



North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and the Commission on International and Trans-Regional Accreditation (CITA) are accreditation divisions of AdvancED.

Standards Assessment Report

Crooms Academy of Information Technology

2200 West 13th Street Sanford, Florida 32771

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) Indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we are doing?"

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Demographics

Public/Non-public:	Public
School Type:	High School
Charter School:	
Enrollment:	591
Gender at School:	Co-Ed
Grade(s):	9,10,11,12
Location Type:	Suburban
Gender at School:	Co-Ed

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Operational

Evidence Provided:

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Highly Functional

Evidence Provided:

1.3 Identifies goals to advance the vision:

Highly Functional

Evidence Provided:

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Highly Functional

Evidence Provided:

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Highly Functional

Evidence Provided:

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Highly Functional

Evidence Provided:

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

At Crooms, the vision is “To build a culture of excellence and success for every student”. The goals are to develop each student by challenging them with rigorous and relevant coursework, a 100% graduation rate, and a relevant skill set for students. The mission statement is immediately visible upon entering the school, and declares, “The mission of Crooms Academy 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”. As the only district-wide magnet high school, Crooms has created an extensive orientation process to familiarize parents, students, staff, and community with the unique programming.

Crooms is a member of the National Academy Foundation (NAF), which is a national network of high school career academies. NAF has as its focus, rigorous, career-themed curricula fashioned by current industry and educational expertise. The Business Advisory Council supports this focus by securing internships, providing job-shadowing opportunities, volunteering in classrooms, and providing mentors to students.

Because Crooms Academy of Information Technology is a truly unique learning environment, expectations for staff, parents and students are extensive. Extraordinary efforts are made to acquaint stakeholders to the school’s programs and expectations. Orientation sessions are held four times each year. In addition, there are required parent trainings before the student laptop is issued. Additional parent trainings are offered throughout the year to ensure that a digital divide is not created between student and parent.

Artifacts:

Vision and Mission Statements

Climate survey results

Professional Development Schedule

School Improvement Plan

NAF information

2. What is the school's process for developing a profile and systematically maintaining and using information

that describes the school, its students, and their performance?

Seminole County Public Schools provides each school with a detailed profile of the student population and test scores for subgroups in reading, math, science and writing. The county reports are shared with the entire faculty and summaries are reported to the parents. This data is fed automatically to the Electronic Student Performance Profile (ESPP), Employee Information System (EIS), and Schools Administrative Student Information XP (SASI) via district Information Services support as soon as the data is compiled. Administrators and teachers analyze the areas showing growth and those needing improvement. Teachers also have access to this specific student data and scores by class, available through ESPP, and EIS, and make instructional decisions to meet student needs.

The data provided by Seminole County Public Schools (FCAT results, Oral Reading Fluency, SRI Lexiles, SAT, ACT, College Placement Test (CPT) scores) is the school's baseline for appropriate scheduling and instructional decision-making. Progress monitoring assessments and teacher-based assessments are utilized to inform instruction. The staff meets as a faculty, as departments, and in grade level groups to analyze global areas needing improvement and ongoing initiatives. Each teacher completes an Individual Professional Development Plan in the fall, based on previous year's results. Additionally, each year, administration and department chairs meet and analyze the curriculum guide to decide appropriate class offerings based upon student performance and needs.

Artifacts:

No Child Left Behind Data http://doeweb-prd.doe.state.fl.us/eds/nclbpar/year0708/nclb0708.cfm?dist_schl=59_251

Sample of Parent Newsletter

Individual Professional Development Plan Sample

Curriculum Guide 07-08

Crooms Website <http://croomsaoit.org>

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

A key responsibility of the Crooms' leadership team is to make certain that the school's vision, purpose, and goals are aligned with the district's goals. The SCPS district mission of ensuring that all students acquire the knowledge, skills, and attitudes necessary to be successful in life provides the foundation on which all of Crooms' goals are built. Additionally, the leadership team participates in a variety of district-level teams to make certain that Crooms is implementing district initiatives and upholding district standards in the areas of reading, math, and science. The district-level Leadership cadres from the Center for Data Driven Research in Education (CDDRE) in three key areas meet six times during the school year to discuss research-based best practices and ensure continuity of curricular offerings and instructional methodology. In addition, the leadership team meets with a cluster group of schools, K -12, in the same geographic area of the district, to promote vertical alignment of curriculum and instructional practices.

Beyond supporting the district mission and district initiatives, the leadership team uses school-level data, as well as recommendations from teachers, and feedback generated through the climate surveys to make school-level decisions regarding the implementation of the vision and mission. By gathering different types of information from a variety of sources, the leadership teams arms itself with as much knowledge as possible regarding the strengths and weaknesses of the school program before setting or revising goals. The leadership team also continually requests teacher input in the decision-making process. Early release days are periodically provided for teams of faculty members to meet with leadership and discuss curriculum as well as school-wide initiatives. Curriculum writing days are also provided during the summer months to give faculty time to plan for the implementation of initiatives or work to revise current ones.

On an even narrower level, the leadership team works with individual teachers to promote the school's vision and

ensure effective implementation of district and school goals. School leaders collect, from all teachers, weekly lesson plans that adhere to a template developed by faculty trained in Understanding by Design that is inclusive of such elements as reading strategies, bell-ringers and assessment practices. Additionally, school leaders conduct classroom walkthroughs and meet with faculty to discuss instructional practices. Leaders work with subject-area departments to meet content-specific goals, and meet with department chairs across disciplines on a monthly basis to reflect on the recursive process of evaluating progress, establishing need and revising strategies to meet district and school goals.

Artifacts:

SCPS website

CCDRE

Cluster Meeting Agenda

Accountability data

Climate survey results

Curriculum Writing

Lesson plan template

Walk through guide

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

This process begins over the summer when the administrative team and a few teacher leaders analyze the year's results in student learning and school effectiveness. This team compares the results with the mission and goals and makes a plan of action for the coming year. At the end of the school year the whole faculty participates in the "Good, Bad, and Ugly" reflection and makes recommendations. During preplanning the faculty comes together to prepare for the school year based on this plan. A main component of the alignment process comes from state and federal accountability reports. The administration is constantly evaluating the changing needs of industry and the changing accountability systems to ensure the students are prepared for success. In alignment with the mission, we collaborate with Seminole Community College on dual enrollment courses, we provide students with preparation for higher education through SAT preparation courses, CPT (College Placement Test) and offer courses for industry certifications. Teachers review the Individual Professional Development Plan at the end of the year in a conference with administration. Results and goals are discussed and preparation is made for improvement based on student performance. We have a very active Business Advisory Council (BAC) that makes recommendations based on the school results and on the needs of industry. Each year the BAC, in conjunction with the school, sponsors a Tech Fest, which allows businesses and community members from around the county and state to come and visit, get information about the latest technology. Tech Fest also allows students the opportunity to meet with people that actually use the technology students are learning.

