

# *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 life.*



**Crooms Academy of Information Technology**

***School Improvement Plan 2010-2011***

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# EVALUATION OF SCHOOL IMPROVEMENT PLAN 2009-2010

- Core Performance Objective #1:** To increase by 6.1 (53.9% to 60%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.  
**Objective met** - 61% (177 of 290) of all curriculum students scored at Level 3 or above on the 2010 FCAT Reading.
- Core Performance Objective #2:** To increase by 7.1 (52.9% to 60%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2010 FCAT.  
**Objective not met** – 45.5% (35 of 77) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2010 FCAT Reading.
- Core Performance Objective #3:** To increase by 6.7 (81.3% to 88%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.  
**Objective not met** – 87.6% (255 of 291) of all curriculum students scored at Level 3 or above on the 2010 FCAT Math.
- Core Performance Objective #4:** To increase by 5.3 (66.7% to 72%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2010 FCAT.  
**Objective met** – 82.5% (66 of 80) of all curriculum students in the lowest quartile made Annual Learning Gains on the 2010 FCAT Math.
- Core Performance Objective #5:** To increase by 6.9 (68.1% to 75%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.  
**Objective not met** – 74.8% (104 of 139) of all curriculum students scored at Level 4 or above on the 2010 FCAT Writing.
- Core Performance Objective #6:** To increase by 4.7 (59.3% to 64%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.  
**Objective not met** - 58% (83 of 143) of all curriculum students scored at Level 3 or above on the 2010 FCAT Science.
- Core Performance Objective #7:** To increase by 4.7 (68.3% to 73%) the percent of all student subgroups successfully completing advanced level classes in 2009-2010 school year.  
**Objective met** – 81.4% (428 of 526) student subgroups successfully completed advanced level classes in 2009-2010.
- Core Performance Objective #8:** To decrease the total number of disciplinary referrals (duplicated count) in 2009-2010 school year from 600 to 550.  
**Objective met**– 452 students received one or more disciplinary referrals in 2009-2010.

**Core Performance Objective #9:** To decrease by 10 (50% to 40%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2009-2010 school year.  
**Objective not met** – 53.3% (24 of 45) Economically Disadvantaged students received an out-of-school suspension in 2009-2010.

**Grade Level Objective** - #10: To maintain 35.7% or reduce to no less than 30%, the percent of Economically Disadvantaged students participating in cheerleading in 2009-2010 school year.  
**Objective met** - 75% (15 of 20) students participating in Cheerleading were Economically Disadvantaged in 2009-2010.

**Grade Level Objective** - #11: To maintain 34.6% or reduce to no less than 30%, the percent of Economically Disadvantaged students participating in the National Honor Society in the 2009-2010 school year.  
**Objective met** – 31.8% (14 of 44) Economically Disadvantaged students participated in the National Honor Society in 2009-2010.

**Grade Level Objective** - #12: To maintain 98.3% or reduce to no less than 97%, the percent of the 2009 graduation rate.  
**Objective met.** - 100% (98.3% to 100.00%) the 2009 graduation rate.

**Grade Level Objective** - #13: To increase our Scholastic Aptitude Test (SAT) average by 27 points (1523 to 1550) for 2009-2010.  
**Objective not met** - 14 points (1523 to 1537) the 2009-2010 Scholastic Aptitude Test average.

**School Performance Objective** #14: In alignment with SCPS History Making Goals, all subgroups will make AYP.  
**Objective not met** – Two subgroups did not make AYP.

**School Performance Objective** #15: To improve cardiovascular health of 90% of students enrolled in Wellness Education classes as measured by the pre/post Fitness gram Pacer Test.  
**Objective met.** Ninety-one (91%) percent of students enrolled in Wellness Education classes improved as measured by pre/post fitness gram pacer test.

**Overall Adequate Progress:** **Met**  
8 of 15 objectives were successfully completed.  
Overall adequate progress was defined as meeting 6 out of 15 objectives.

# EXECUTIVE SUMMARY OF SCHOOL IMPROVEMENT PLAN 2010-2011

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.

**Core Performance Objective** - #1: To increase by 3 (61% to 64%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.

**Core Performance Objective** - #2: To increase by 4.5 (45.5% to 50%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in reading on the 2010 FCAT.

**Core Performance Objective** - #3: To increase by 2.4 (87.6% to 90%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.

**Core Performance Objective** - #4: To increase by 1.5 (82.5% to 84%) the percent of all curriculum students in the lowest quartile making Annual Learning Gains in math on the 2010 FCAT.

