



Academy of Environmental Science



2016-17 Data

Demographic Information

	% Minority	% SWD	% ELL	% ED
2013-14	7.9	1.8	0	42.1
2014-15	7.8	1.7	0	47.8
2015-16	9.8	3.3	0	30.4
2016-17	9.9	2.5	0	38.3

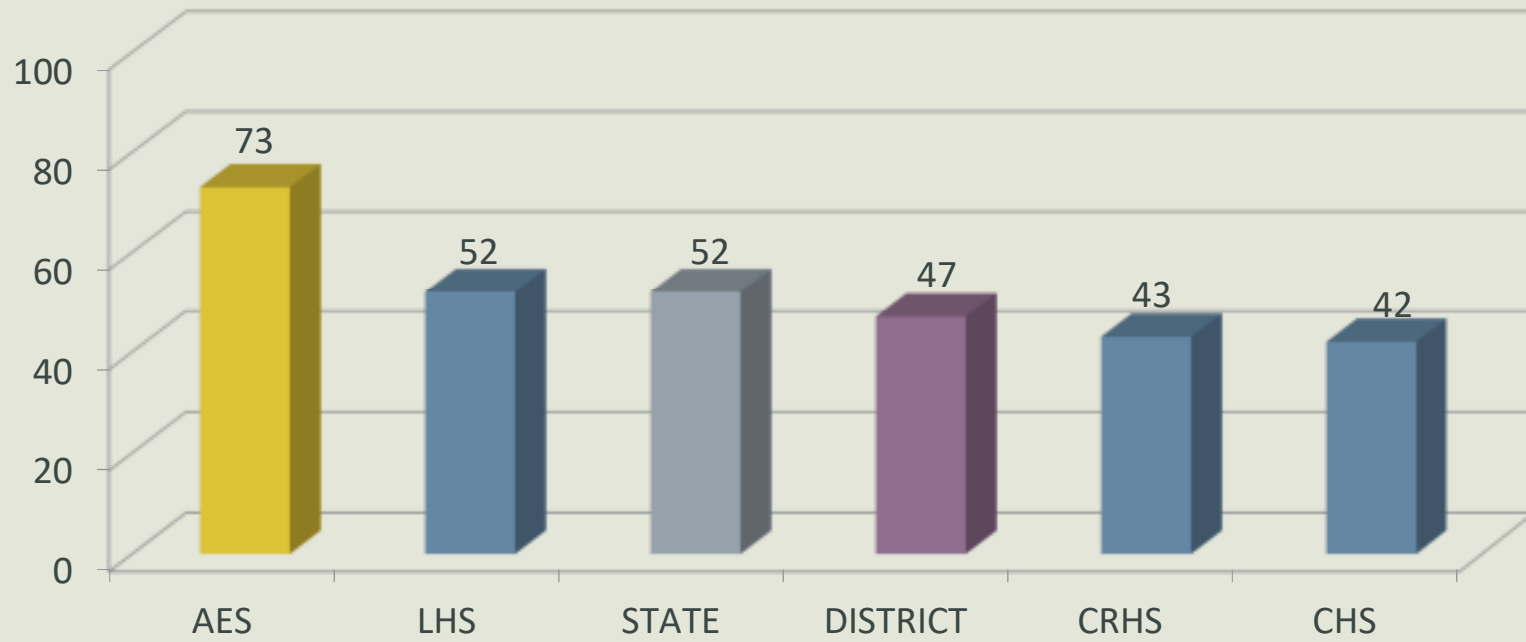
2015 - 2016		ACADEMY OF ENVIRONMENTAL SCIENCE GRADE						2016 - 2017			
English Language Arts		Mathematics (EOCs)		Science (Biology EOC)		Social Studies (U.S. History EOC)		*Graduation Rate	*Acceleration Success		
Achievement		Achievement		Achievement		Achievement		Overall, 4-year Graduation Rate	Percent of graduates who are eligible to earn college credit through passing AP, IB, or AICE exams; passing dual enrollment courses; or earning an industry certification		
76	73	63	54	93	91						
Learning Gains		Learning Gains		<div style="background-color: #4a7c9d; color: white; padding: 10px; text-align: center;"> <p>% of Total Points - 60% 2017 School Grade B</p> </div>							
45	73	42	26								
Learning Gains of the Low 25%		Learning Gains of the Low 25%		<div style="background-color: #4a7c9d; color: white; padding: 10px; text-align: center;"> <p>% of Total Points - 58% 2016 School Grade B</p> </div>							
46	90	42	10								

School Grade Scale

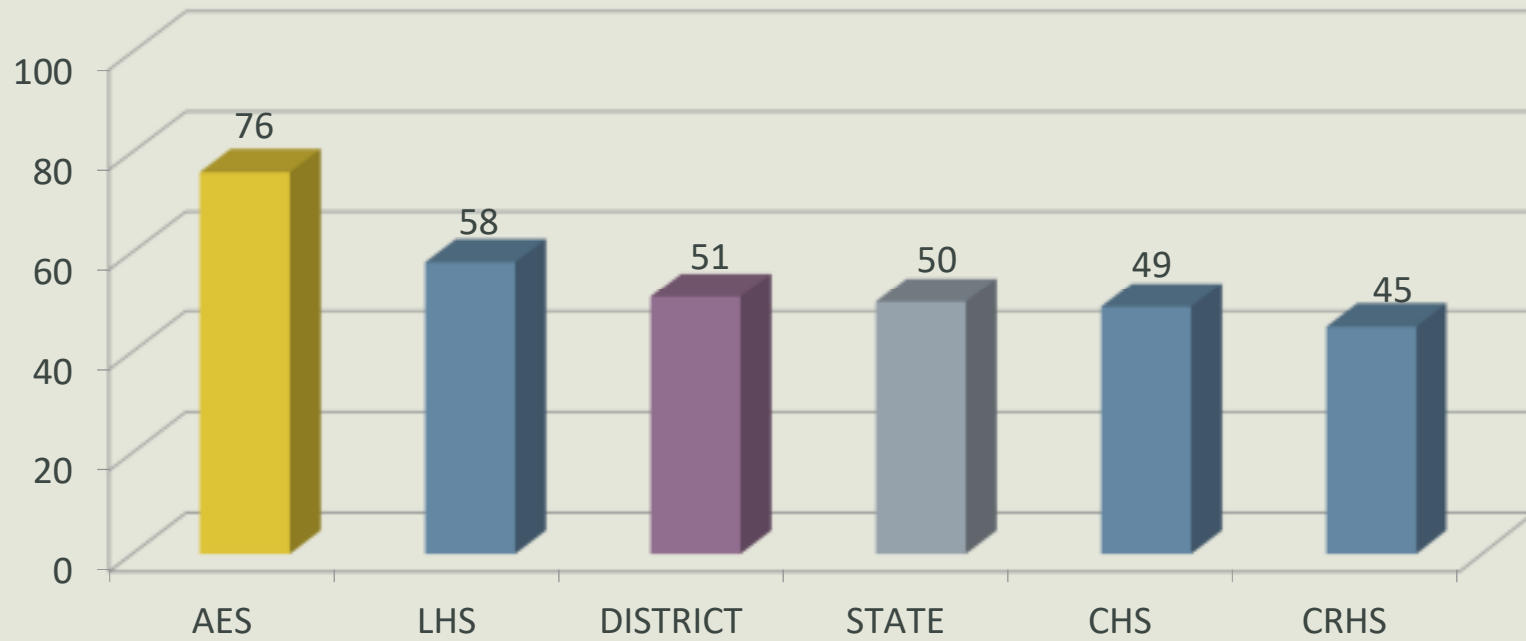
- A = 62% to 100%
- B = 54% to 61%
- C = 41% to 53%
- D = 32% to 40%
- F = 0% to 31%