Artifacts

Tech Fest II Program

Business Advisory Committee Information

BAC Sample Minutes

<http://croomsaoit.org/certification.html>

Dual Enrollment

Seminole County District Report 07-08 [http://doeweb-](http://doeweb-prd.doe.state.fl.us/eds/nclbpar/year0708/nclb0708.cfm?dist_schl=59_251)

[prd.doe.state.fl.us/eds/nclbpar/year0708/nclb0708.cfm?dist_schl=59_251](http://doeweb-prd.doe.state.fl.us/eds/nclbpar/year0708/nclb0708.cfm?dist_schl=59_251)

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

Evidence Provided:

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

Evidence Provided:

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Evidence Provided:

INDICATORS: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

Evidence Provided:

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

2.6 Provides teachers and students opportunities to lead:

Operational

Evidence Provided:

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Operational

Evidence Provided:

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

Evidence Provided:

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Highly Functional

Evidence Provided:

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

Crooms Academy of Information Technology has established a culture of continual improvement. Administration and faculty study research of current best practice and implement new ideas that align with the vision. At the

beginning of the year, during preplan, the staff meets and reviews the District handbook and the Crooms faculty handbook. We review the policies and procedures in place and discuss any changes. Monthly faculty meetings are used to disseminate new information and policies that have been established at national, state, district and administrative levels and through state and federal mandates. Monthly Department Chair meetings further disseminate information from administration to staff. The principal uses these meetings to present policy changes. She seeks feedback to develop deployment strategies. The Chairs share any new information with department members at monthly meetings. Throughout the process, involvement of all stakeholders is encouraged. A Collaborative Improvement Team has been established to present concerns of faculty and staff, and make recommendations to the administration.

Artifacts:

District Handbook
Crooms Faculty Handbook
CIT Collaborative Improvement Team Information

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

The process that the school uses to evaluate school effectiveness has several facets. A climate survey is administered every year to parents, students and staff. The results are shared with the community of stakeholders. The leadership team uses the results to implement changes or continue effective policies. In addition, to the climate survey, the school is provided with state and federal accountability data. The system employed to evaluate student performance is progress-monitoring assessments. The school uses instruments such as Write Score in Language Arts and Science and Think Link in Math. These progress-monitoring instruments allow the administration and faculty to assess student progress on Sunshine State Standards. The data produced prompts teachers to adjust instructional deficiencies. Teachers create Individual Professional Development Plans in the fall, based on student data and alignment with the school improvement plan. Quantifiable results are reviewed at the end of the year. Administration reviews longitudinal information about the graduation rate and higher education attendance.

Artifacts:

Climate Survey Results
Progress Monitoring- Reading
Progress Monitoring Science
Progress Monitoring Writing
Progress Monitoring Math
Sunshine State Standards
District and State Reports
Individual Professional Development Plan
FCAT results for Crooms
School Improvement Plan
http://www.usnews.com/listings/high-schools/florida/crooms_academy_of_information_technology

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

The staff members at Crooms are given multiple opportunities to provide school leadership and participate in the school's decision-making process. First, the teaching staff is divided into subject-area departments, and through monthly department meetings, each department chair elicits teacher feedback. The department chairs then meet

monthly with the administrative team to give input on instructional and even operational decisions. Additionally, the school encourages any staff member who is interested to participate in the Literacy Leadership Team in order to provide literacy leadership to the remainder of the staff. This council helps make instructional decisions in the area of literacy and provides training and modeling to teachers. Crooms staff members also have opportunity to participate in the School Advisory Council to give input on the school improvement plan. Teachers are encouraged to work on summer curriculum teams in order to contribute to the development of the Crooms' curriculum.

Other faculty leadership roles include the position of Career Specialist, a business-oriented teacher who serves as liaison to the business community, implements the job shadowing and internship program, and plans for career education in all four-grade levels. The school's Educational Technology Facilitator works closely with administration to plan and implement the professional development calendar as well as to continually train and support teachers in the integration of technology. She also runs a parent technology training program. Crooms' Instructional Coach not only oversees the planning and implementation of the reading program but also organizes school-wide literacy initiatives and works closely with all teachers to improve instructional practice. All of Crooms' faculty and staff take leadership roles with the students by sponsoring clubs and volunteering to help at school activities.

Parents are encouraged to participate in the decision-making process through involvement in the School Advisory Council. They not only help shape goals for the school improvement plan, but they also help decide how to spend the SAC budget and how to allocate A+ money. Parents as well as community members, particularly those working in the information technology industry, are encouraged to participate in Crooms' Business Advisory Committee (BAC). This committee meets quarterly and strives to raise money for student scholarships and student resources, advise administrative staff on the evolution of the applied technology curriculum, recruits businesses to offer job shadowing and internship experiences, and shares expertise with students in the classroom. This council provides tremendous leadership in the development of the technology program and councils the administrative staff on decisions related to the school's technology as well as the direction of the technology program. Parents have further opportunity for leadership through Crooms' Parent Teacher Student Association and the Athletic Booster Club.

Artifacts:

Staff:

Faculty Leadership Roles

Literacy Leadership Team

Department chair

SAC representatives

Curriculum teams

Parents:

School Advisory Committee (SAC)

Business Advisory Council (BAC)

Parent Teacher Student Association (PTSA)

Community

BAC

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Crooms provides numerous opportunities for both students and staff to grow academically and professionally. As a magnet school of information technology Crooms is on the cutting edge of technology in education with a curriculum steeped in innovation. The school provides teachers with opportunity to attend conferences, workshops, and training to support instruction and innovation. Crooms technology teachers especially, attend

continual training on the latest technology. Satisfaction levels from the climate surveys indicate support from parents, students and staff.