**Core Performance Objective** - #5: To increase by 4.2 (74.8% to 79%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.

**Core Performance Objective** - #6: To increase by 7 (58% to 65%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.

**Core Performance Objective** - #7: To increase by 4.2 (30.8% to 35%) the percent of graduating seniors passing at least one Advanced Placement exam while in high school.

**Core Performance Objective** - #8: To maintain the total number of disciplinary referrals (duplicated count) in 2010-2011 school year at or below 450.

**Core Performance Objective** - #9: To decrease by 3.3 (53.3% to 50%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2010-2011 school year.

**Grade Level Objective**

- #10: To maintain or decrease by no less than 25% (75% to 50 %) the percent of Economically Disadvantaged students participating in cheerleading in 2010-2011 school year.

**Grade Level Objective**

- #11: To maintain or decrease by no less than 1.8% (31.8% to 30 %) the percent of Economically Disadvantaged students participating in the National Honor Society in the 2010-2011 school year.

**Grade Level Objective**

- #12: To increase by 1% (97% to 98%) the percent of the 2010 NGA graduation rate.

**Grade Level Objective**

- #13: To attain at least 75% or higher graduation rate with at risk cohort group.

**Grade Level Objective**

- #14: To increase by 9% (61% to 70%) the percent of the 2010-2011 college ready seniors.

**School Performance Objective**

#15: In alignment with SCPS History Making Goals, all subgroups will make AYP.

**School Performance Objective**

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

**Adequate Progress for 2010-2011: is defined as meeting 9 out of 16 objectives.**

**CORE PERFORMANCE OBJECTIVE #1 – READING PROFICIENCY**

**State Priorities: A-F**

**Objective 1**

**PRIORITY NEED:** On the 2010 FCAT, 61 % (177 of 290) of all curriculum students scored at Level 3 or above in reading.

**PERFORMANCE OBJECTIVE:** To increase by 3 (61% to 64%) the percent of all curriculum students scoring Level 3 or above in reading on the 2010 FCAT.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>              |
|--|-----------------|--|
| 1. Enroll students scoring at Levels 1 and 2 in Intensive Reading based on student oral fluency scores.  | st              | Administration, Reading Coach, 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. Maintain “Pre-AP” program with focus on higher performing 9 <sup>th</sup> and 10 <sup>th</sup> grade students and increasing their proficiency levels.          | st              | Administration, English Teachers, Guidance |
| 4. Maintain “standards-based” tutoring aimed at providing remediation to individual student deficiencies.  | st b or         | Administration, English Teachers           |
| 5. Implement lessons geared specifically toward FCAT skills in English I and English II classes.   | st              | English Teachers                           |
| 6. Increase reading and writing requirements in all classes.   | st              | Administration, English Teachers           |
| 7. Implement critical thinking strategies in all classes.  | st              | Administration, Reading Coach              |
| 8. Provide professional development to support the implementation of reading in the content area strategies.   | st              | Administration, Reading Coach              |

**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 2011 FCAT to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #2 – LOWEST QUARTILE READING**

**State Priorities: A-F**

**Objective 2**

**PRIORITY NEED:** On the 2010 FCAT, 45.5 % (35 of 77) of all curriculum students in the lowest quartile made annual learning gains in reading.

**PERFORMANCE OBJECTIVE:** To increase by 4.5 (45.5% to 50%) the percent of all curriculum students in the lowest quartile making annual learning gains in reading on the 2010 FCAT.

| <b>ACTION PLAN:</b>   | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|---|-----------------|-------------------------------|
| 1. Utilize FAIR and Write Score to monitor progress of all Level 1 and Level 2 students.  | st b            | Administration, Reading Coach |
| 2. Maintain 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 b         | Administration                |
| 3. Ensure that all Level 1 and Level 2 students have academic advocates.  | st              | 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 2011 FCAT to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #3 – MATH PROFICIENCY**

