

Citrus County Schools

Academy Of Environmental Science School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Academy Of Environmental Science

12695 W FORT ISLAND TRL, Crystal River, FL 34429

<https://aes.citruschools.org/>

School Board Approval

This plan was approved by the Citrus County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Academy of Environmental Science will foster student growth through relationships with staff, families, and community organizations. Through the natural curiosity of the world that surrounds us, students will be encouraged to be critical thinkers and lifelong stewards of our natural and cultural resources.

Provide the school's vision statement.

AES will lead Citrus County Schools in the standard for environmental education. Students will take pride in their school, treat each other and the teachers and staff with respect, and hold themselves to high academic standards. All students will have an equal opportunity to receive a quality education focused on the environment. Faculty and staff will be caring and proficient professionals that will work as a team to achieve our mission.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Hopper, Ernie	Principal	<p>SCHOOL DISTRICT OF CITRUS COUNTY JOB DESCRIPTION PRINCIPAL, ACADEMY OF ENVIRONMENTAL SCIENCE QUALIFICATIONS:</p> <p>(1) Master’s Degree in education or related field. (2) Certified and/or eligibility in administration and supervision, educational leadership, or School Principal in the State of Florida. (3) Minimum of five (5) years successful educational experience, including administrative experience or significant leadership roles.</p> <p>KNOWLEDGE, SKILLS AND ABILITIES: Ability to prepare and manage AES’s budget and allocated resources. Ability to read, interpret and enforce the State Board Rules, Code of Ethics, School Board and the Academy of Environmental Science Policies, and appropriate state and federal statutes. Ability to use effective interview techniques, coaching procedures, and evaluation procedures. Ability to enforce collective bargaining agreements. Ability to use effective public speaking skills, group dynamics and interaction skills, and problem-solving skills. Skills in personnel management and supervision techniques. Ability to communicate effectively orally and in writing. Ability to analyze and use data. Knowledge of current educational trends in curriculum and research. Knowledge and understanding of the unique needs and characteristics of high school students.</p> <p>REPORTS TO: Assistant Superintendent of School Operations and the Academy of Environmental Science (AES) Board of Directors</p> <p>JOB GOAL To provide the leadership and vision necessary to develop and implement a comprehensive program of instructional and support services which optimize available resources to establish and maintain a safe, caring, and enriching environment conducive to learning and student success.</p> <p>SUPERVISES: Instructional and Support Personnel for AES</p> <p>PERFORMANCE RESPONSIBILITIES: (1) Provide leadership in the continuous improvement of the total educational program at AES. (2) Manage and administer the overall instructional program at AES. (3) Manage and administer the overall activities of assessing and developing the instructional program at AES. (4) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(5) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, staff development, or custodial coordination.</p> <p>(6) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved.</p> <p>(7) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(8) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for AES.</p> <p>(9) Provide leadership, facilitate and oversee the effective use of personnel resources within AES.</p> <p>(10) Serve as the liaison between AES and District-wide services available to assist the school in its mission.</p> <p>(11) Manage the implementation and administration of negotiated employee contracts at AES.</p> <p>(12) Provide leadership and facilitate the development of long- and short-range instructional and facility needs.</p> <p>(13) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds.</p> <p>(14) Manage and administer maintenance services for AES in such a manner that ensures maximum life and use of the facility.</p> <p>(15) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>(16) Supervise financial planning for the school, including the preparation of AES's budget.</p> <p>(17) Manage and administer purchasing by AES to ensure maximum educational value of supplies, materials, equipment, and services.</p> <p>(18) Oversee financial accounting to ensure judicious management of AES funds.</p> <p>(19) Manage and supervise the preparation of financial reports for AES.</p> <p>(20) Manage and supervise student accounting and attendance procedures for AES.</p> <p>(21) Coordinate with the Food Service Director to oversee and supervise the school food service program.</p> <p>(22) Serve as a liaison between AES and the community and provide leadership for positive relations.</p> <p>(23) Serve as the liaison between AES and the business community and provide leadership for the development of partnerships to benefit AES.</p> <p>(24) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems.</p> <p>(25) Keep Superintendent, Assistant Superintendents, AES Board, and appropriate District staff informed of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>problems and events of unusual nature.</p> <p>(26) Oversee and maintain accountability for property inventory records and security of AES property.</p> <p>(27) Oversee the development of a master schedule for teachers.</p> <p>(28) Take an active role in interpreting the role of Certified School Counselor and the guidance program objectives to students, teachers, parents, and the community at large.</p> <p>(29) Work with teachers and other staff members to familiarize them with the general range of services offered by the Student Services Department, and to improve the educational prospects of individual students.</p> <p>(30) Work with Certified School Counselors at the high schools to ensure students' academic and emotional needs are being addressed by the students' home school.</p> <p>(31) Oversee registration of students new to AES and orient them to school procedures and the school's varied opportunities for learning.</p> <p>(32) Advise students in course and subject selection.</p> <p>(33) Supervise maintenance of student records and protects their confidentiality.</p> <p>(34) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations.</p> <p>(35) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs.</p> <p>(36) Approve all AES-sponsored activities and maintain a calendar for all AES events.</p> <p>(37) Provide for the articulation of AES's instructional program and services among AES personnel.</p> <p>(38) Provide leadership for improvement and accountability processes.</p> <p>(39) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning.</p> <p>(40) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out AES's improvement plan.</p> <p>(41) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p> <p>(42) Coordinate with the Director of Transportation to oversee transportation services at the school.</p> <p>(43) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings.</p> <p>(44) Implement School Board and AES policy, State statutes and federal regulations as they pertain to AES.</p> <p>(45) Maintain visibility and accessibility on the AES campus.</p> <p>(46) Assign and supervise AES personnel to special projects for the enhancement of AES.</p> <p>(47) Attend AES-related activities and events.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(48) Participate in leadership development activities.</p> <p>(49) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.</p> <p>(50) Perform other incidental tasks consistent with the goals and objectives of this position. *</p> <p>PHYSICAL REQUIREMENTS: Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.</p> <p>TERMS OF EMPLOYMENT: Salary and benefits shall be paid consistent with the District’s approved compensation plan. Length of the work year and hours of employment shall be those established by the District.</p> <p>ADMINISTRATIVE Page 3 of 3 PRINCIPAL, ACADEMY OF ENVIRONMENTAL SCIENCE (Continued):</p> <p>EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of personnel.</p> <p>*Non Essential Performance Responsibilities BOARD APPROVED 2/23/2021</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