The No Child Left Behind accountability policy ensures that Crooms is working for all students' success. Crooms has a school wide program to encourage higher level, critical thinking to challenge top students. For example, the school offers AP Human Geography and Algebra II to ninth graders. Crooms also focuses on its lower quartile of students in both reading and math. Teachers analyze the data and use progress monitoring to tailor instruction to meet all student needs. Crooms' 'A' school grade for the last three years indicates equity of learning opportunities, success of students, and demonstrates compliance with local, state, and federal laws. The ESE Inclusion specialist and content area instructors support exceptional Student Education (ESE) students. As a small school, the staff is afforded the opportunity to know every student well and address individual needs. Students are encouraged to register for classes that will challenge them academically, but their success is monitored and adjustments are made as needed. Last year the assistant principal created an 'Explorers' Club' designed to motivate and involve high-risk students. They attend cultural and academic events in order to build background knowledge and confidence. Crooms' lower quartile students are assigned academic advocates who check with them regularly and encourage attendance at after school tutoring. Students set their own goals for reading and math and these are revisited periodically with the progress monitor results. Students have extensive opportunities to be involved, to grow academically, and to learn new skills:

Opportunities for students for equity in learning opportunities and innovation:

- Dual Enrollment with Seminole Community College,
- Pre-AP, AP and Honors courses
- Leadership Class
- Student Ambassador Program
- Junior year Job Shadowing
- Senior year Internships
- Teen Trendsetters
- Mentoring Program
- Explorers Club
- After school tutoring for math, and reading
- ESE consultation
- Use of Cooperative Learning structures throughout classes to promote student interdependence and critical thinking
- Participation in academic and service clubs such as SECME, Business Professional of America (BPA), KEY Club, National Consortium of Specialized Secondary Schools in Math Science and Technology (NCSSSMST), BETA, and National Honor Society.

Opportunities for teachers for equity in learning and innovation:

- District training in summer workshops for Kagan, AP etc.
- District Professional Development training, such as reading endorsement, ESOL endorsement, 6 Traits Writing
- Professional development bimonthly sessions throughout the year
- Department Chairperson opportunities
- Literacy Leadership Team
- School based 3 hour trainings upon request, such as Microsoft 2007, Smart board, Blackboard, Photo Shop, Adobe Professional Suite
- Attendance at conferences such as, FETC (Florida Educational Technology Conference), IRA (International Reading Association), Alan November's Technology Innovations, NECC, (National Educational Computing Conference) NAF (National Academy Foundation), FAME Florida Association of Media Education, Florida Music Educator's Conference,
- Visits to other technology schools and other magnet academies
- Certifications for instructor in: Oracle, A+

Artifacts:

SCPS School Calendar
NCLB Accountability Report
Reading Placement Plan
Student Goal Setting
Reading Tutoring Flyer
Extracurricular Clubs and Activities
Literacy Leadership Team
Student Ambassador Program
Workshop flyer on Smart board
NCSSMST
Business Professional of America
Explorers Club

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
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Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:
Highly Functional

Evidence Provided:

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:
Operational

Evidence Provided:

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Highly Functional

Evidence Provided:

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Highly Functional

Evidence Provided:

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

3.7 Provides for articulation and alignment between and among all levels of schools:

Highly Functional

Evidence Provided:

3.8 Implements interventions to help students meet expectations for student learning:

Highly Functional

Evidence Provided:

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Operational

Evidence Provided:

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

Evidence Provided:

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Highly Functional

Evidence Provided:

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The first priority of the organization is to ensure that students are taught curriculum aligned to Florida Sunshine State Standards, or New Generation Standards, as appropriate. Teachers develop lesson plans based on course descriptions and course standards. Teachers at Crooms utilize the Understanding by Design lesson plan template, which requires that teachers “begin with the end in mind”. Objectives are stated according to standards, and lessons are then developed to ensure that those standards are taught. Assessments are developed to determine if mastery of the standards has been accomplished. Ongoing progress monitoring via Scholastic Reading Inventory (SRI) (Reading), Write Score (Reading, Writing, and Science), and Think Link (Math) help to assess if appropriate progress is being made toward mastery of the Power Standards in content areas. Students who are not making appropriate progress have access to tutoring based on specific standard weaknesses. Teachers in courses not monitored by these instruments utilize pretest, quizzes, classroom activities, and summative assessments to determine appropriate mastery in their coursework.

Teachers are provided with professional development on instructional strategies in a variety of methods. Participation in early release Wednesday Professional Development activities is one venue of providing across the board access to instructional strategies. The Literacy Leadership Team often identifies a strategy and has an individual member demonstrate the strategy in smaller departmental meetings. The instructional coach can be accessed to model strategies in content course work by request. Our staff also employs “Strategy of the Month” trainings, where a specific learning strategy is taught and implemented in all coursework. In addition, teachers are given the opportunity to attend summer workshops such as Kagan Structures, College Board Advanced Placement training, and training specific to individual course needs. Teachers and counselors access instructional strategies training at Seminole Community College and University of Central Florida. Teachers and students benefit from Critical Thinking Days, when the entire day is focused on vocabulary, reading and thinking strategies through a common high interest article.

Because of Seminole County policy, common assessments in core content areas are the norm. In non-core areas, teachers often share lesson planning and assessment to ensure horizontal alignment. In addition, departmental meetings and sound communication between teachers of the same courses share materials, plans, and ensure that there is a common expectation for outcomes. Dual enrollment courses, industry certification, and advanced placement coursework all by design require strong alignment to the standards to pass muster of the community college, certification exams, and advanced placement exams.