**State Priorities: A-F**

**Objective 3**

**PRIORITY NEED:** On the 2010 FCAT, 87.6 % (255 of 291) of all curriculum students scored at Level 3 or above in math.

**PERFORMANCE OBJECTIVE:** To increase by 2.4 (87.6% to 90%) the percent of all curriculum students scoring Level 3 or above in math on the 2010 FCAT.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|--|-----------------|-------------------------------|
| 1. Screen 9 <sup>th</sup> and 10 <sup>th</sup> grade students at beginning of school year on FCAT competencies and provide prescriptive instruction. | st or           | Administration, Math Teachers |
| 2. Enroll students scoring at Levels 1 and 2 on the 2010 Math FCAT in Intensive Math and remediate on specific deficiencies.                         | st              | Administration, Guidance      |
| 3. Provide targeted math tutoring after school.  | st b            | Administration, Math Teachers |
| 4. Teach and review math vocabulary as presented on the FCAT math test.  | or              | Math Teachers                 |
| 5. Utilize Think Link as a progress monitor to ensure adequate progression toward competency.  | 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:** Students will be screened at the beginning of the school year, and monthly thereafter to measure ongoing student progress. Administration will review scores resulting for the 2011 FCAT and End-of-Course Exams to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #4 – LOWEST QUARTILE MATH**

**State Priorities: A-F**

**Objective 4**

**PRIORITY NEED:** On the 2010 FCAT, 82.5 % (66 of 80) of all curriculum students in the lowest quartile made annual learning gains in math.

**PERFORMANCE OBJECTIVE:** To increase by 1.5 (82.5% to 84%) the percent of all curriculum students in the lowest quartile making annual learning gains in math on the 2010 FCAT.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|--|-----------------|-------------------------------|
| 1. Ensure that all Level 1 and Level 2 students have academic advocates.                     | st              | Administration                |
| 2. Enroll students scoring at Levels 1 and 2 in Algebra Connections or Geometry Connections. | st              | Administration, Guidance      |
| 3. Provide targeted math tutoring after school.  | st 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 2011 FCAT and End-of-Year Exams to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #5 – WRITING ABOVE PROFICIENCY**

**State Priorities: A-F**

**Objective 5**

**PRIORITY NEED:** On the 2010 FCAT, 74.8 % (104 of 139) of all curriculum students scored at Level 4.0 or above in writing.

**PERFORMANCE OBJECTIVE:** To increase by 4.2 (74.8% to 79%) the percent of all curriculum students scoring Level 4.0 or above in writing on the 2010 FCAT.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|--|-----------------|-------------------------------|
| 1. Provide students with direct writing instruction, incorporating writing in all classes.                     | st              | Teachers                      |
| 2. Utilize the grade level writing plans that incorporate specific standards for writing.                      | st              | Administration, Teachers      |
| 3. Provide staff development and feedback to teachers on incorporation of writing standards across curriculum. | st or b         | Administration, Reading Coach |
| 4. Continue Writer’s Workshop after school program.  | st              | Teachers                      |
| 5. Use Write Score as a progress monitor to ensure adequate progression toward proficiency.                    | st b            | Reading Coach, 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 2011 FCAT writing scores to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #6 – SCIENCE PROFICIENCY**

**State Priorities: A-F**

**Objective 6**

**PRIORITY NEED:** On the 2010 FCAT, 58 % (83 of 143) of all curriculum students scored at Level 3 or above in science.

**PERFORMANCE OBJECTIVE:** To increase by 7 (58% to 65%) the percent of all curriculum students scoring Level 3 or above in science on the 2010 FCAT.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>    |
|--|-----------------|----------------------------------|
| 1. Focus lesson planning on the instruction of FCAT Science benchmarks.  | st              | Science Teachers                 |
| 2. Utilize Science Write Score progress monitoring program with focus on Science benchmarks for 10 <sup>th</sup> and 11 <sup>th</sup> graders. | st b            | Administration, Science Teachers |
| 3. Maintain “FCAT Friday’s” with round robin approach to benchmark standards.  | st              | Administration, Science Teachers |
| 4. Ensure that all juniors are logged and tracked on FCAT Science Explorer.  | st              | Administration, Science 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 teachers at the end of the first quarter, and again at the end of the first semester to measure ongoing student progress. Administration will review 2011 FCAT Science scores to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #7 – ADVANCED COURSE PERFORMANCE**

**State Priorities: A-F**

**Objective 7**

**PRIORITY NEED:** In 2010, 30.8 % (34 of 111) of the graduating seniors passed at least one Advanced Placement exam while enrolled in high school.