2016 TOTAL POINTS = 407 (700 possible points)				2017 TOTAL POINTS = 417 (700 possible points)			
School Grade History							
2009 =	2010 =	2011 =	2012 = A	2013 = A	2014 = A	2015 = A	2016 = B

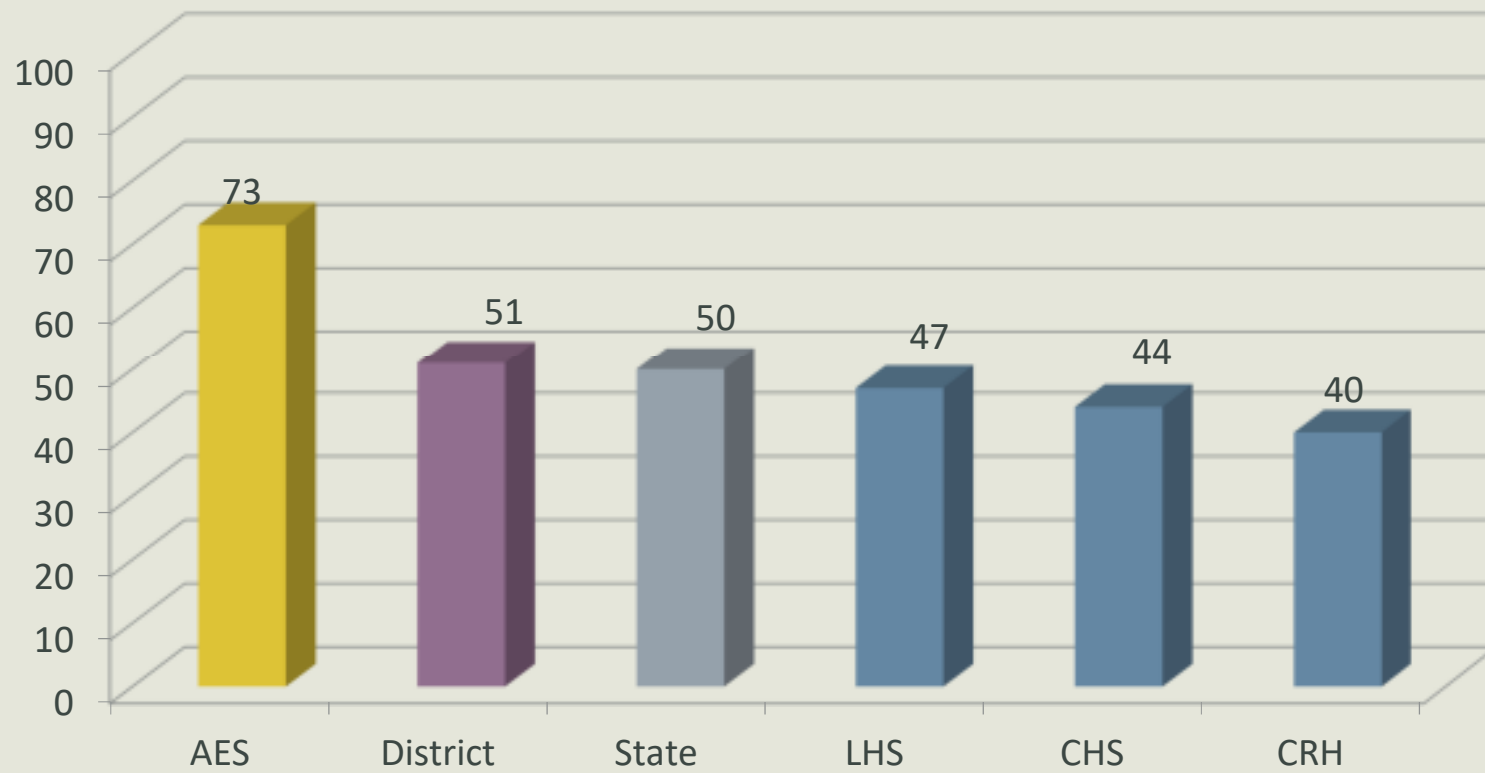
2016 – 17 FSA ELA: Grade 9



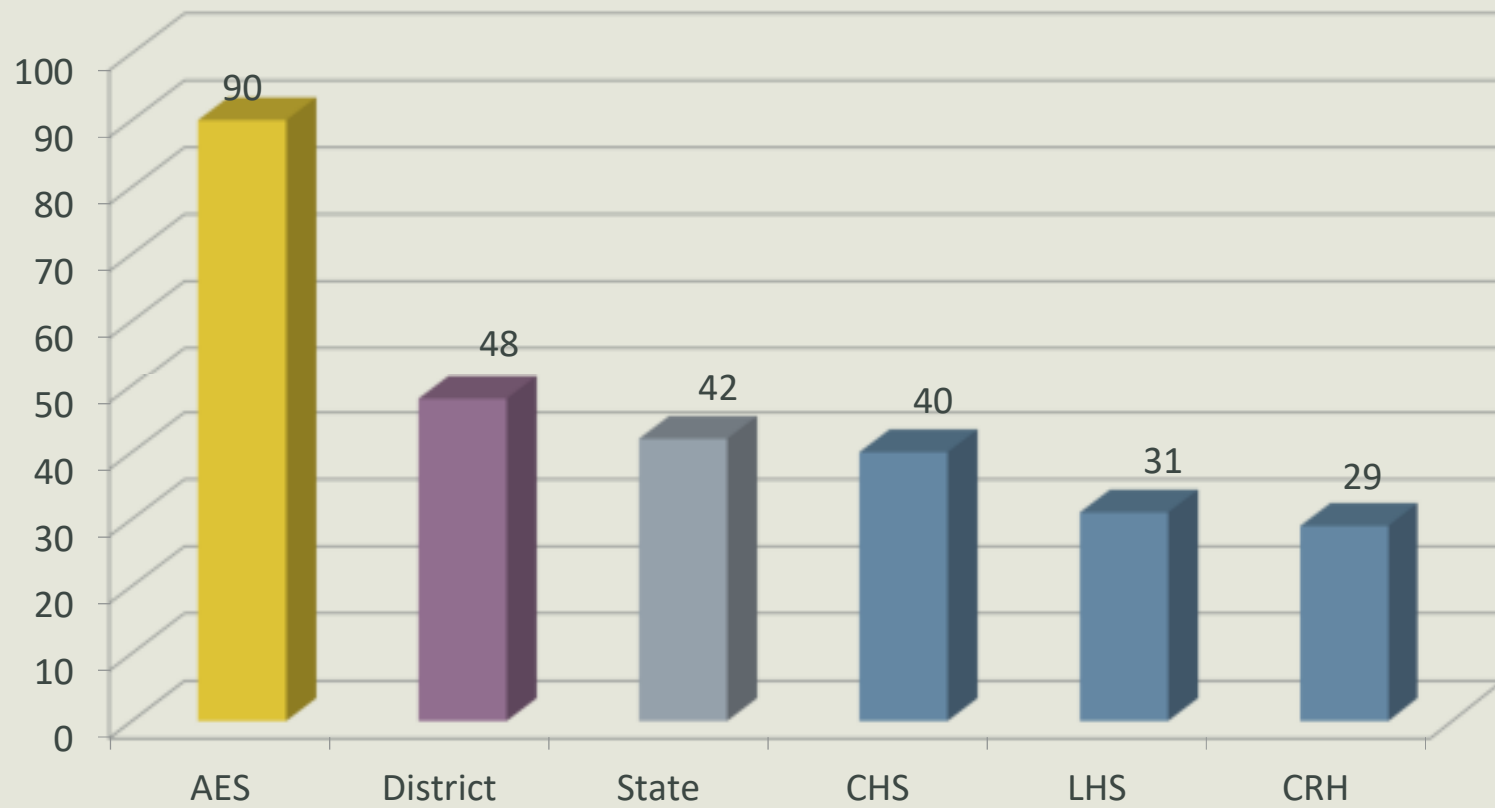
2016 – 17 FSA ELA: Grade 10



% Learning Gains in ELA