Artifacts:

Professional Development Calendar
SCPS School Calendar
Curriculum Design
Literacy Leadership Team
Technology trainings
Literacy trainings
SRI Testing
Write Score Inc Progress Monitor
Oral Reading Fluency
Intensive Reading classes
CPM Math Curriculum Training and Classes
Critical Thinking Days
AP /College Board qualified courses
Course syllabi
College prep courses
Tutoring by cluster area weaknesses –Goal Setting
Rubrics for technology-based learning projects (pod casts)

Web-design projects

<http://croomsaoit.org/guidance.html>

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

Crooms Academy of Information Technology was developed on the premise that as a magnet school of information technology, the focus would be research based instructional strategy, innovation, and cutting-edge technology. Crooms has the advantage of a faculty made up of almost 20% National Board Certified Teachers, and 62% of staff with advanced degrees, and as such have deep knowledge and continuing commitment to research-based instructional strategies. Some of the research-based strategies employed by Crooms faculty are as follows:

- Kagan Structures- Almost all teachers have attended Kagan Cooperative Learning trainings and follow-up in service provided by district level personnel here at Crooms. In addition, at least one third of the staff has attended Kagan training provided by the Kagan organization. At a faculty workshop, staff members were provided a Kagan Cooperative Learning Manual along with a SMART Card and Higher Level Thinking /Group-making spinner. Kagan cooperative learning structures are intended to engage students in active learning. The Kagan SMART Card serves as a quick reference that helps teachers apply the PIES principle: Positive Interdependence, Individual Accountability, Simultaneous Interaction and Equal Participation.
- Understanding by Design – Several years ago, Crooms committed to the “Backwards Planning” lesson plan model designed by Grant Wiggins and Jay McTighe. This model requires that teachers begin with the desired results or standard(s) to be addressed, then identify assessment evidence, and then develop the learning plan.
- Assessment- Teachers at Crooms utilize portfolio assessment, rubrics, and alternate and assessment methods such as integrated project to determine if a student has met desired learning goals. The goal here is to use assessments to improve teaching and learning versus diagnosing students. School policy prohibits usage of the “zero grade” concurrent to the work of Doug Reeves and Robert Marzano.
- Laptop School- At Crooms every student is issued a state of the art laptop computer for his/her usage at school and home. Software supporting each academic class is loaded on according to grade level need. Parents receive training prior to the laptop being issued. Students are then given lessons across disciplines regarding laptop etiquette, care, safety issues and responsibilities. Teachers routinely receive training regarding software applications and management of laptop classrooms. The technology facilitator also meets with teachers individually to ensure their specific concerns and needs are addressed.
- Developing Academic Background Knowledge –Teachers have received Reading Professional Development regarding the need for developing Academic Background Knowledge for specific subject areas pursuant to the work of Robert Marzano and Rick DuFour. Word Walls are evident through out the school, and teachers in content areas are encouraged to utilize pre reading strategies to ensure that students have sufficient academic background knowledge to address an academic task. All science and social studies as well as a number of technology teachers have received extensive content area reading training. Two of the vocational teachers are fully reading endorsed.
- Seven Disciplines of Effective Schools- Tony Wagner’s Seven Disciplines of Effective Schools guide the planning of administration and staff. Last year, faculty and staff worked to develop a Common Vision of Success by developing what Effective Teaching is at Crooms. After several early Wednesday professional development workshops where teachers and administration worked in round robin fashion to shortlist effective practices, a common vision emerged. The instructional coach condensed those practices to a document, What Good Teaching Looks Like at Crooms, which has been made visible to all stakeholders via posters and the website. This document is a good indicator of best practices relating to climate and instruction that enhances the likelihood of student achievement.
- Reading in the Content Areas- The goal at Crooms has been for all content teachers to become trained in reading strategies. As a result, all staff members receive frequent in service training via early Wednesday

workshops. In addition, seven teachers are fully endorsed in Reading, while fourteen more have had substantial reading strategy instruction, albeit falling short of full reading endorsement. In addition, weekly advisement lessons are an innovative way of using data-driven instruction with activities that engage all students while learning. For example, after their regular 20 minute SSR (reading) period, students might spend a weekly advisement period on how to better use the Blackboard learning website, accessing FCAT Explorer practice tests, saving documents on a student professional portfolio, or further learning a literacy strategy that can be practiced in every class. Weekly advisement lessons also prioritize using technology in an effective and appropriate way.

- Full Inclusion of ESE and ESOL Students- All Exceptional Education students and ESOL students are fully included in all coursework. These students therefore receive instruction at the same level as their standard or honors level counterpart. The classroom teacher makes accommodations appropriate to the individual student. The inclusion specialist (ESE) provides support by meeting with the students each week, providing strategies for learning, monitoring grades, and proctoring quizzes and tests in a more restricted environment when necessary.
- Literacy Leadership Team - A representative from each department is trained (if they are not familiar with a strategy), to use a specific instructional strategy or structure. The representative subsequently shares the strategy/structure in the next department meeting. The expectation is that every teacher will incorporate the strategy into their content, ensuring that literacy is not just the responsibility of the reading teachers

Artifacts:

Weekly advisement lessons

Literacy strategies of the month

Kagan cooperative learning structures

Sustained Silent Reading

Blackboard learning

FCAT Explorer

Student professional portfolios

Literacy Team meetings

“What Good Teaching Looks like at Crooms” poster

First Class

Weekly school news

Faculty “shares” drive

Professional Development

Kagan workshops

Kagan SMART cards

Kagan Higher Level Thinking cards

Kagan Group Formation spinners

Kagan PIES chart

Bell-to-bell instruction

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

The processes that are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum are seen in several ways: monitoring of teacher lesson plans and implementation of lessons (classroom walk-throughs), analysis of student performance data, provision of effective professional development opportunities for all teachers, extensive communication between home and school, and a continuous improvement model for individual professional development (IPDP).

At the beginning of each school year, every teacher is given access to their previous school years’ student performance data available on the SCPS secure site: Electronic Student Performance Profile (ESPP). There is an

Employee Information System (EIS) link where county teachers can access lowest quartile reports and risk factor reports for struggling students. After analyzing this information, teachers set instructional goals for the year. These goals are addressed during the preplanning period. After the first quarter of the school year and implementation of learning strategies, teachers can determine if progress is being made with the progress monitoring assessments. Administrators, district personnel, and the Reading coach frequently monitor specific curricular programs for fidelity and effectiveness. The instructional coach also models strategies to ensure that teachers have a sense of confidence in delivering strategies.