**PERFORMANCE OBJECTIVE:** To increase by 4.2 (30.8% to 35%) the percent of graduating seniors passing at least one Advanced Placement exam while in high school.

| <b>ACTION PLAN:</b>   | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>               |
|---|-----------------|---|
| 1. Schedule Advanced Placement information lunches by subject area for students   | or              | Administration, Advanced Placement Teachers |
| 2. Partner with experienced teachers at sister high schools for course development, pacing and implementation.                    | st              | Advanced Placement Teachers                 |
| 3. Attend Advanced Placement workshops and trainings  | b               | Administration, Advanced Placement Teachers |
| 4. Conduct quarterly review sessions after school and Saturdays.  | st              | Administration, Advanced Placement Teachers |
| 5. Schedule one full length practice exam after the third nine weeks.   | st              | Advanced Placement Teachers                 |
| 6. Design syllabi and course implementation so that course is completed by third nine weeks, and begin reviews fourth nine weeks. | or              | 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 2011 Advanced Placement test results to determine if objective has been met.

**CORE PERFORMANCE OBJECTIVE #8 – DISCIPLINE**

**State Priorities: A, B, D, E, & F**

**Objective 8**

**PRIORITY NEED:** During school year 2009-2010, a total of 452 disciplinary referrals (duplicated count) occurred.

**PERFORMANCE OBJECTIVE:** To maintain the total number of disciplinary referrals (duplicated count) incidents in 2010-2011 school year at or below 452.

| <b>ACTION PLAN:</b>   | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>                        |
|---|-----------------|--|
| 1. Provide students having repetitive behavior problems with an adult mentor on campus.   | or, t           | Administration, Career Specialist, Business Partners |
| 2. Implement cultural sensitivity training for students and staff.  | b, t            | Administration                                       |
| 3. Review discipline data to identify day, time, and locations of discipline incidents.   | or              | Administration                                       |
| 4. Encourage students to participate in extra-curricular activities at school through lunch time, club fair, and morning announcements. | or              | Administration, Guidance Counselors, Parents         |

**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 discipline data to determine if objective has been achieved.

**CORE PERFORMANCE OBJECTIVE #9 – DISCIPLINE DISPARITY**

**State Priorities: A, B, D, E, & F**

**Objective 9**

**PRIORITY NEED:** During the 2009-2010 school year, 53.3 % (24 of 45) of students who received an out-of-school suspension (unduplicated count) were Economically Disadvantaged students.

**PERFORMANCE OBJECTIVE:** To decrease by 3.3 (53.3% to 50%) the percent of Economically Disadvantaged students (unduplicated count) receiving an out-of-school suspension in 2010-2011 school year.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>                        |
|--|-----------------|--|
| 1. Provide students having repetitive behavior problems with an adult mentor on campus.  | or, t           | Administration, Career Specialist, Business Partners |
| 2. Implement cultural sensitivity training for students and staff.   | b, t            | Administration                                       |
| 3. Review discipline data to identify day, time, and locations of discipline incidents.  | or              | Administration                                       |
| 4. Encourage students to participate in extra-curricular activities at school through lunch time, club fairs, and morning announcements. | or              | Administration, Guidance Counselors, Parents         |

**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 discipline data to determine if objective has been achieved.

**GRADE LEVEL OBJECTIVE (HS) #10 – CHEERLEADING**

**State Priorities: D, E, & F**

**Objective 10**

**PRIORITY NEED:** During the 2009-2010 school year, 75 % (15 of 20) of the students participating in cheerleading were Economically Disadvantaged.

**PERFORMANCE OBJECTIVE:** To maintain or decrease by no less than 25% (75% to 50%) the percent of economically disadvantaged students participating in cheerleading in 2010-2011 school year.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|--|-----------------|-------------------------------|
| 1. Announce cheerleading tryouts.  | st              | Video Productions Teacher     |
| 2. Personally invite students of diverse economic backgrounds to attend tryouts.                               | st              | Administration, Coaches       |
| 3. Remove or remediate any economic barriers to participation through fundraising, scholarships, or mentoring. | st              | Administration, Coaches       |

**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 cheerleading roster to ensure that economic diversity has been achieved.

**GRADE LEVEL OBJECTIVE (HS) #11 – NATIONAL HONOR SOCIETY PARTICIPATION**

**State Priorities: A-F**

**Objective 11**

**PRIORITY NEED:** During the 2009-2010 school year, 31.8 % (14 of 44) of economically disadvantaged students participated in the National Honor Society.

**PERFORMANCE OBJECTIVE:** To maintain or decrease by no less than 1.8% (31.8% to 30%) the percent of economically disadvantaged students participating in the National Honor Society in the 2010-2011 school year.

| <b>ACTION PLAN:</b>   | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>                   |
|---|-----------------|---|
| 1. All eligible students will be invited to join the Dr. Connie E. Collins Chapter of National Honor Society.           | or              | National Honor Society Sponsors                 |
| 2. Economically disadvantaged students will be specifically encouraged to complete the “Application Information Sheet”. | or              | National Honor Society Sponsors                 |
| 3. Economically disadvantaged students will be provided membership scholarships when necessary.                         | or              | National Honor Society Sponsors, 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 review National Honor Society roster to determine if objective has been achieved.