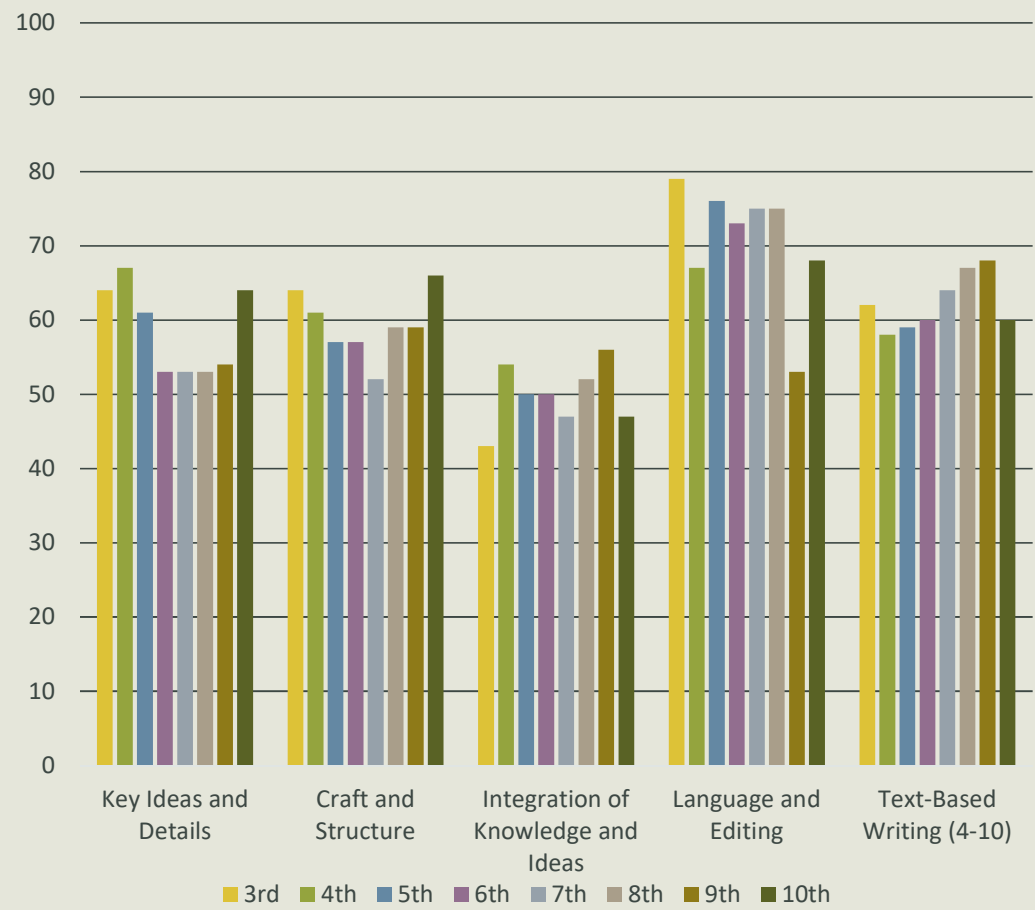
Learning Gains for Lowest 25% in ELA



2016 vs 2017 ELA by Cluster- Grades 3-10

2016

2017



9th Grade- ELA by Cluster

— = State Average

(Comparison of SAME Cohort of Students from 8th grade to 9th grade)

2016

8th Grade

2017

9th Grade



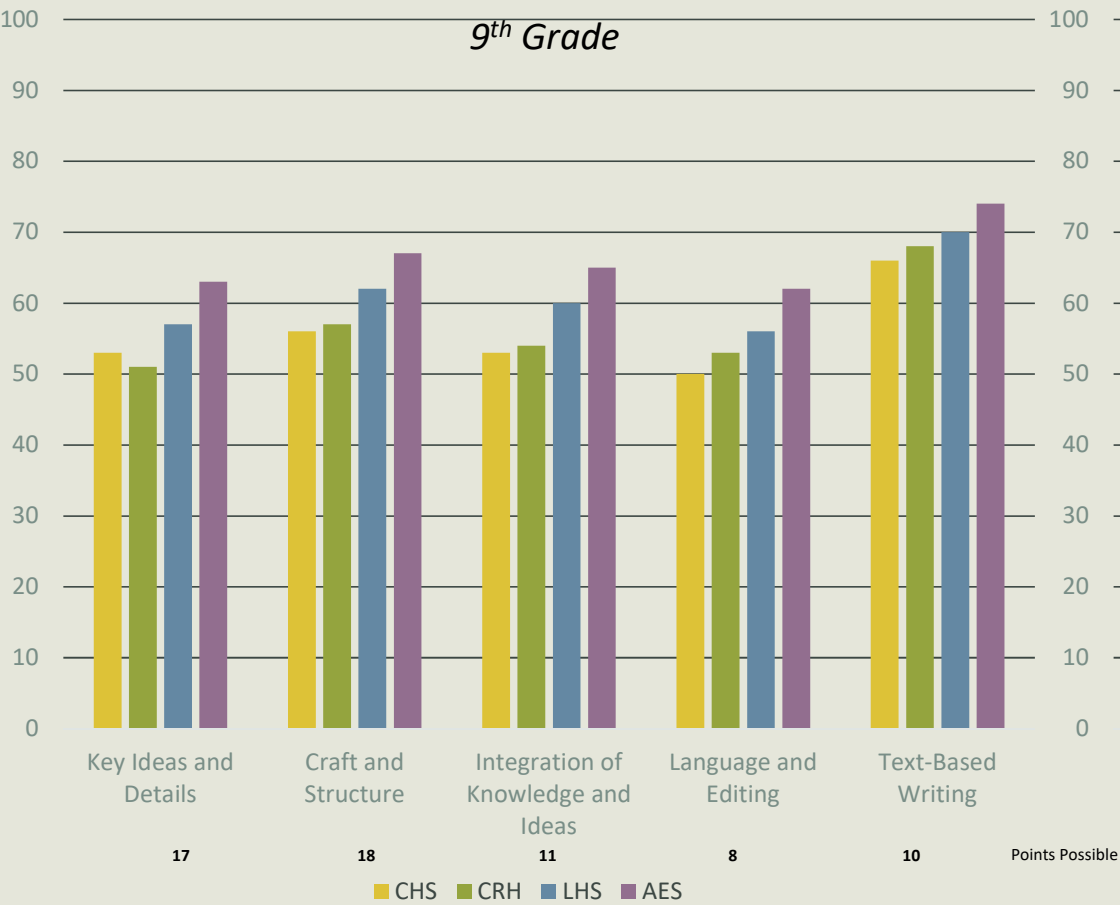
9th Grade- ELA by Cluster

(Different Cohort of Students)

