

Orange County Public Schools

Esteem Academy



2017-18 Schoolwide Improvement Plan

Esteem Academy

12301 WARRIOR RD, Winter Garden, FL 34787

www.ocps.net/cs/ease/programs/hh/pages/esteem.aspx

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	46%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Esteem Academy

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Forming positive relationships with students is critical for all staff members at ESTEEM Academy. These relationships inform processes and systems needed to ensure student success. Through these relationships, teachers learn about the students, their cultures and their beliefs in order to make sound decisions that impact the school environment.

Prior to school beginning, students and their families meet the teacher in order to acclimate to the school and the staff. Throughout the year, student surveys are conducted to get feedback regarding students' experiences, needs and strengths. Parent feedback is collected during all IEP team meetings, parent conferences, MTSS meetings, SAC meetings, and through parent surveys. Parent conferences are scheduled to discuss the needs, processes & outcomes for every student based on their targeted performance. Parent newsletters and flyers are sent home to update parents on events and to access their input.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Many of the students who attend ESTEEM Academy have had negative experiences at school, so school safety and community are an essential part of the school culture. In addition to the usual drills, emergency plans, and safety evacuation procedures, the staff at ESTEEM Academy communicate the value of safety and belonging on an everyday basis to the students and their families. At IEP meetings, the Staffing Specialist helps the team define the needs of the student, prior to being enrolled. Staff provide intense supervision to prevent feelings of danger or insecurity. There is a full-time Mental Health Counselor on staff, who provides individual and group counseling for students. In addition, she provides behavioral intervention, as needed. The Code of Student Conduct is reviewed each quarter to maintain an active focus on proactive discipline. Office staff have been trained to handle medications, and an emergency kit is on campus. An active list of staff who are CPR and CPI trained is maintained. All staff are trained to implement our school safety and emergency plans. When necessary, school-wide meetings to discuss concerns related to safety and security are held. In addition, students are transported by a provide transportation company, vetted by the district, to maintain student safety and eliminate or prevent possible problems related to bullying, aggression, or violence.

Our teachers are highly qualified and trained in their content area to provide students with high quality instruction and support. Students receive instruction that is aligned with their academic and individual needs identified through the IEP process. An intense focus on rigorous, standards-based instruction ensures student success, when combined with a relentless emphasis on student safety and school

community.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our students, teachers, and administrators follow the Orange County Student Code of Conduct guidelines. Each student participates in an overview of this document. Each parent is notified of the on-line document, and upon request, is given a hard copy of the document in their native language (Spanish and Haitian Creole). Each teacher at our school has reviewed and has ongoing access to the online document. This document guides classroom interactions and, if needed, appropriate disciplinary action and consequences.

To ensure that students feel respected before, during and after school, they are greeted at the vans and cars by staff members and administrators. Teachers welcome students into their classrooms during class change by standing at their door. Resource staff and administrators closely supervise the hallways to ensure safety. At the end of the school day, students are escorted to the vans and cars. Staff members are encouraged to talk to the students throughout the day to gauge each student's daily needs and to create a positive learning environment. There are staff members available for confidential matters involving students' concerns, if needed (i.e. Mental Health Counselor, Guidance Counselor, or administrators).

Our staff provides orientation information to parents, students, and staff to explain our school-wide expectations and procedures for maintaining safety for all at open house, parent nights, and parent workshop nights and student body meetings. Staff have developed and implemented school-wide rules and procedures to be followed in each classroom. Every nine weeks the student code of conduct is reviewed with students and staff to inform them of their rights, responsibilities, and possible consequences for violations.

As mentioned in Section b, teachers provide a rigorous, standards-based instructional program, with daily lesson plans that include daily learning targets, student tasks, and formative assessments. There is a clear focus on Marzano's Instructional Framework throughout instruction to support students' learning. Administrators have communicated that there should be minimal instructional interruptions to keep student learning the priority.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All staff are required to review the student's IEPs and BIPs in order to address the needs of each of the students. Teachers and staff ensure that each student is exposed to character education and social skills on a daily basis by infusing it throughout the general curriculum. The Mental Health Counselor provides individual and group counseling and is available, with the guidance counselor and other staff, to help students identify possible solutions to acute or chronic issues. The Code of Civility is explained and expected among students, staff, and families.