**GRADE LEVEL OBJECTIVE (HS) #12 – GRADUATION RATE**

**State Priorities: A-F**

**Objective 12**

**PRIORITY NEED:** Our 2009 NGA (National Governors Association) graduation rate is 97%.

**PERFORMANCE OBJECTIVE:** To increase by 1 (97% to 98%) the percent of the 2010 NGA graduation rate.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>       |
|--|-----------------|-------------------------------------|
| 1. Create a Compact class for at-risk seniors.   | st              | Administration                      |
| 2. Meet with all at risk students and parents to develop a plan for success.   | or              | Administration, Guidance Counselors |
| 3. Utilize ACT concordant scores to provide more opportunity for FCAT deficient seniors to meet test requirement graduation component. | or              | Administration                      |
| 4. Provide mentors for at-risk seniors.  | st              | Career Specialist, 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 review graduation data to determine if objective has been achieved.

**GRADE LEVEL OBJECTIVE (HS) #13 – AT-RISK SENIORS GRADUATION RATE**

**State Priorities: A-F**

**Objective 13**

**PRIORITY NEED:** To attain at least 75% or higher graduation rate with at-risk cohort graduation group.

**PERFORMANCE OBJECTIVE:** To attain at least 75% or higher graduation rate with at-risk cohort graduation group.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|--|-----------------|-------------------------------|
| 1. All seniors, juniors, and honors level 9 <sup>th</sup> and 10 <sup>th</sup> graders will receive an SAT online course log in. | or              | Administration                |
| 2. SAT prep after-school sessions will be provided in Fall and Spring to students.   | st              | Administration                |
| 3. Provide Senior Rewards for students scoring at highest levels.  | 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 review data to determine if objective has been achieved.

**GRADE LEVEL OBJECTIVE (HS) #14 – COLLEGE READINESS EXAMS**

**State Priorities: A-F**

**Objective 14**

**PRIORITY NEED:** In 2010, 61 % of our graduating seniors were college ready in math and reading as indicated by the SAT, ACT or CPT exams.

**PERFORMANCE OBJECTIVE:** To increase by 9% (61% to 70%) the percent of college ready seniors in the 2010-2011 school year.

| <b>ACTION PLAN:</b>   | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b> |
|---|-----------------|-------------------------------|
| 1. All English III and IV teachers will integrate CPT skills into curriculum.                     | staff           | Administration                |
| 2. All Algebra II, Analysis of Functions, Pre Calc, and Calc teachers will integrate CPT skills   | staff           | Administration                |
| 3. All junior and senior level students will receive SAT log-ins for SAT online practice program. | staff           | Adminstration                 |

**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 to determine if objective has been achieved.

**SCHOOL PERFORMANCE OBJECTIVE #15-**

**State Priorities:** A-F

**Objective 15**

**PRIORITY NEED:** In alignment with SCPS History Making Goals, all subgroups will make AYP.

**PERFORMANCE OBJECTIVE:** In Alignment with SCPS History Making Goals, all subgroups will make AYP.

| <b>ACTION PLAN:</b>  | <b>RESOURCE</b> | <b>PERSON(S) RESPONSIBLE:</b>           |
|--|-----------------|---|
| 1. Identify percentages and numbers in each subgroup required to make AYP through Safe Harbour.                                | st              | Administration, Reading Coach, Teachers |
| 2. Identify individual students in each subgroup close to proficiency that can be moved through intensive interventions.       | st              | Administration, Reading Coach, Teachers |
| 3. Identify students likely to regress through use of progress monitoring data, and remediate through intensive interventions. | st              | Administration, Reading Coach, 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 data to determine if objective has been achieved.

**SCHOOL PERFORMANCE OBJECTIVE #16**

**State Priorities:** A-F

**Objective 16**

**PRIORITY NEED:** The fitness of America’s youth has become a national concern. The students of Crooms Academy need to have cardiovascular levels improved.

**PERFORMANCE OBJECTIVE:** 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. Implement a cardiovascular monitoring protocol.   | or              | Physical Education Teachers                 |
| 2. Implement a ped-o-meter program.  | or              | Physical Education Teachers                 |
| 3. Implement curriculum which stresses the importance of active lifestyles.  | or              | Physical Education Teachers                 |
| 4. Encourage all students to participate in extracurricular athletics or utilize the wellness center after school. | or              | Administration, 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.

