administration, Guidance Department
2. Provide Adult Academic Advocates to lowest quartile African American students.	st	Administration, Career Specialist
3. Screen students at the beginning of the school year, and provide prescriptive instruction targeted at specific deficiencies.	st	Language Arts Teachers
4. Develop Academic Improvement Plans for each of these students.	st	Guidance, English Teachers
5. Implement 50 standards identified as FCAT benchmarks Power Standards as basis of 9 <sup>th</sup> and 10 <sup>th</sup> English curricula.	st	Language Arts Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** The results of the 2006 FCAT and No Child Left Behind revealed that 42% of Economically Disadvantaged students were reading at grade level.

**PERFORMANCE OBJECTIVE:** To increase by 10% the percentage of Economically Disadvantaged students reading at grade level from 42% to 52%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Enroll students scoring in Levels 1 and 2 in Intensive Reading.	st	Administration, Guidance Department
2. Provide Adult Academic Advocates to lowest quartile Economically Disadvantaged students.	st	Administration, Career Specialist
3. Screen students at the beginning of the school year, and provide prescriptive instruction targeted at specific deficiencies.	st	Language Arts Teachers
4. Develop Academic Improvement Plans for each of these students.	st	Guidance Department, English Teachers
5. Implement 50 standards identified as FCAT benchmarks Power Standards as basis of 9 <sup>th</sup> and 10 <sup>th</sup> English curricula.	st	English Teachers
6. Initiate a humanities/cultural awareness program targeting economically disadvantaged students which will provide opportunities to build background knowledge necessary for success on standardized assessments.	st, or	Administration, PTSA

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting from the 2007 FCAT to determine if objective has been achieved.

**PRIORITY NEED:** The results of the FCAT writing assessment revealed that 82% of students met high standards (3.5 or higher) in writing.

**PERFORMANCE OBJECTIVE:** To increase the percentage of students meeting high standards in writing by 6% from 82% to 88%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Create a writing plan for each grade, incorporating specific standards for writing	st	Administration, Teachers
2. Create a standard writing format for short answer, extended response and essays.	st	Teachers
3. Provide students with direct writing instruction.	st	Teachers
4. Incorporate writing in all classes.	st	Teachers
5. Provide staff development and feedback to teachers on incorporation of writing standards across curriculum.	st t	Administration, Reading Coach
6. Provide staff development on FCAT Writes by consultant, and follow up with visits to other classroom in county for observation of implementation.	st b or	Administration, Language Arts Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened by the end of the first quarter and again at the end of the first semester to measure ongoing student progress. Administration will review 2007 FCAT writing scores to determine if objective has been achieved.

**PRIORITY NEED:** The results of the FCAT Science test revealed that the number of students meeting high standards was 58%.

**PERFORMANCE OBJECTIVE:** To increase the percentage of students meeting high standards on FCAT Science by 7% from 58% to 65%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Implement content enhancement reading strategies which will increase reading comprehension.	st	Teachers
2. Focus lesson planning on the instruction of FCAT Science benchmarks.	st	Teachers
3. Implement progress monitoring of student achievement toward benchmarks at the end of each strand.	st	Teachers
4. Implement Achieve Science progress monitoring program with focus on Science benchmarks for 10 <sup>th</sup> and 11 <sup>th</sup> graders.	b	Teachers
5. To implement "Terabyte" program aimed at higher performing 9 <sup>th</sup> and 10 <sup>th</sup> grade students and increasing their skill level in English, Mathematics, and Science.	st	Administration, Guidance Department

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Students will be screened by teachers at the end of the first quarter, and again at end of first semester to measure ongoing student progress. Administration will review 2007 FCAT Science scores to determine if objective has been achieved.

**PRIORITY NEED:** In 2006, of all Advanced Placement tests taken, 44% received scores of 3 or better. In 2007, two fewer Advanced Placement courses normally delivered by experienced AP teachers and which typically yield strong scores will be taught. Maintenance of this percentage will therefore be an improvement in performance.

**PERFORMANCE OBJECTIVE:** To attain 44% of students earning scores of 3 or better on Advanced Placement tests.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Partner with experienced teachers at sister high schools for course development, pacing and implementation.	st	Administration, Advanced Placement Teachers
2. Attend Advanced Placement workshops and trainings.	t b	Advanced Placement Teachers
3. Conduct quarterly review sessions after school and on Saturdays.	st	Administration, Advanced Placement Teachers
4. Schedule one full length practice exam after the third nine weeks.	st	Advanced Placement Teachers
5. Design syllabi and course implementation so that course is completed by third nine weeks, and begin reviews fourth nine weeks.	st	Advanced Placement Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation. Administration will review 2007 Advanced Placement test results to determine if objective has been met.