Artifacts:

<http://www.scps.k12.fl.us>

EIS

Administrative evaluation

Classroom walk-throughs

Reading plan for coaching

IPDP

ESPP

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Crooms provides every student access to comprehensive information, instructional technology and media services in a fashion truly unique to high school environments. Every student is issued a laptop computer, as is every teacher. All classrooms are equipped with an LCD projector, scanner, printer, and Smart Board, or Smart Symposium. There are additional desktop computers for administrative tasks, and for student use. In addition, most classrooms have a MAC computer for graphics. Crooms has seven specialized labs, including Intro to IT Lab, Computer Programming, Cisco Networking, A+ Computer Maintenance and Repair, Advanced Software Applications, Digital Music and Web Design. A Television Productions Lab is under development. Teachers are provided training in pod casting, wikis, digital video and sound. School wide tools available to all stakeholders include an up-to-date school calendar and schedule; an internal communication network (First Class Email); a network for parents (Parent Information Network) to access student grades; Blackboard, a curricular website tool; a technology repair system to keep the network functioning optimally, and many other valuable resources. Scanners, cameras and video scanners are available to students to augment the capabilities of their laptops. A MAC Lab is also available for student technology projects requiring extensive graphics. Students also have access to a full service media center and media specialist who provides information via links to the Horizon database of all media center resources in the county, the Florida public library system, online research subscription databases and video clip websites. World Book Online, EBSCOHOST, Thomson Gale and CultureGrams are available from school or home. The media specialist provides instruction on locating and using resources to support classroom instruction.

Artifacts:

School Website <http://croomsaoit.org/>

Media resources

http://sites.croomsaoit.org/media_center/

Technology Plan 07

Overall Assessment:

Highly Functional: The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Highly Functional

Evidence Provided:

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Highly Functional

Evidence Provided:

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Highly Functional

Evidence Provided:

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Operational

Evidence Provided:

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Highly Functional

Evidence Provided:

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Highly Functional

Evidence Provided:

4.7 Demonstrates verifiable growth in student performance:

Highly Functional

Evidence Provided:

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Evidence Provided:

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Assessment of student performance is available to faculty through a number of methods. Primarily, FCAT, SRI, SAT, and ACT results are available through the district's SASI student data system. This system feeds the Electronic Student Performance Portfolio system (ESPP) and Employee Information System (EIS), to which staff members have secure access. In addition, the administrative team shares school wide data in a variety of ways. This year, each teacher was provided a "data" book with data regarding each subgroup and trends toward progress or regression. The data was reviewed in round robin fashion, and each department was asked to target goals based upon identified needs specific to their coursework. Periodically, teachers meet with administrators or Instructional Coach individually to analyze student performance and work and adjust instruction accordingly. Previous scores are compared with most recent scores on various instruments in an effort to determine strengths and weaknesses in overall student performance. Assessments are used for focusing attention on a school wide plan of action. The following assessment instruments are used:

- Discovery Inc. Think Link Progress Monitoring /Math

- Write Score, Inc. Progress Monitoring in Reading, Writing, and Science
- FCAT Math
- FCAT Reading
- FCAT Science
- Oral Reading Fluency
- Scholastic Reading Inventory (SRI) Lexile Level
- Preliminary Scholastic Aptitude Test ((PSAT)
- Scholastic Aptitude Test (SAT)
- American College Testing (ACT)
- College Placement Test (CPT)
- Various Industry Certification Exams

Listed below are examples of interventions employed:

1. Intensive Reading
2. Intensive Math
3. Participation in Honors or Advanced Placement Coursework
4. Prescriptive teaching methods: Rewards Reading, Read 180, CPM math
5. Use of Lexiles to direct selection of appropriate reading material
6. Student Personal Goal Setting Activities
7. College Placement Math Course
8. College Placement English/Accuplacer – English IV
9. SAT Online Course logins for all upper level students
10. Senior Rewards Motivational Program- SAT
11. Junior Rewards Motivational Program - SAT
12. Daily Silent Sustained Reading
13. Advisement period with FCAT benchmark lessons.
14. Academic Advocates for lower quartile students
15. Explorers Club Program.
16. Extensive After-school Tutoring for Reading and Math.

Artifacts:

Junior Rewards Motivational Program – SAT
Advisement Schedule
Student Goal setting
School accountability report
Crooms Reading Plan
Crooms Writing Plan
Technology certifications <http://croomsaoit.org/certification.html>

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Administrators review data as it becomes available and then share it with department chairpersons and teachers. Progress monitoring results are shared with staff upon receipt. Conferences are coordinated to analyze results. Staff regularly reviews assessment results to ensure understanding of the implications of the data. The district provides each teacher with secure access to the Electronic Student Performance Profile (ESPP) System, or Employee Information System (EIS), where student data is provided organized by class. The most current assessment data is uploaded to this site three times per year. Additionally, results of many assessments are

placed on a shared staff directory on our server so that all faculty members have immediate access to the information.

Students are encouraged take ownership in their progress by being regularly updated on their assessment results and tracking their progress through data charts and self-reflection. Using data, students make a plan for success. In addition to the quarterly district progress reports, students receive individual progress reports bi-monthly through the First Class email system.

Assessment data is also disseminated to parents through conferences, call-outs, and letters from the school, regular progress reports e-mailed to their parent e-mail accounts, and through the Parent Information Network (PIN). Assessment data is regularly reviewed at the district and state level to be sure that Seminole County School District and the Florida Department of Education's educational goals are being met and to assess the viability of district and state sponsored programs. Our Business Advisory Council (BAC) provides input for industry based skills and performance.

Artifacts:

AP Test results by subject for each high school in the district

FCAT results each high school in the district

Student Incentive Plan

Parent Information Network

Business Advisory Council

3. How are data used to understand and improve overall school effectiveness?

Data provides the direction for school improvement plan. Results from a variety of measures are compiled each year to determine areas that warrant additional attention, need improvement as well as to determine where progress has been made. The administrative staff sorts through data to ensure appropriate student course offerings, placement, and needs for teacher training. Data is shared with faculty, comparing actual progress with what was anticipated, to determine root cause for lack of progress, develop appropriate interventions, and establish a plan for implementation. Progress toward these goals is monitored throughout the year, adjusting as needed. Progress Monitors generate data on specific standards, which is then analyzed and used to focus teaching in critical areas. Data is used to determine students at risk for regression and non-proficiency, and students in the lowest 30%, and those students are provided an academic advocate. Data is also provided to students so that there is ownership and an expectation to participate in their own goal setting. Data is used for each teacher's Individual Professional Developmental Plan to generate goals for instructional efficiency.