# BUDGET SUMMARY OF SCHOOL IMPROVEMENT DOLLARS 2009-2010

**INCOME:**

|                      |           |
|----------------------|-----------|
| Original Allocation: | \$600.00  |
| Adjustment:          | \$1125.00 |
| Carry Over:          | 0         |
| Total Income:        | \$1707.00 |

**EXPENDITURES:**

|                                       | State Priority | Actual Cost | Balance   |
|---------------------------------------|----------------|-------------|-----------|
|                                       |                |             | \$1707.00 |
| Student Incentives – FCAT Recognition |                | 543.15      | 1163.85   |
| SCPS Payroll - Tutoring               |                | 713.88      | 449.97    |

**CARRY OVER:**

Total carry over for 2010-2011: \$449.97

# ADDENDUM - RESPONSE TO INTERVENTION (RtI)

Please provide the information describing the components and processes associated with Response to Intervention (*RtI*) at your school. Please briefly respond to each of the items below:

**1. Identify the members of your school's *RtI* Leadership Team.**

Demetria Hayes (Chair), Christine Levings, Christine Waring, Regina DeCatre, Cindy Dawson, Daphne Velez-Cortes, Debra Abbott, Connie Collins, and Crooms parent (TBD)

**2. Describe how your school's *RtI* Leadership Team functions (e.g. meeting processes and roles/functions).**

They will meet once per month on Wednesday afternoons to fulfill their role as described in #3 and to develop goals and action plans to meet needs. The team will analyze and problem-solve using school-wide data to provide a structured program to meet the needs of all students in a stimulating learning environment.

**3. Describe the role of your school's *RtI* Leadership Team.**

Team members will facilitate positive behavior change in our students and staff that will result in reducing the number of inappropriate behaviors occurring across campus by educating students and staff and reinforcing appropriate behaviors.

**4. Describe the data management system used to summarize tiered data.**

Crooms will use the Student Information System (SASI) and Performance Matters data.

**5. Describe the plan to train staff on *RtI*.**

Team member will attend the 3-day training sponsored by SCPS and the Positive Behavior Support Project (PBS), then use the train-the-trainer model to train faculty and staff.

**6. Outline your plan to achieve school-wide implementation of the *RtI* process by the start of the 2011-2012 school year.**

**2009-2010**

- Develop and train the Leadership Team on PBS and the SCPS Continuous Improvement Model (CIM).
- Gather school-wide data related to discipline and academics related to Critical Factors related to CIM.
- Train faculty and staff to use PBS effectively.
- Inform parents and school community regarding PBS and CIM.
- Fulfill action plans to meet School Improvement Objectives #8 & #9 and to address Critical Success Factors.

**2010-2011**

- Analyze discipline and academic data and revisit related action plans to meet School Improvement Objectives and to address Critical Success Factors for 2011-2012.

# ADDENDUM - CONTINUOUS IMPROVEMENT MODEL

Using the SCPS Continuous Improvement Process, a cyclical model of improvement shown below, describe briefly the actions that have taken place to address student achievement in reading, writing, math, and science using this model for improving performance.

## 1. Identify the Critical Success Factors (key data indicators of student performance).

The 2009-2010 NCLB Adequate Yearly Progress (AYP) Report measures Critical Success Factors such as percentage of students scoring at or above grade level in Reading and Math, a 1% improvement in Writing, a 1% improvement in Graduation Rate, percentage of improvement in students below grade level in Reading and Math, and percentage of students “on track” to be proficient in Reading and Math. All of these Critical Success Factors are also measured by total, five ethnic groups, Economically Disadvantaged (ED), English Language Learners (ELL) and students with Disabilities (SWD). Success in Science is currently measured by FCAT.