— = State Average

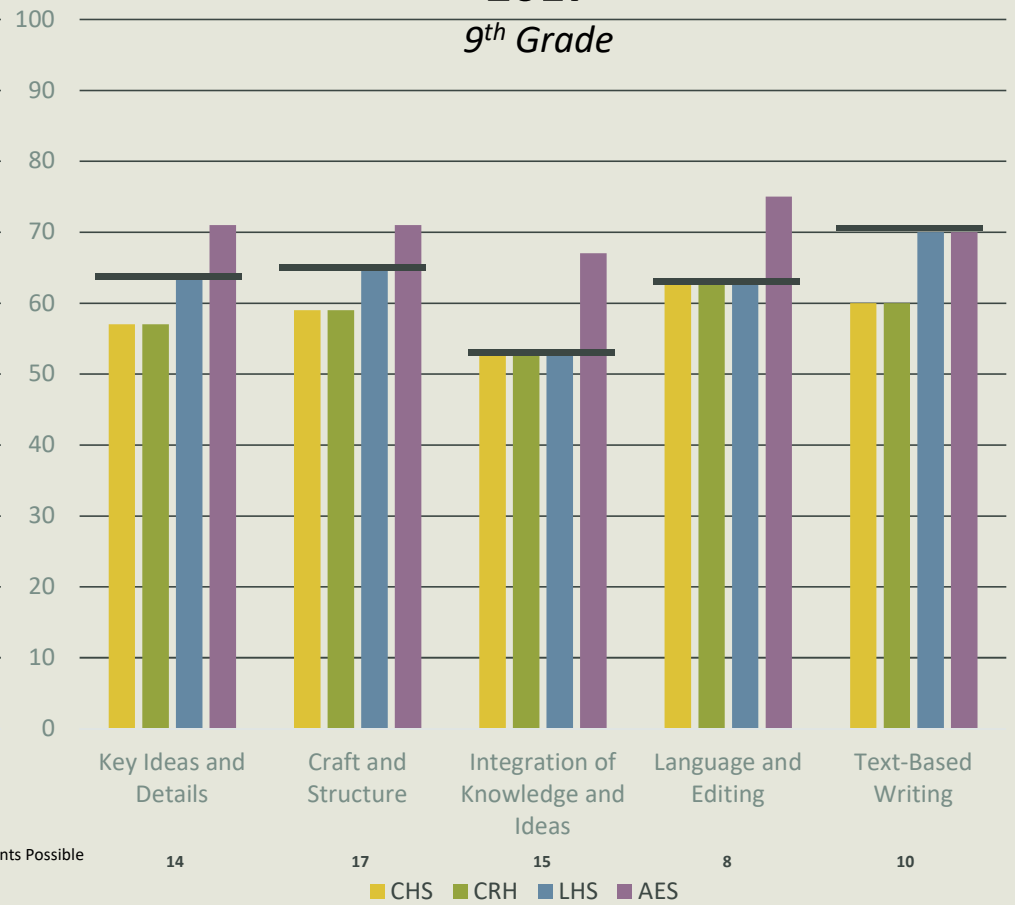
2016

9th Grade



2017

9th Grade



10th Grade- ELA by Cluster

— = State Average

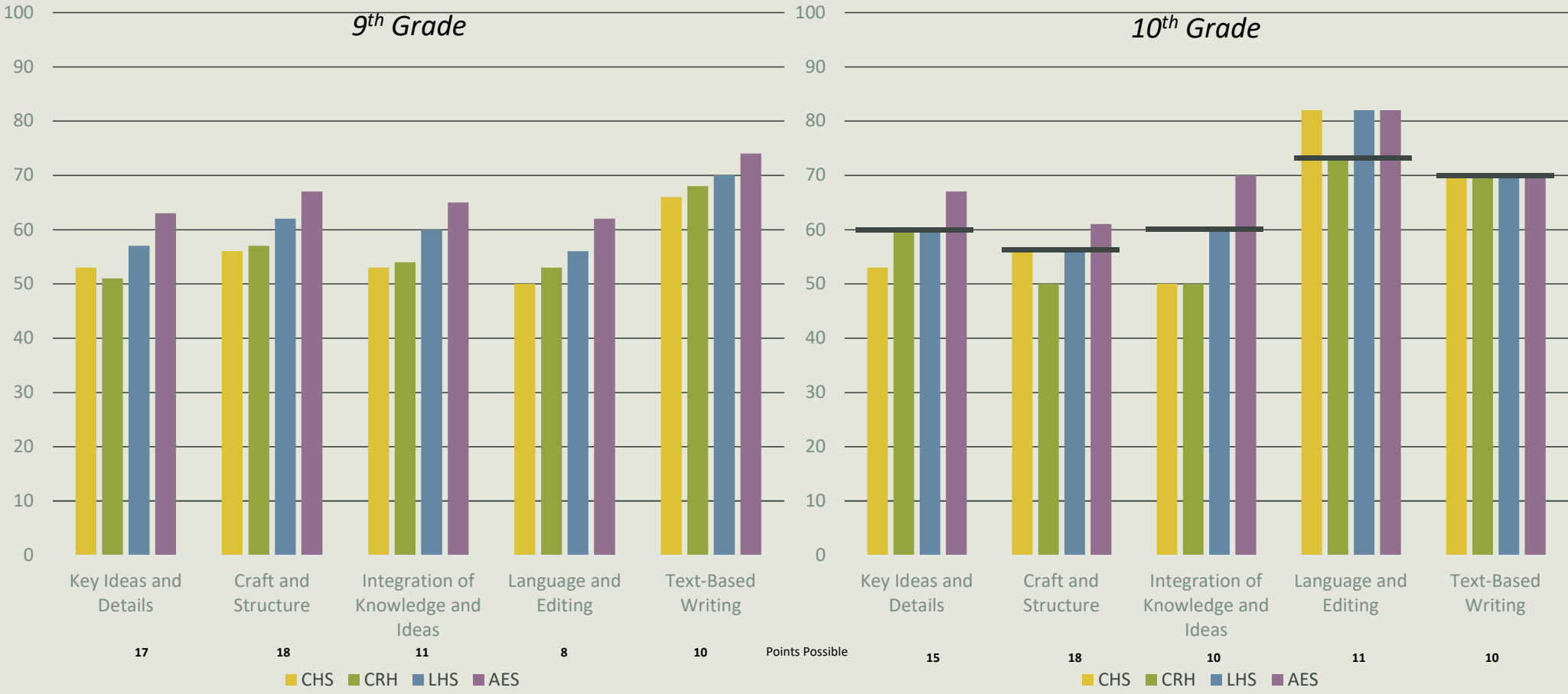
(Comparison of SAME Cohort of Students from 9th grade to 10th grade)

2016

9th Grade

2017

10th Grade



10th Grade- ELA by Cluster

(Different Cohort of Students)