**PRIORITY NEED:** In 2006, of all Advanced Placement tests taken, 19% were 4's and 5's.

**PERFORMANCE OBJECTIVE:** To increase the percentage of students earning scores of "4" and "5" on Advanced Placement tests from 19% to 25%.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Partner with experienced teachers at sister high schools for course development, pacing and implementation.	st	Administration, Advanced Placement Teachers
2. Attend Advanced Placement workshops and trainings.	t b	Advanced Placement Teachers
3. Conduct quarterly review sessions after school and on Saturdays.	st or	Administration, Advanced Placement Teachers
4. Schedule one full length practice exam after the third nine weeks.	st	Advanced Placement Teachers
5. Design syllabi and course implementation so that AP courses are completed by third nine weeks, and begin reviews fourth nine weeks.	st	Advanced Placement Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation. Administration will review 2007 Advanced Placement test results to determine if objective has been met.

**PRIORITY NEED:** While students score at satisfactory levels on 9<sup>th</sup> and 10<sup>th</sup> grade FCAT assessments, scores on Advanced Placement exams in 11<sup>th</sup> and 12<sup>th</sup> grades do not correlate with proficiency levels indicated on FCAT.

**PERFORMANCE OBJECTIVE:** To implement a pre-Advanced Placement program which will better prepare students in 9<sup>th</sup> and 10<sup>th</sup> grade for the rigors of Advanced Placement course work.

ACTION PLAN:	(RESOURCE)	PERSON(S) RESPONSIBLE:
1. To encourage participation by 9 <sup>th</sup> and 10 <sup>th</sup> grade students in "Terabyte" pre-Advanced Placement program aimed at challenging higher performing underclassmen to meet their academic potential, with cohort sections of English, Mathematics, and Chemistry.	st	Administration, Guidance Department
2. Provide resource room for assistance with projects and assignments.	st b	Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation.

**PRIORITY NEED:** The fitness of America's youth has become a national concern. The students of Crooms Academy of Information Technology need to have cardio vascular levels improved..

**PERFORMANCE OBJECTIVE #12:** To improve cardiovascular health of 90% of students enrolled in Wellness Education classes as measured by the pre/post Fitness gram Pacer Test.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Communicate health/fitness information to parents via the school newsletter, etc.	or	Physical Education Teachers, Administration
2. Implement a cardio-vascular monitoring protocol.	st, b	Physical Education Teachers
3. Implement a ped-o-meter program.	st	Physical Education Teachers
4. Implement curriculum which stresses the importance of active lifestyles.	st	Physical Education Teachers

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation.

**PRIORITY NEED:** As Crooms Academy of Information Technology seek to recruit more students identified as gifted, it is necessary to ensure that we have teachers with the appropriate endorsements and credentials to serve the gifted student population.

**PERFORMANCE OBJECTIVE:** To increase the number of teachers with gifted endorsement or seeking gifted endorsement from four to six.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Publicize the need for gifted endorsement to all teachers	or	Administration
2. Reimburse the costs of gifted coursework to teachers successfully completing gifted classes	b	Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor the enrollment and completion of gifted coursework by teachers at the end of each semester.

**PRIORITY NEED:** Crooms Academy of Information Technology has requirements of technology usage by its teachers significantly beyond that of other schools. As such, teachers new to the school have an increased need for ongoing professional development on the multiple systems in use at Crooms Academy, including but not limited to Blackboard, First Class Email, SAS in Schools, Beyond Books, PIN, Class XP.

**PERFORMANCE OBJECTIVE:** To provide trainings each month to teachers new to Crooms on efficient and effective implementation of technology systems including but not limited to Blackboard, First Class Email, SAS in Schools, Beyond Books, PIN, and Class XP.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Implement needs assessment of new teachers.	st	Tech Facilitator
2. Provide trainings to new teachers each first Wednesday of the month during the professional development period.	st	Tech Facilitator.
3. Provide follow up with individual teachers on implementation of systems.	st	Tech Facilitator
4. Monitor use of technology systems on a monthly basis.	st	Tech Facilitator, Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor the enrollment and completion of trainings by teachers at the end of each semester.

**PRIORITY NEED:** As a magnet school drawing from every corner of the district. Crooms has a need to continue to develop a cohesive community and student participation in extracurricular activities.

**PERFORMANCE OBJECTIVE:** To provide one student activity per quarter which promotes a sense of community.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Plan quarterly student activities including, but not limited to Fall Dance, Homecoming Dance, gaming event/competition, and Annual Field Day.	or	Administration, PTSA, Student Council
2. Promote participation in planned activities and school clubs.	or	Administration, Student Council
3. Hold "Pep Rallies" to support athletic program.	or	Administration, Student Council

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation.

**PRIORITY NEED:** Crooms Academy issues a laptop computer to every student. Crooms Academy has the responsibility to ensure that laptops and technology are used responsibly and in accordance with the Acceptable Use Policy of Seminole County Public Schools.

**PERFORMANCE OBJECTIVE:** To attain a maximum of 5% the number of students recommended for suspension as a result of irresponsible or inappropriate use of laptop and technology.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Implement levels of discipline and consequences relating to laptop misuse or misconduct.	tech	Administration
2. Provide lessons to students regarding appropriate laptop procedures which focus on acceptable use policy, "netiquette", and appropriate care.	tech t	Tech Facilitator
3. Provide parent training prior to the issuing of laptop computers to enhance parental monitoring ability at home.	t	Administration, Tech Facilitator
4. Monitor laptops quarterly at a minimum for appropriate care, content, and usage.	tech	Tech Team

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will review data quarterly to ensure reasonable progress toward goal.