## 1. Define Current Levels of Performance (based on formative and summative data)

**Florida School Recognition Program Results are as follows:**

- 61% of students meeting High Standards in Reading
- 88% of students meeting High Standards in Math
- 86% of students meeting High Standards in Writing
- 58% of students meeting High Standards in Science
- 58% of students making Learning Gains in Reading
- 84% of students making Learning Gains in Math
- 45% of lowest 25% making Learning Gains in Reading
- 83% of lowest 25% making Learning Gains in Math

**Under the Federal NCLB Program, results are as follows:**

- 59% of students at grade level or above in Reading
- 70% of White students at grade level or above in Reading
- 30% of Black students at grade level or above in Reading
- 54% of Hispanic students at grade level or above in Reading
- 48% of Economically Disadvantage students at grade level or above in Reading
  
- 87% of students at grade level or above in Math
- NA of White students at grade level or above in Math
- 68% of Black students at grade level or above Math
- 87% of Hispanic students at grade level or above in Math
- 83% of Economically Disadvantage students at grade level or above in Math
  
- Safe Harbor in Reading met
- Safe Harbor in Reading not met by White students
- Safe Harbor in Reading met by Black students
- Safe Harbor in Reading met by Hispanic students
- 71% of White students on track to be proficient in Reading through the Growth Model

- Safe Harbor in Math not met by Black students
- 66% of Black students on track to be proficient in Math through the Growth Model

**3. Identify Problems (things inhibiting the accomplishment of the Critical Success Factors).**

- **Student Regression in Reading**
- **Student Regression in Mathematics**

**4. Determine and Verify the Root Causes (deep analysis of problems required).**

- Inadequate higher level questioning practices and 21<sup>st</sup> Century instructional strategies being utilized in classroom discussions and assessments.
- Underdeveloped critical thinking strategies utilized in classrooms.
- Inadequate alignment between SSS, classroom instruction, and accountability measures.
- Increase in potentially explosive disciplinary and intervention. Interventions resulted in fewer suspensions and recorded incidents of discipline but also less instructional time for our at risk groups.

**5. Identify Interventions (actions, interventions, strategies and programs).**

- Create a “sense of urgency” school-wide for student success at all levels in all subject areas by presenting, analyzing, and personalizing the data, especially in those areas noted in Item #3.
- Implement innovative means and methods to provide time for quality, ongoing professional development and adequate follow-up trainings such as utilizing pre-planning times, workdays, Wednesday instructional team meetings (ITMS’s), offering compensatory time, teacher teams working together, substitute sharing, etc.
- Align each course with a specific progress monitor and accountability measure to ensure that teacher, students, and parents are clear on the focus and assessment measure for each specific course.
- Provide training in higher level questioning practices and 21<sup>st</sup> Century instructional strategies.
- Promote fidelity to Sunshine State Standards and to the implementation of Research-Based instructional programs through administrative instructional leadership, classroom observations, frequent walk-throughs, and assessment monitoring.

**6. Implement Interventions (execution of actions, interventions, strategies and programs).**

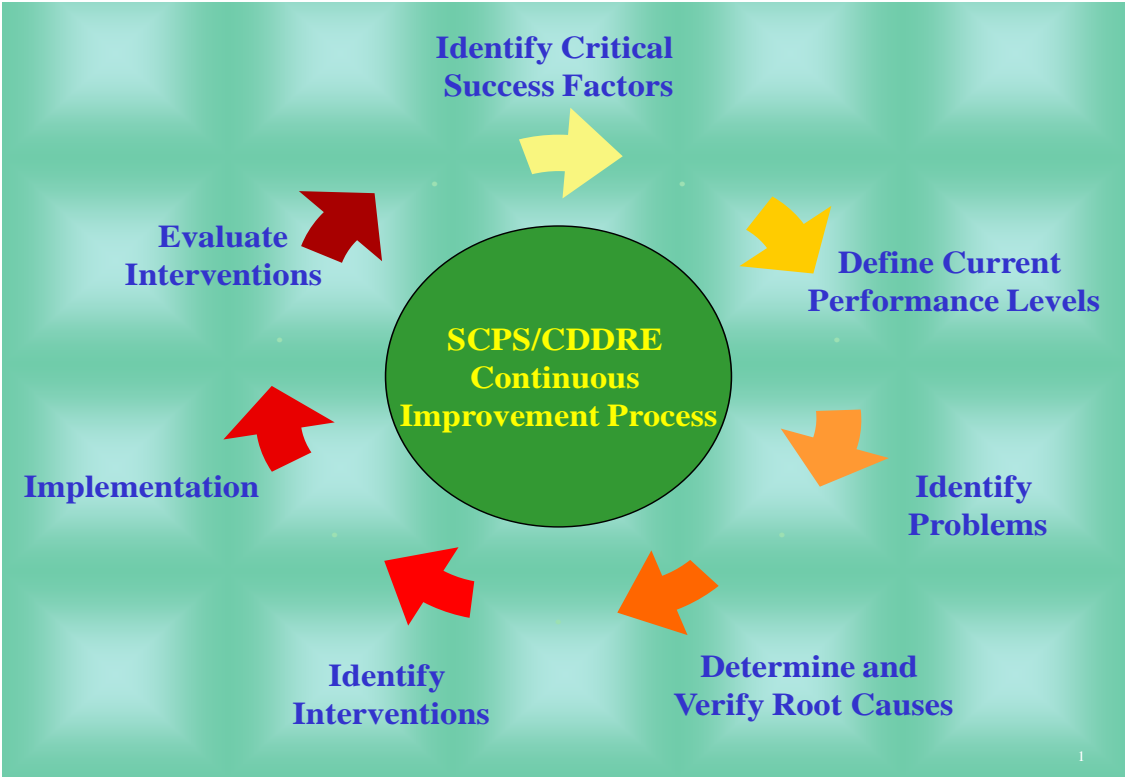
Implementation will begin during pre-planning, August 10, 2010, and be carried in place the entire school year.