— = State Average

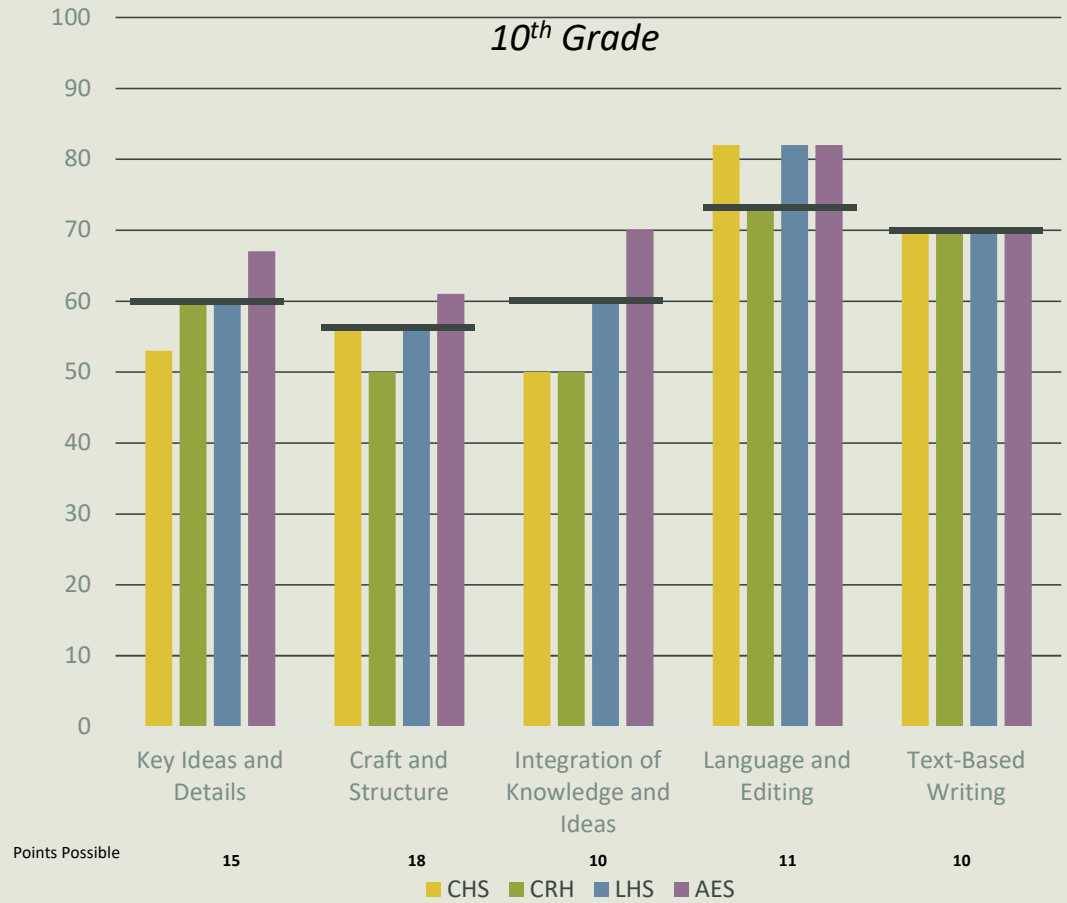
2016

10th Grade



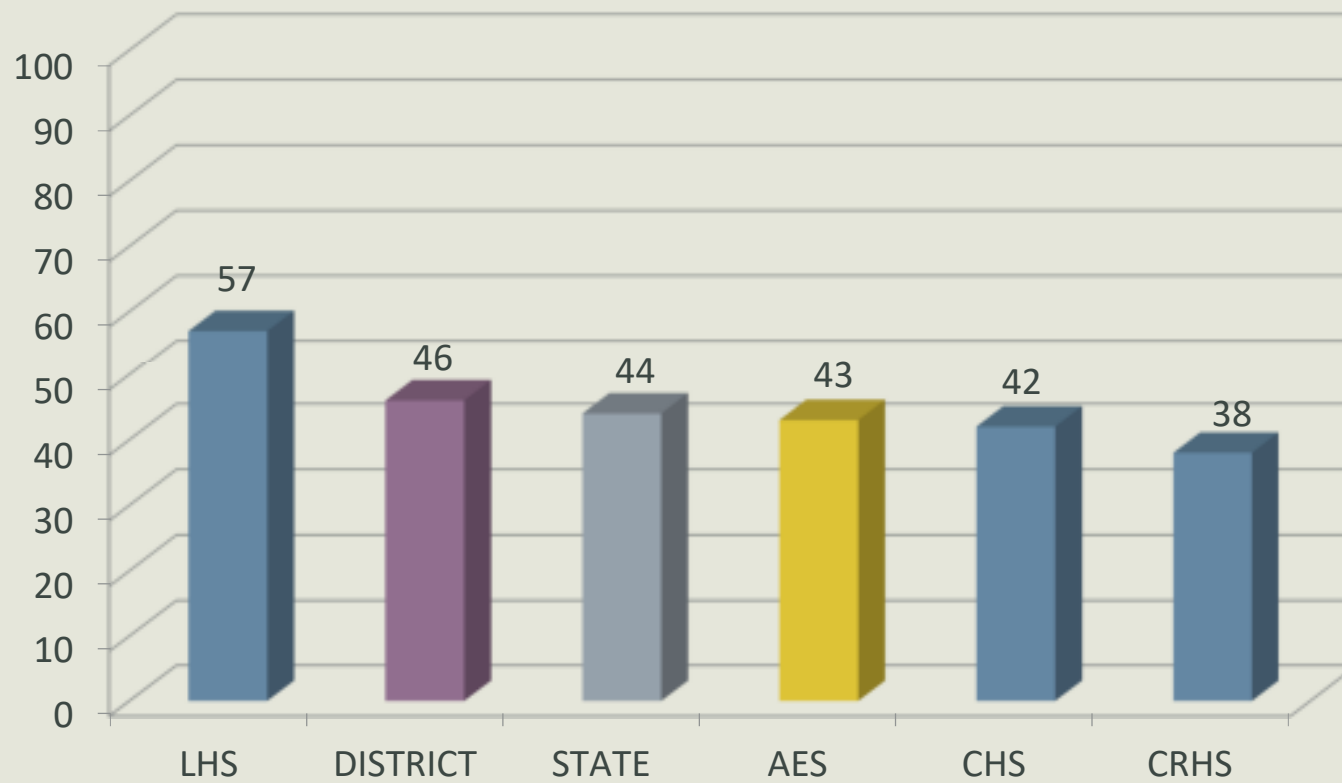
2017

10th Grade



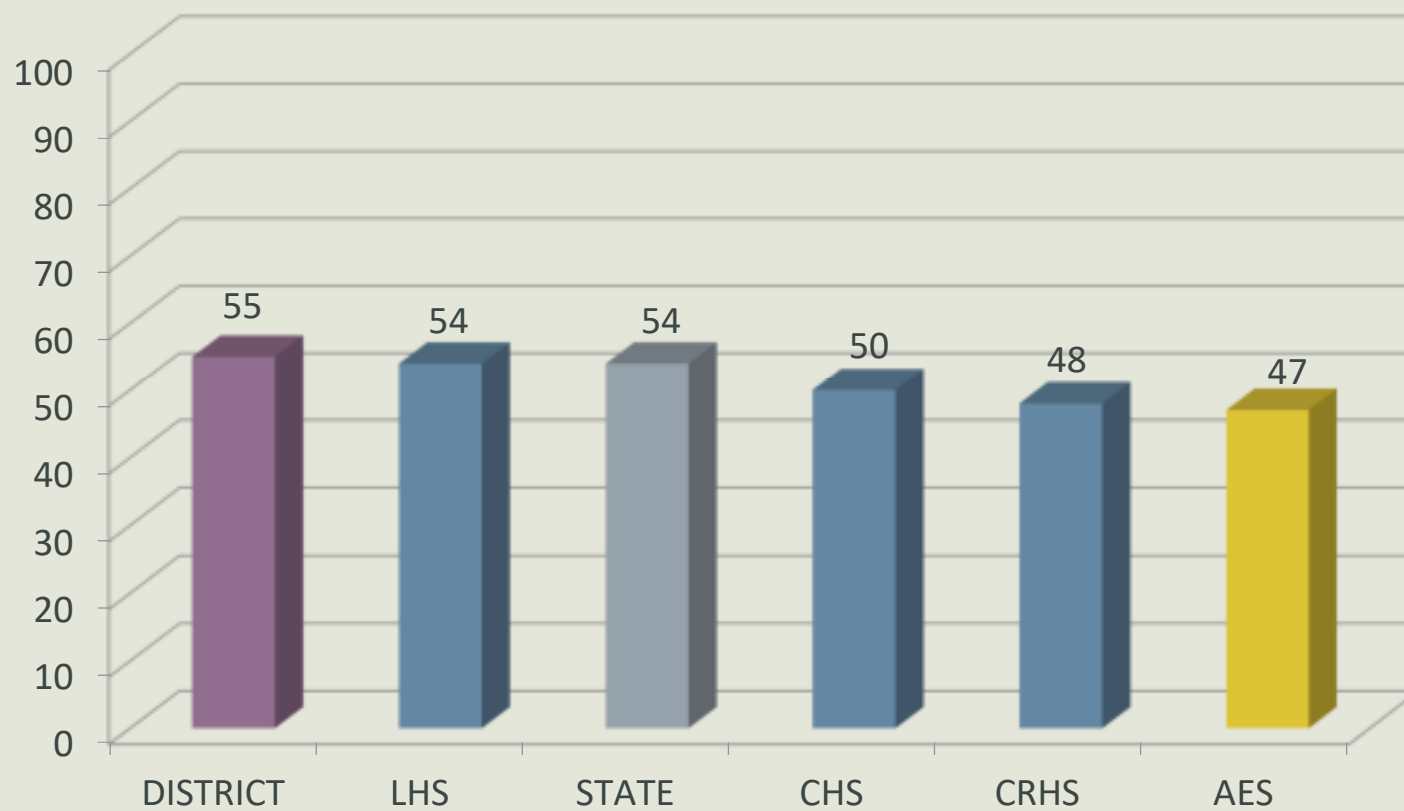