STATE PRIORITY #6: PARENTAL, STUDENT, FAMILY, EDUCATIONAL INSTITUTION,  
AND COMMUNITY INVOLVEMENT

OBJECTIVE 23

**PRIORITY NEED:** The 2005 Climate Survey revealed that while parents feel encouraged to participate, the student surveys revealed that some students do not believe their parents are encouraged to participate in school activities.

**PERFORMANCE OBJECTIVE:** To increase parent participation and the number of registered and active dividends by 10% from 77 persons to 85 persons.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Encourage dividend registration as a dividend during other school events such as open house or laptop training.	or	Administration, Career Specialist
2. Identification and notification of specific volunteer needs and opportunities through website postings, emails, and callouts to parents.	or	Administration, Career Specialist, Web Mistress
3. Provide opportunities for limited involvement, such as small jobs or "Call me Once" lists.	st	Career Specialist
4. Highlight dividends with "Dividend of the Month" recognition.	st	Career Specialist

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to determine if objective has been achieved.

**PRIORITY NEED:** In an Information Technology environment it is critically important that parents stay updated regarding the use of technology.

**PERFORMANCE OBJECTIVE:** To provide technology training to present and potential parents of Crooms Academy students once each quarter.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Train parents on First Class, Blackboard, and PIN (Parent Information Network) before issuing laptops to students.	t tech	Tech Facilitator
2. Plan and implement at least four (one per quarter) parent trainings.	t tech b	Tech Facilitator
3. Invite parents from neighboring feeder schools to attend parent trainings.	or	Tech Facilitator, Career Specialist
4. Post training information on the school web site.	tech	Web Mistress, Tech Facilitator

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation.

STATE PRIORITY #6: PARENTAL, STUDENT, FAMILY, EDUCATIONAL INSTITUTION,  
AND COMMUNITY INVOLVEMENT

OBJECTIVE 25

**PRIORITY NEED:** An important aspect of the mission of Crooms Academy is to prepare students for college admission.

**PERFORMANCE OBJECTIVE:** To provide activities (one per quarter) regarding the college admission and application process for junior and senior level students.

<b>ACTION PLAN:</b>	<b>(RESOURCE)</b>	<b>PERSON(S) RESPONSIBLE:</b>
1. Disseminate information regarding the district’s public and private “College Nights”.	or	Guidance Department
2. Plan “Financial Planning” seminar for students and parents.	or	Guidance Department
3. Post calendar of recommended events leading up to college entrance on Crooms web site.	tech	Career Specialist, Tech Facilitator
4. Review admissions process with junior and senior classes.	or	Guidance Department
5. Utilize Choices software to enhance student knowledge about college process.	or st	Guidance, Career Specialist
6. Implement PSAT prep course for juniors and seniors during school day.	st	Administration
7. Provide after school PSAT /SAT test prep sessions.	st b	Administration

**RESOURCE:** Budget (b) Instructional Materials (im) Other Resources (or) Staffing (st) Student Support Service (sss) Technology (tech) Training (t)

**EVALUATION AND REVIEW:** Administration will monitor action items quarterly to verify implementation.

## BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2005-2006

Allocation	5900.00
Rollover	89.25
<b>Total</b>	<b>5989.25</b>

<b>Expenditures</b>	<b>State Priority</b>	<b>Actual Cost</b>	<b>Balance</b>
Achieve Math Progress Monitor05-06	2	1356.07	4633.18
SACS Conference Registration	6	150.00	4483.18
Physical Education Equipment	2	1499.40	2983.78
FAPE Conference	6	1047.40	1936.38
Salaries/Parent Trainings	6	373.20	1563.18
FTE Adjustment		580.00	983.18

### **Rollover**

Cancelled P O Achieve Progress Monitor 06-07	2		983.18
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**Purchase Order cancelled because SCPS is providing common District Math Progress Monitoring.  
Carryover will be used for tutoring for 06-07 school year.**

# SCHOOL ADVISORY COUNCIL SIGNATURES

## 2006-2007

### FINAL COPY

The School Advisory Council has assisted in the preparation of the annual school budget as well as the School Improvement Plan.

*Please Sign & Date*

ADMINISTRATOR	DATE	PARENT/COMMUNITY	DATE	STUDENT	DATE
Connie Collins		Kim Arnold		Bryan Hohns	
<b>INSTRUCTIONAL</b>		Lynn Arnold		Patrick Hohns	
Cathy Alper					
		Tammy Arnold		Tyler York	
Jacqueline Byrd					
		Patti Boggs			
Barbara Ray					
		Debbi Lehner			
		Ken Lowrie			
		Carol Melichar			
		Mary Smith			
<b>NON-INSTRUCTIONAL</b>					
Mary Benton		Kimberly York			
		Peter York			