Artifacts:

Write Score

FCAT practice questions

FCAT scores off EIS

SRI testing – Lexile scores

Discovery Think Link

Academic Advocate Information

Individual Professional Developmental Plan

4. How are teachers trained to understand and use data in the classroom?

All year opportunity for teachers to access student's data online, discuss implications, and develop plans to address needs is provided through individual conferencing with administration, department meetings, and during early release professional development Wednesdays. The administrative staff frequently provides overall school

data (Adequate Yearly Progress and Florida School Recognition Program) and reviews the data with staff. The latest accountability method has also been presented to the staff to begin orientation, and implications for Crooms relating to each measure discussed. Vendors of specific programs such as Write Score, Scholastic, and Weaver Instructional Systems for Education (WISE) have provided in-service training to content area teachers aimed at making the data useful to the teacher. Administrators, the Instructional Coach, and the Technology Facilitator all support teachers in understanding, using, and developing lessons aimed at data implications.

Artifacts:

Professional Development Calendar

Write Score Training

Scholastic RED Program

WISE reading support program

Overall Assessment:

Highly Functional: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

Evidence Provided:

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

Evidence Provided:

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

Evidence Provided:

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Highly Functional

Evidence Provided:

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

Evidence Provided:

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

Evidence Provided:

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Highly Functional

Evidence Provided:

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Highly Functional

Evidence Provided:

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Highly Functional

Evidence Provided:

5.10 Provides appropriate support for students with special needs:

Operational

Evidence Provided:

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

The Human Resources Department of SCPS advertises and recruits highly qualified personnel for Crooms Academy of Information Technology. The principal and the department chairpersons interview and select prospective candidates for support and faculty positions. The district has a mandatory induction program for new

employees. The Professional Development Department offers training opportunities for all SCPS employees. Classes are offered throughout the year and are available in instructional improvement, curriculum delivery, management skills, technology, multi-cultural education and a variety of other areas. School based professional development opportunities provide updates in the areas of literacy, critical thinking, technology (software and hardware), and progress monitoring. New teachers are assigned peer teachers, a specific administrator, and meet with the instructional coach and Technology Facilitator regularly. The administrative staff evaluates teachers and staff by walk-throughs, observations, and evaluations. In addition, the faculty sponsors several ‘team building’ activities throughout the year such as ice cream socials, scavenger hunts, gift exchanges, department retreats. These events, as well as an open door administrative policy, help retain staff at Crooms.

Artifacts:

NCLB School District and State Public Accountability Report

http://doeweb-prd.doe.state.fl.us/eds/nclbspar/year0708/nclb0708.cfm?dist_schl=59_251#teacher

Human Resources Employment Opportunities <http://www.scps.k12.fl.us/hr/vacancy.cfm>

Department of Teacher Certification Information

<http://www.scps.k12.fl.us/hr/certification.cfm>

Professional Development Calendar

Evaluation Forms

<http://forpd.ucf.edu/>

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

Every spring the department chairpersons provide input and submit financial needs for the following year to the principal. The principal is responsible for the allocation of financial resources and works within the SCPS guidelines to monitor all academic, student activities and athletic funds. Special allocations provide for upgrades to technology, laptops, literacy and the media center. Professional development funding allows teachers to attend AP, technology, reading, and subject area conferences. Funds are allocated to support the vision and educational plan for the school. There is assistance available for a teacher is request a Great Ideas grant from the SCPS Foundations program for special projects.

Artifacts:

Crooms Audit of Internal Funds

Funding Analysis 2008-2009

http://www.scps.k12.fl.us/schools/_doc/IA_0708_CroomsHS.pdf

Fiscal Year Report for Crooms Academy of Information Technology

http://www.scps.k12.fl.us/schools/_doc/IA_0708_CroomsHS.pdf School Financial Report

http://www.scps.k12.fl.us/schools/_doc/0607FinRpt_CroomsAcademy.pdf

2008-2009 School Improvement Report

http://www.scps.k12.fl.us/schools/_doc/Sip0809_CroomsAcademy.pdf

Total Program Costs per Student—Operating Funds

http://roi.fldoe.org/School/Program_cost.cfm?CFID=1443732&CFTOKEN=487b04569a827538-BBA36893-5056-8C3F-16CA5CD6194D3923

Grants for Great Ideas

<http://www.scps.k12.fl.us/FoundationNew/grant4great.cfm>

3. How does the leadership ensure a safe and orderly environment for students and staff?

The SCPS Classroom Emergency Procedures Guide is distributed to faculty and staff at the beginning of each school year. Code Red, Yellow, and Blue as well as fire and tornado, drills are reviewed at meetings and practiced monthly. Security video cameras, a security guard, and a school resource officer keep watch over the building and campus. Teachers provide bell-to-bell instruction and hall passes are limited. Staff and administrators supervise students in all areas of the campus before school, during lunch and for after-school activities. Crooms provides a safe environment for students and staff by maintaining a secure and clean facility. One custodian is on staff during the day to address any emergency facility needs and a team of five custodians work in the evenings to prepare the school for the next day. If the facility is in need of repair, work orders are sent to the county and work is addressed in a timely manner. The school uniform policy enhances the safe and orderly campus.

Artifacts:

Emergency Plan

Crooms Emergency Procedure Quick Reference Guide

Health Department Report

Crooms Handbook

Internet Safety document

Crooms Work Order Log

Discipline Referral Form SCPS (shares)

Office of District Security

http://www.scps.k12.fl.us/safety_security/safety.cfm

Climate Survey 2007-2008 Results

http://www.scps.k12.fl.us/_doc/ParentClimateSurvey0708.pdf

Student Conduct and Discipline Code 2008-2009 & Spanish Version

[http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20\(PDF\)/597.02.pdf](http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20(PDF)/597.02.pdf)

Discipline Procedures Manual 2008-2009

[http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20\(PDF\)/597.02.pdf](http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20(PDF)/597.02.pdf)

Transportation Services

<http://www.scps.k12.fl.us/transportation/transportation.cfm>

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Two guidance counselors, an ESE Inclusion Specialist and a Career Specialist provide services to meet the needs of students. Students have access to guidance counselors and resources before, during and after school. Information is disseminated through the school's website, First Class email, bulletin boards, classroom presentations and parent newsletters. Through the guidance plan, guidance counselors provide specific presentations pertinent to their grade level. The school provides services to students in the following areas: Gifted, Specific Learning Disabilities, Language, Speech, Other Health Impaired, Emotional /Behavioral Disorders, Visually Impaired, and Deaf and Hard of Hearing. Students are given provisions through the service delivery model of consultation and monitoring. All Crooms ESE students are mainstreamed. In consultation, the general education teachers and ESE specialist meet to plan, implement, and monitor instructional alternatives designed to ensure student success in all classes. In monitoring, an ESE teacher provides support, usually 15 minutes per week, to each ESE student.