2016-17 Algebra 1: High School

(Winter and Spring)



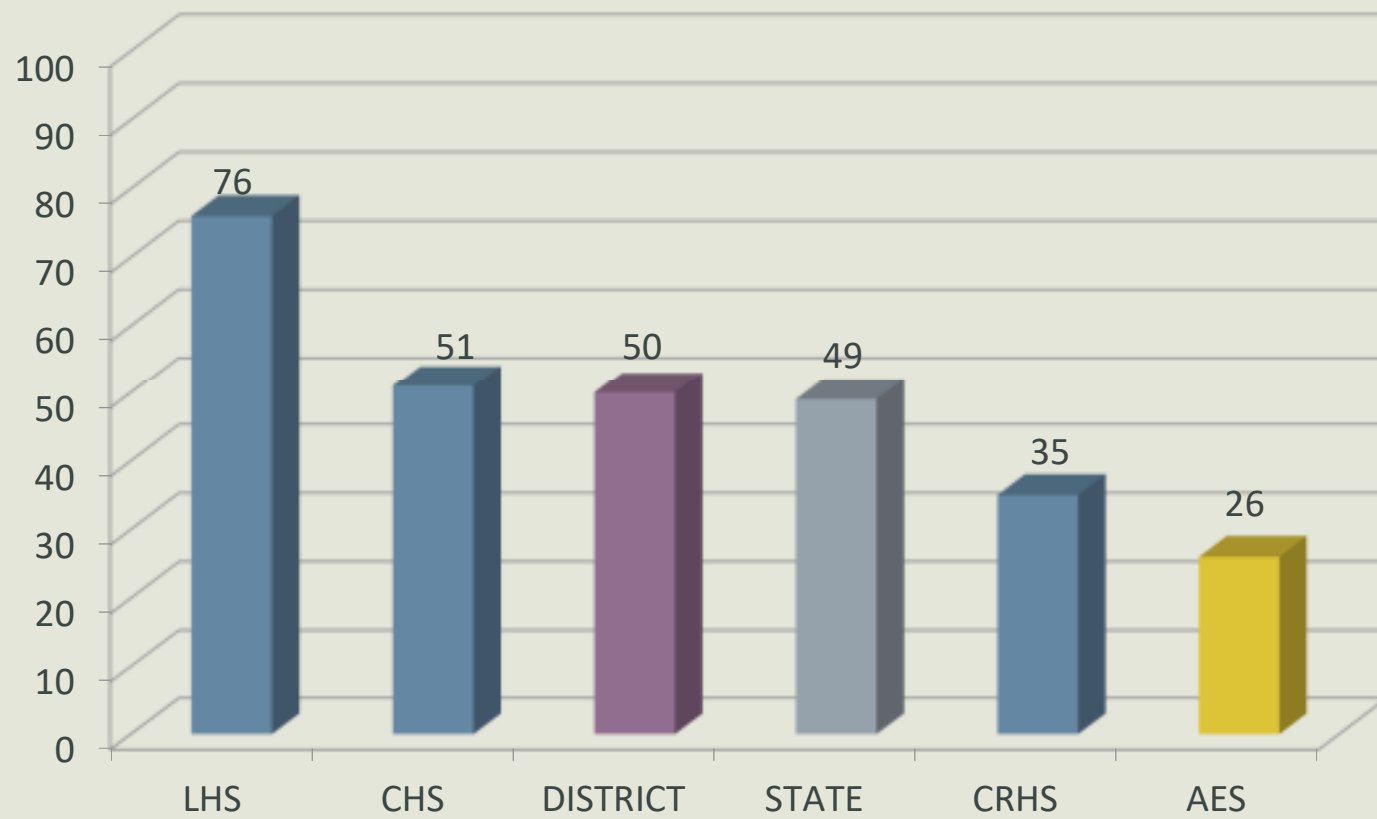
2016-17 Geometry: High School

(Winter and Spring)