**7. Evaluate Interventions (using performance data)**

Progress monitoring will be continuous via F.A.I.R., Write Score, Think Link, CPT, Positive Behavior Support (PBS), GPA’s, and other measures.

**8. Revisit the Critical Success Factors (at the end of the school year and replicate the process).**

Evaluation will begin in May 2011 and continue as FCAT and NCLB results are received and analyzed.



## ADDENDUM – “LESSON STUDY”

**Please briefly summarize how professional development activities related to “Lesson Study” will be appropriately incorporated into the Action Plans included in the Performance Objectives of your School Improvement Plan.**

Action #1: Teachers plan lessons with their students in mind (not just the content).  
September 13: Data Analysis to determine student critical needs

Action #2: Teachers use a predictable lesson structure that allows students to grow academically and socially.  
Understanding By Design

Action #3: Teachers make listening to students’ thinking the heart of their lessons.

Action #4: Teachers keep the body of their lessons focused on open-ended topics.  
Questioning Skills

Action #5: Teachers never lose track of the lesson’s objective.

Action #6: Teachers use facilitation techniques to probe student thinking.  
October 14: Professional Development Workshop: Technology in the Classroom, Amy Capelle

Action #7: Teachers listen and invite students to do most of the talking.

Action #8: Teachers set up students to work independently.  
Guided Practice  
Project Based Learning

Action #9: Teachers help students develop the social skills for successful peer interaction.  
Cooperative Learning/Kagan Activities

Action #10: Teachers work with students to create a sense of community.  
Advisement activities which promote a sense of school spirit  
Advisement-Club Fair, September 1<sup>st</sup>  
Advisement- Bullying Lesson, October 6<sup>th</sup>

# SCHOOL ADVISORY COUNCIL SIGNATURES

## 2010-2011

### FINAL COPY

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

| <b>ADMINISTRATOR</b>     | <b>DATE</b> | <b>PARENT/COMMUNITY</b> | <b>DATE</b> | <b>PARENT/COMMUNITY</b> | <b>DATE</b> |
|--------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| Connie Collins           | 10/27/10    | Kristine Kraus          | 10/21/10    | Adrian McWilliams       | 10/21/10    |
|                          |             |                         |             |                         |             |
|                          |             |                         |             |                         |             |
| <b>INSTRUCTIONAL</b>     |             |                         |             |                         |             |
| Adrienne Adams           | 10/26/10    | Pat Breeding            | 10/25/10    | Lavoera Dickey          | 10/21/10    |
|                          |             |                         |             |                         |             |
|                          |             |                         |             |                         |             |
| Barbara Ray              | 10/22/10    | LuWayne Robinson        | 10/21/10    | Gail Choice             | 10/22/10    |
|                          |             |                         |             |                         |             |
|                          |             |                         |             |                         |             |
| Robert Rocke             | 10/26/10    | Cynthia Rothman         | 10/21/10    |                         |             |
|                          |             |                         |             | <b>STUDENT</b>          |             |
|                          |             |                         |             | Matthew Ruxton          | 10/21/10    |
|                          |             | Lucindy Russell         | 10/21/10    |                         |             |
|                          |             |                         |             |                         |             |
|                          |             |                         |             |                         |             |
| <b>NON-INSTRUCTIONAL</b> |             | Jacqui Ruxton           | 10/21/10    |                         |             |
| Mary Benton              | 10/21/10    |                         |             |                         |             |
|                          |             |                         |             |                         |             |
|                          |             | Crystal West            | 10/21/10    |                         |             |
|                          |             |                         |             |                         |             |