Artifacts:

Exceptional Student Support Services

<http://www.scps.k12.fl.us/esss/esssmain.cfm>

Student Progression Plan

[http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20\(PDF\)/417.01.pdf](http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20(PDF)/417.01.pdf)

Manual for Admission and Placement for Exceptional Students 2008-2009

[http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20\(PDF\)/450.04.pdf](http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20(PDF)/450.04.pdf)

Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students

[http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20\(PDF\)/450.04.pdf](http://www.scps.k12.fl.us/schoolboard/_doc/Policy%20Files%20(PDF)/450.04.pdf)

ESOL Program Description

http://www.scps.k12.fl.us/esol/_doc/ESOLProgram.pdf

Guidance Services

<http://croomsaoit.org/guidance.html>

Overall Assessment:

Highly Functional: The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

6.2 Has formal channels to listen to and communicate with stakeholders:

Highly Functional

Evidence Provided:

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Highly Functional

Evidence Provided:

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

Crooms leadership ensures responsiveness to the community and stakeholder satisfaction in a variety of ways. In addition to the administration, the Tech Facilitator, Instructional Coach and Career Specialist are available for support, training and communication. The Media Specialist, department chairs, and Literacy Leadership Team also provide support to the school. Student success is the biggest indicator of stakeholder satisfaction, but the annual climate survey given to parents, students and staff helps determine areas of satisfaction and areas where improvement is needed. Parents and community members are available to support the vision and mission of the school. Stakeholders participate in many decision making committees such as Business Advisory Committee (BAC), School Advisory Council (SAC), Boosters, club sponsorships, Parent Teacher Student Association, (PTSA), and student organizations.

Artifacts:

Accountability Report
Climate Survey Results
Staff Leadership Roles
Business Advisory Membership
BAC Agenda October 19, 2007
Booster Club Members
School Advisory Council
Student Ambassadors
Literacy Leadership Team
Sample of Parent Orientation and training

2. How does the school's leadership foster a learning community?

All stakeholders are included in the fostering of a learning community. As a magnet of information technology, Crooms is by nature a model of continuous learning. The staff is offered and provided training, workshops and continual, ongoing professional development. Parent workshops are required for student laptops, and technology trainings are offered to parents and staff, such as Photo Shop, Windows 2007, Photo Story, and Internet Safety. The Literacy Leadership Team and departments meet monthly to address literacy needs and plan requested trainings. Leadership is continually analyzing assessment data and working with staff to modify instruction and receive the needed training. With the model of continuous improvement and the ever-changing world of technology, learning is a constant among all stakeholders. Crooms also has a strong partnership with the business community. Many special programs, including grade level career programs are offered to the students and

supported by the Dividends Program. Stakeholder participation in co-teaching opportunities or special programs such as

- Business Partner Opportunities for Involvement
- Special Business Partnership Programs
- Sanford Chamber of Commerce Computer Classes
- Internship Brochure
- Job Shadowing Program-11th grade
- Success at Work Program-10th grade
- Success Skills Program-9th grade
- Math Tutoring
- Reading Tutoring
- Website Parent Trainings
- Tech Fest Program
- Dividend Opportunities
- Dividend Orientation
- School web site

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

In addition to Business Advisory Committee (BAC), Parent Teacher Student Association (PTSA), Booster Club and School Advisory Council (SAC), Parent Information Network (PIN), and the Academic Advocates, Crooms utilizes a variety of avenues to communicate information to stakeholders about students, their performance and school effectiveness. Among these are the climate survey, the school's website; postings to Blackboard; providing messages via an automated telephone call-out system; publications (Initiative quarterly school newsletter and magazines); communication through First Class email; letters and flyers sent home, and parent conferences. Artifacts documenting communication tools include but are not limited to:

- Conference Summary Form
- Exceptional Student Support Services
- Parent Student Participation Form
- Parent Conference Input Form
- Electronic Student Performance Profile
- Parent Information Network (PIN)
- Weekly progress report
- Initiative - School Newsletter
- School Board High School Highlights
- SCPS Report to the Community
- Tech Prep Crooms Results Magazine article
- Success Magazine
- US News and World Report Article Top Schools 2007

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Highly Functional

Evidence Provided:

7.2 Engages stakeholders in the processes of continuous improvement:

Highly Functional

Evidence Provided:

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Operational

Evidence Provided:

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Highly Functional

Evidence Provided:

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Highly Functional

Evidence Provided:

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Crooms Academy addresses the major items for school improvement each year in the School Improvement Plan. For academic improvement, teachers, departments, guidance, and administration analyze test scores (FCAT, CPT, departmental progress monitoring) to assess needs and set yearly goals. Administration, guidance, and department chairs meet to make suggestions for improvement such as revising course content or creating new classes to cover specific core content. Teachers within departments collaborate and share best practices, develop common test items and grading rubrics, evaluate the results of common progress monitoring exams to revise course content, share anecdotal records to assess progress, and facilitate the development of student portfolios.

Twenty minutes a day, four days a week are set aside for silent reading. The Instructional Coach has provided content area classrooms with class libraries for students. On the fifth day, the same twenty minutes are devoted to “advisement period” when all of the classes work on a specific reading strategy, FCAT preparation, SAT vocabulary activity or school wide activities. Additionally, twice a year the entire school participates in Critical Thinking Day when a high interest article is read, studied, and analyzed using specific school-wide activities each period of the day. Students read, study, and analyze the article using a variety of reading strategies directed by the Instructional Coach. Teachers reflect on the results to improve their instruction and the next Critical Thinking Day.

Crooms is actively trying to close the achievement gap between the higher and lower achieving students. The “Achievement Gap” handout summarizes the many activities that are provided at Crooms to improve student progress.

The above process have manifested into consistent and considerable learning gains on FCAT Reading, Math, and Writing, including the lowest quartile students having the highest learning gains in the district. Additionally, AP scores have significantly improved over the past year.