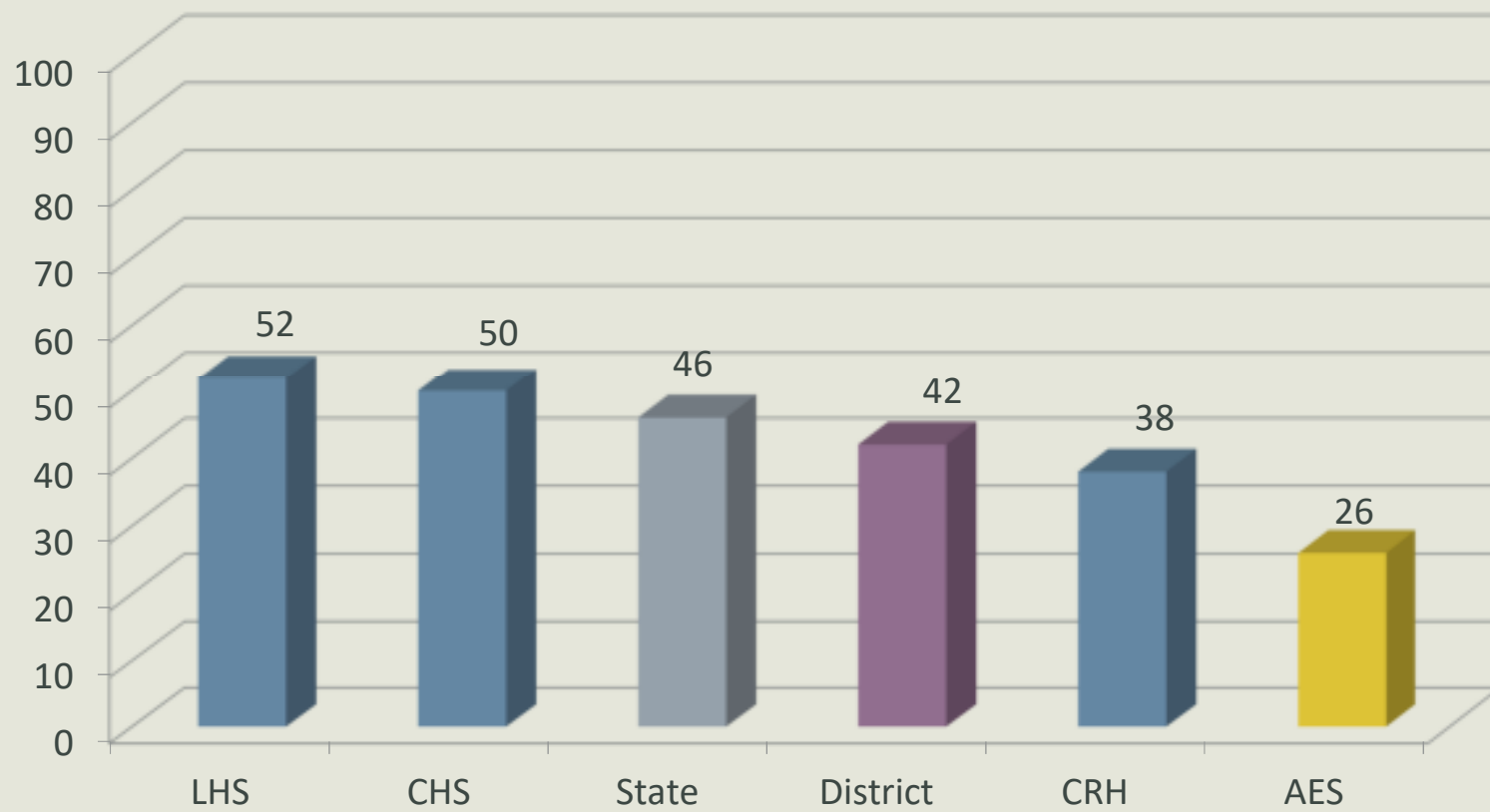


2016-17 Algebra 2

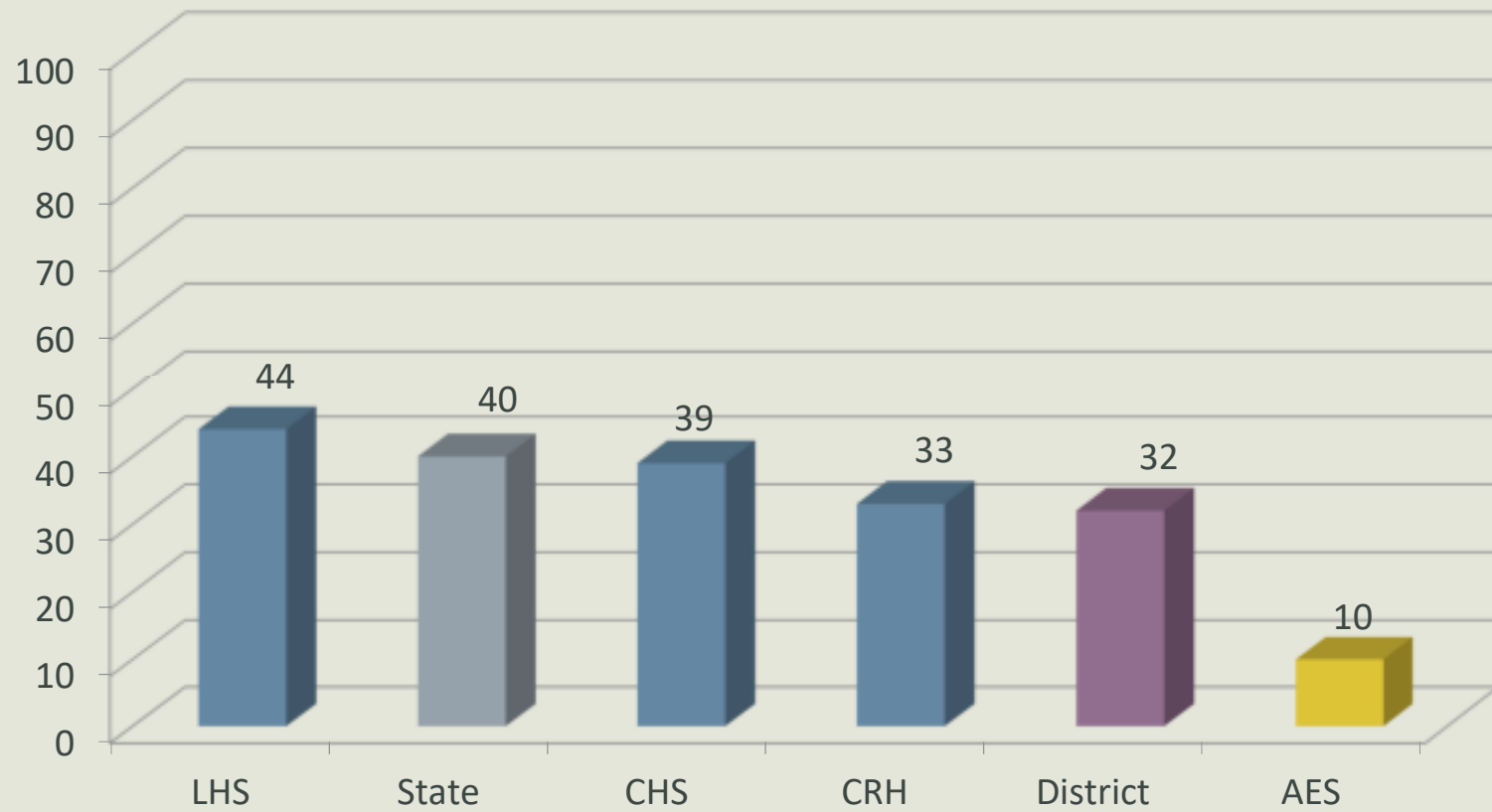
(Winter and Spring)