AES holds a strategic planning meeting. Invitations are given out to instructional staff, support staff, parents, students and AES Board Members to attend. Survey and assessment data is shared and reviewed with all of those attending. The committee reviews past and present goals and determines goals for the upcoming year. Once the SIP Plan has been completed it is shared with the AES Board of Directors for final approval.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The AES SIP Plan will be reviewed at the midway point of the school year for a mid-year review. Assessment data is updated and provided to instructional staff as it becomes available so teachers may plan instruction accordingly. All instructional staff have access to students' present and historical data for planning purposes.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	11%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: C 2018-19: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	14
One or more suspensions	0	0	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Absent 10% or more days	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Students with two or more indicators	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	70	46	50	69	45	51	60		
ELA Learning Gains				75			41		
ELA Lowest 25th Percentile				72			23		
Math Achievement*	68	28	38	70	26	38	33		
Math Learning Gains				71			8		
Math Lowest 25th Percentile				86			13		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	88	66	64	89	35	40	76		
Social Studies Achievement*		64	66		38	48			
Middle School Acceleration					33	44			
Graduation Rate		90	89		60	61			
College and Career Acceleration		51	65		65	67			
ELP Progress		35	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	226
Total Components for the Federal Index	3
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	76			
FRL	75			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	77			
FRL	71			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	70			68			88					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	70			69			90				3	
FRL	67			69			90				3	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	69	75	72	70	71	86	89					
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	71	75	70	71	72	92	88					
FRL	61	71	69	66	70		88					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	60	41	23	33	8	13	76					
SWD												
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	58	40	21	31	9	13	73					
FRL	55	34	13	31	8		74					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	67%	44%	23%	50%	17%
09	2023 - Spring	75%	47%	28%	48%	27%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	37%	38%	50%	25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	38%	42%	48%	32%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	63%	25%	63%	25%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on a comparison with data related components, our 10th grade reading scores were 67%. This cohort scored the same 67% as 9th grade in 2021-2022. We are using the new FAST Reading assessments to monitor student growth during the year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

We have 3 data components that are being measured for 2022-2023. Those are reading, math and Biology. The only category that had a decline compare to 2021-2022 was Biology. It decreased 1% from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data with the greatest gap was our Geometry EOC. We are 31% higher than the state. We are higher than the state average in all areas; however, Geometry was the greatest. I attribute our scores to fidelity of implementing the new BEST Geometry Standards.

Which data component showed the most improvement? What new actions did your school take in this area?

We improved our overall achievement in both Reading and Math; however, we increase 8% in our overall Math achievement. Our math teacher implemented the new BEST Math Standards for Algebra and Geometry.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting on the EWS data, we have identified a deficiency with 15.5% of our students entering into 9th grade as level 1 readers as compared to 5.2% of our 10th grade students. We also noticed 6% of our students had two or more indicators.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

We will be focusing on the school climate and culture for AES. We want to reduce our discipline incidents as to improve the instructional time in the classrooms.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

AES has identified our student discipline as an area for improvement related to a positive culture and environment. Our population for the past two years has been between 110 and 120 students. Reviewing our discipline data for the past 2 years shows the number of students who received out-of-school suspension increased 40% from 10 to 14 comparing our 2021-2022 and 2022-2023 school years.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

AES will reduce the percentage of students receiving suspensions by 50% as compared to the data from 2022-2023.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student discipline data will be reviewed quarterly with staff to identify students in need of intervention. Our collaborative PLC will focus on student achievement and classroom management data.

Person responsible for monitoring outcome:

Ernie Hopper (hoppere@citrusschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review discipline data quarterly and share with staff.

Person Responsible: Ernie Hopper (hoppere@citrusschools.org)

By When: Quarterly

Meet with at risk students identified by staff to discuss behavior expectations and develop a behavior plan, if necessary.

Person Responsible: Ernie Hopper (hoppere@citrusschools.org)

By When: This will occur as students are identified during collaborative PLC meetings.