Artifacts:

Advisement Plan Samples

Critical Thinking Day Summary

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

The school's vision is "to build a culture of excellence and success for every student". Each year as improvement goals are set, the process is to examine the school's data set against proficiency standards of the Florida Comprehensive Achievement Test, No Child Left Behind, industry certification results, and college entrance exams. These standards have been validated as providing a suitable skill set for high school graduates as they move toward post secondary education and work place requirements. Careful attention is given to content/proficiency areas that are identified as needing school-wide focus. Teachers also receive data results from their specific classrooms, which allow them to prepare professional development and instructional strategies for the coming year.

Artifacts:

School Improvement Plan

FCAT Results

NCLB Report

College Entrance Exams Reports

Industry Certification Reports

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

Utilizing student data, emphasizing achievement needs (e.g. FCAT scores and progress monitoring tests) Professional Development (PD) at Crooms proactively emphasizes research-based reading strategies, associated study skills, and effective instruction and assessment of writing. In addition to the emphasis on reading, teachers have been trained in collaborative learning strategies, cooperative project-based learning, and utilizing student achievement data. Training is provided to all teachers, especially those new to Crooms, in the use of the available technology programs: Blackboard, Beyond Books, TurnItIn.com, Smart board software, First Class email. Both the Instructional Coach and Technology Facilitator work with individual teachers in and out of the classroom to provide expertise and support.

Teachers meet two Wednesdays a month, using one-hour early release time for staff development workshops. Professional Development is been offered as a round robin rotating meeting schedule to afford teachers the ability to select a topic. At other times, we meet for full faculty workshops. Three-hour after-school special topic workshops are offered 3 to 4 times a year. Emphasis has been given to reading and thinking strategies as well as the use of online software (Beyond Books, United Streaming, Blackboard, SAS in Schools and others) and technology integration (Smart board, Web 2.0, podcasting).

As the budget allows, teachers attend conferences and workshops such as FETC, Kagan, AP Workshops, International Reading Association, and CAR-PD Academy. Junior and senior faculty members met in a daylong retreat to brainstorm strategies and produce a plan to support the vision of creating a culture of excellence. At the end of the year the staff gathers for the annual "Good, Bad and Ugly" Session. This is an opportunity for the staff to reflect over the year as a whole and evaluate what worked well and what changes are needed. This reflection is an integral piece of continuous improvement.

Artifacts:

Professional Development Calendar

Junior/Senior Excellence Retreat

Summary of Conferences and After-School Professional Development Workshops

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The school improvement plan, exemplified through the goals and objectives, is developed with input from various stakeholders of Crooms Academy of Information Technology, thus assuring a high level of agreement. The School Advisory Council plans with administrators and faculty to meet the specific needs of students as well as follow the federal, state and district policies. Updated annually, the goals and objectives are quantifiable, reflect accountability, and are measured for success. Administrators require weekly lesson plans using the Understanding by Design template, from faculty making use of appropriate state standards, differentiated instruction, and student engagement. The leadership team ensures implementation of planned lessons through periodic walkthroughs, observations and evaluations.

Open lines of communication with stakeholders are achieved by presenting the school goals and objectives to various stakeholders such as faculty, students, parents, community and the Business Advisory Council. A school newsletter, InITiative, is mailed and posted to the website four times a year. Every parent, student, and staff member has an email account within the school's closed system, allowing teachers to email progress reports to parents approximately every two weeks. Information is disseminated to parents and students through the website, email, letters, and mass call-out.

Artifacts:

Administration plan/calendar for observations and evaluations

Evaluation forms

Walkthrough guide

Overall Assessment:

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

As we reflect on our responses to the standards, there are several themes that cut across the seven standards: 1) A focus on research based practices throughout the disciplines, 2) A significant focus on “doing things better” or continuous improvement with significant use of progress monitoring, professional development, and peer coaching 3) A commitment to the achievement of all students, and 4) a focus on standards based instruction. We believe that these areas of focus typify Crooms.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Clearly, one of our greatest strengths is our small size. As a small school, we are able to fully implement initiatives, collaborate and assist colleagues with formal and informal professional development, and meet the individual needs of all students in a prescriptive fashion. An appropriate way to demonstrate this strength is to quote a stakeholder, a parent, in a recent letter, “...the student population demonstrates a higher level of acceptance and cooperation amongst themselves than at other local schools. I attribute this to the leadership of the administration and staff at Crooms. It is obvious that you see each individual’s potential for academic success. Cooperation, support, and choices are reinforced continually. I believe in that this culture helps the students realize that they can all succeed.”

Due to the strength of our focus and commitment, we have earned an ‘A’ grade for the past three years and we are the only high school in our county that would earn an ‘A’ under the new grading rules.

What would you consider to be your school's greatest challenges?

Ironically, as a result of school size, meeting the needs of our very diverse population is the school’s greatest challenge. Teachers at Crooms Academy of Information Technology typically teach the gifted, specific learning disabled, Advanced Placement students, as well as English language learners. Many teachers are also dually certified; teaching two to three preps. Crooms Academy continues to support a rigorous academic curriculum and maintain the technology focus. We continually revisit our mission: “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.” The technology field is constantly evolving and as a technology magnet Crooms staff must stay on that cutting edge.

While these challenges have resulted in a uniquely skilled faculty capable of implementing a rigorous and relevant curriculum, it continues to be very challenging to meet this myriad of needs. Identifying, recruiting, and educating professional staff on the tradition of academic excellence and unique mission of the school while encouraging continued innovation is an imminent task that will require the cooperation and efforts of all stakeholders.

As a stand alone magnet school Crooms is entirely dependent on its reputation and grades to attract its student

body. Students who elect to attend Crooms, travel across the district from 10 other high school zones to attend. Consequently, parental involvement is a constant challenge.

In addition, we face the demand of meeting the requirements of the constantly changing state and federal accountability formulas and mandates. Maintaining the focus on every student's success at any level is the best way to ensure Crooms' success under the scrutiny of any formula.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

One of the greatest benefits and insights from self-assessment is to recommit to dependable processes that support and enhance the achievement of the mission of our school in the future. By establishing reliable, dynamic processes with investment by stakeholders, Crooms will continue to be a viable, relevant choice for students who are motivated toward a rigorous, technology-oriented curriculum. Revisiting the mission and the performance data systematically, will ensure a unified commitment and shared vision by all stakeholders. Further, reflection upon past practices, examination of academic outcomes, building on successes and connections of past performance with future goals, are practices that we encourage in students as valuable learning strategies, ones that can be equally valuable to our educational institution, and are inherent in the self-assessment process.