Learning Gains in Math

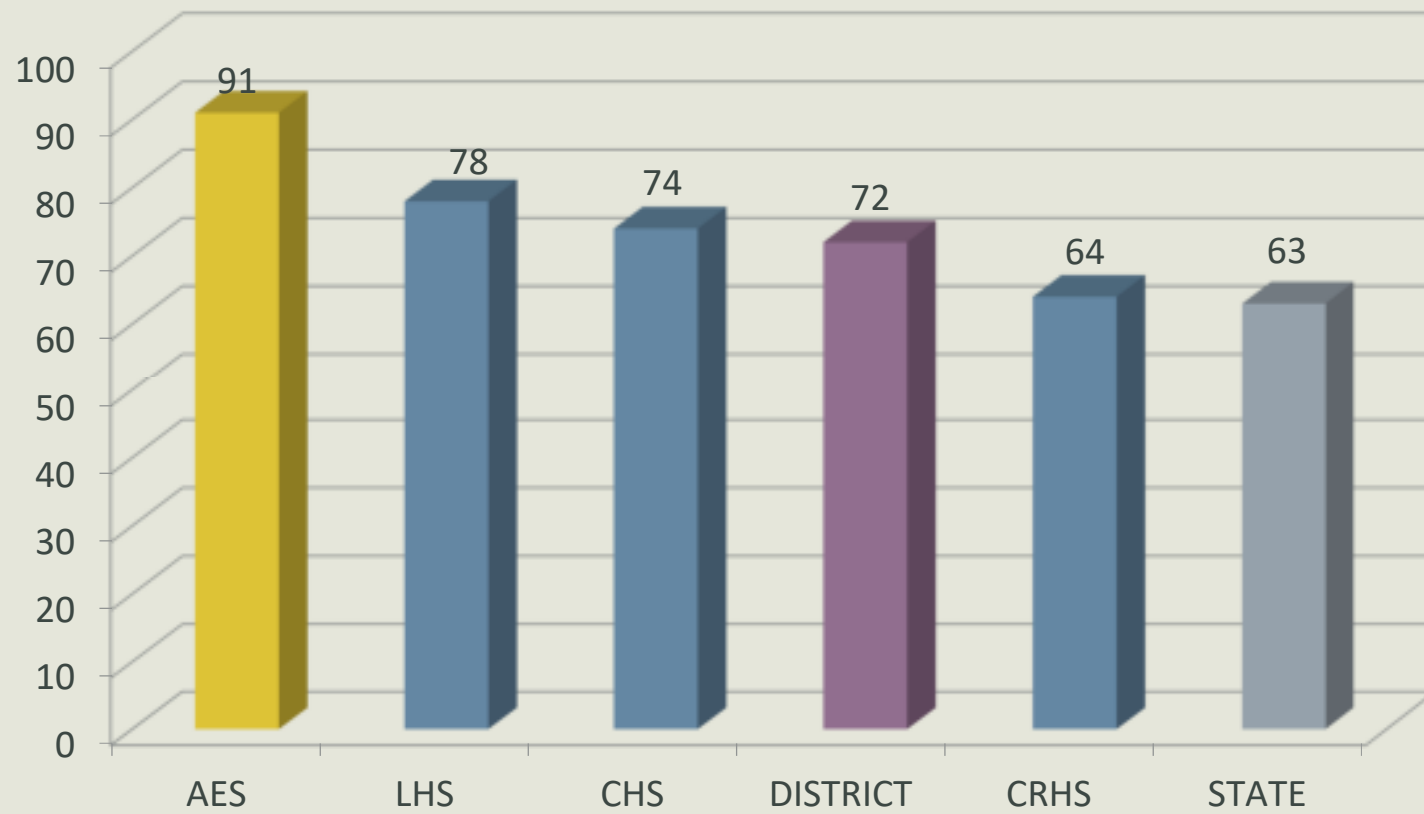


Learning Gains for Lowest 25% in Math



2016-17 Biology

(Winter and Spring)



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School Improvement Plan 2016-17

MISSION:

The mission of the Academy of Environmental Science Inc. is to provide a quality ecologically based education program through a rigorous and relevant hands-on curriculum for students.

ESSENTIAL QUESTION TO GUIDE SCHOOL IMPROVEMENT PLAN:

*How will we create **RIGOROUS** and **RELEVANT** lessons that will **ENGAGE** our students?*

	Goal 2015-16	Goal 2016-17	Action Steps	Evaluation
ELA	80% of the 10 th grade will pass the ELA FSA	75% of the 9 th and 10 th grade students will pass the ELA FSA	<ol style="list-style-type: none"> Shadow subject area peers at West Port High School Incorporate higher order questioning and testing strategies Project focused assessment Evaluate use of District Curriculum map District testing to progress monitor 	ELA 9 TH FSA 2015 FSA 2016 10 TH Gr. FCAT 2014:100% FSA 2015: 76% FSA 2015/16: 9 th grade: 76% 10 th grade: 68% FSA 2017:
Algebra I	Fall Semester: No Alg. Testing Students take Alg. I A Spring Semester: 75% of the Alg. students will pass Alg. I FSA EOC	Fall Semester: 75% of the Alg. I students will pass the Alg. I FSA EOC Spring Semester No class offered in the Spring	<ol style="list-style-type: none"> Incorporate visual aids into instruction Shadow peer instructor at West Port High School Incorporate project focused assessment Use formative assessments to monitor progress. Use of external resources such as Khan Academy, Alg. Nation and Holt website. 	Algebra 1 FCAT 2014 75% 2014/15: 70% FSA 2014/15: 76% FSA 2016: 50% FSA 2017: Algebra Retakes: 2015: 100% 2016: NA 2017:
Algebra 2	Fall 2015: 75% of the Alg. II students will pass the FSA Alg. II EOC Spring 2016: 75% of the Alg. II Students will pass the Alg. II FSA EOC	Fall 2016 75% of the Alg. II students will pass the FSA Alg. II EOC Spring 2017: 75% of the Alg. II Students will pass the Alg. II FSA EOC	<ol style="list-style-type: none"> Shadow peer instructors Incorporate visual aids Incorporate project focused assessment Provide after-school tutoring 	FSA Algebra 2 2016: 35% 2017:

School Improvement Plan 2016-17

	Goal 2015-16	Goal 2016-17	Action Steps	Evaluation
Geometry	Fall Semester: 75% of the Geometry students will pass the FSA Geometry EOC	Fall and Spring Semesters: 80% of the students will pass the EOC exam with 20% meeting or exceeding a score of 4	<ol style="list-style-type: none"> 1. Allow students to pair and share, peer check and review 2. Allow students to work in a self-paced program 3. Allow students to engage in application and design 4. Utilize Technology 	Geometry FCAT 2014: 96% FSA 2015: Mean T Score = 54 FSA 2016: 86%
	Spring Semester: 75% of the Geometry students will pass the FSA Geometry EOC	Spring: NA		FSA 2017:
US History	85% of the U.S. History students will pass the US History E.O.C.	90% of U.S. History students will pass the U.S. History E.O.C.	<ol style="list-style-type: none"> 1. Incorporate DBQ lesson strategies and real world scenarios 2. Project focused assessment 3. Peer Shadow 	US History 2014: FLVS
				2015: 100%
				2016: 100%
Biology	85% of the Biology students will pass the Biology E.O.C.	85% of Biology students will pass the Biology E.O.C.	<ol style="list-style-type: none"> 1. 	Biology 2014: 100% 2015: 100% 2016: 89%
				2017:

	Goal 2015-16	Goal 2016-17	Action Steps	Evaluation
Attendance	Average student weekly absence will be 5% or less	Average student weekly absence will be 5% or less	<ol style="list-style-type: none"> 1. Stress importance of attendance to parents and students at Fall orientation and Open house 2. Implement attendance contract with critical needs 3. Team meetings identifying student concerns 4. Notify parents if attendance reaches more than 5 days. 5. Have parents sign a memorandum of understanding at the point of acceptance into the academy notifying them that future acceptance will depend on attendance records. 	Attendance 2014: 2015: 3.45% ave. 2016: 4.87% ave.
				2017:

School Improvement Plan 2016-17



Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity. Please note that each Strategy does not require a professional development or PLC activity.

Focus/EQ:	Area(s) Addressed	Training & Member Responsible	Resources & Follow-Up	Monitoring Process	Timeline	Notes
How can we improve higher order thinking skills in all subject areas?	Bloom's Question sentence structure	<input type="checkbox"/> Recognize the impact of open ended questions and close ended sentence structure. <input type="checkbox"/> Develop an understanding of Bloom's Taxonomy in-service Log observations	Observe peer instructors at West Port H.S. Sept. 30, 2016 Team share and compare Oct. 3, 2016 Bloom's posters in each room	Administrator Walk throughs Data analysis meeting Peer Pair and Share evaluation feedback	August 2016 Through May 2017	
How can we increase skill mastery of the high priority standards?	Focus areas Social Studies and Science.	Prioritization of standards research	Implement the C.A.N. system of assessment	Use of systems Student and staff feedback summary survey	August 2016 through May 2017	
How can we create independent learners?	Step 1 – Focus area: Schoolwide Science Fair participation Meeting deadlines A.P. Course – Motivational Strategies	Admin and science team develop tracking sheet holding students accountable <input type="checkbox"/> Staff training "Feature Teacher"	Develop school wide Science Fair Task Tracking Sheet	Administrator and science team monitor student progress	August 2016 through Feb. 2017	
How can we increase the accuracy and effectiveness of speaking skills of all students?	Subjective/ Objective Pronoun use Double negatives Articulation	<input type="checkbox"/> Staff training <input type="checkbox"/> Consistent Classroom instruction <input type="checkbox"/> Staff collects sentences	Prescription worksheets based on individual need.	School wide test Fall and Spring	August 2016 through May 2017	