At ESTEEM we use staff meetings, assemblies, student and parent meetings, and newsletters to families to establish a positive climate at school. We reinforce positive social interactions and inclusiveness.

It is an expectation that staff will:

- know school guidelines.

- be fair, positive and consistent.
- keep classrooms orderly.
- build positive relationships and get to know students' needs and motivation.
- treat students with the same respect that is expected from them.

Teachers are expected to:

- connect with students and build relationships with the student and his/her family.
- establish a safe environment to decrease the opportunity for the student to experience trauma.
- implement an effective Classroom Management Plan.
- implement stress management and relaxation techniques, as needed.
- communicate with the school's Mental Health Counselor, Guidance Counselor, or administrators when specific concerns are identified.
- exercise patience with students who show signs of stress.
- manage personal and professional stress so that individuals do not take students' misbehavior personally.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The following are monitored:

- 1.0 Number of students with attendance rates below 90%
- 2.0 Number of students earning an 'F' in ELA or Math Course
- 3.0 Number of students earning Level 1 or 2 on ELA or Math Assessment (FCAT, FSA, EOC)
- 4.0 Number of students with 1 or more suspensions (in or out of school)
- 5.0 Number of students with 2 or more early warning indicators

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	3	6	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	3	0	7
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	2	0	0	2

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	3	3	0	6

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Many students have accrued absences as a result of medical interventions and appointments to address medical, psychological, and/or psychiatric needs. ESTEEM Academy follows OCPS policy for attendance. Families know to contact the school when students are absent. Teachers contact the families when a student is absent for multiple days. The registrar monitors daily attendance, documents excessive absences, and utilizes notice of truancy letters to parents, when needed.

Students are placed in courses that provide intensive instruction for reading and math based on their data. Differentiated instruction is used by each classroom teacher to meet the child's specific needs to motivate the student and adapt curriculum to meet student's needs and IEP requirements. The instructional Coach and administrators monitor student data and meet with teachers at the end of each unit to ensure that adequate student progress is being made.

Students who score a level 1 or 2 on FSA ELA are appropriately placed in Intensive Reading. The students' needs are identified by the teacher who is certified in Reading and who is prepared to provide personalized support to each student. Students who score a level 1 or 2 on math in eighth grade or who did not pass the Algebra I EOC are enrolled in Intensive Math and/or participate in preparation courses and activities for the PERT. PLC meetings are held to discuss student progress and interventions strategies utilized in the classrooms to aid in the improvement of student academic achievement. Attendance and academic concerns are also addressed through MTSS and teacher/student data meetings. Tutoring and enrichment are embedded within the instructional cycle, and personalized intervention is provided.

The staffing specialist monitors and documents all IEP goals, services, and accommodations for fidelity and provides support to teachers, as needed, with ESE students.

The mental health counselor and guidance counselor work with the students to enhance social attitudes and interpersonal skills that may influence learning and/or behaviors. This is also supported by students participating in individual and group counseling sessions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

One hundred percent of parents participated in the development of their child's IEP. Additionally, students are encouraged to participate to enhance their self-advocacy skills and to ensure that they are invested in their education. We will continue to have 100% parental participation in IEP meetings as the goal for this year, and offer opportunities for parents to become involved in their children's learning and in school-based activities including Open House, School Advisory Council, OCPS Parent Academy, and parent workshop evenings.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

ESTEEM Academy has initiated an outreach program to local businesses to support our students in academic gains and community involvement. Because the school relocated this summer to a new campus, there are additional, new opportunities for partnerships. We are exploring more community partnerships with local organizations and businesses that are geographically closer to our new location.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Theis, Elizabeth	Principal
Williams, Sharon	Assistant Principal
Bowley, Shanta	Instructional Coach
Sellinger, Megan	Other
Siller, Tashana	Other
Rauch, Tiffany	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

-Principal (Dr. Theis): maintains a balanced focus on safety/community combined with the use of standards-based instruction, Marzano's Instructional Framework and data-based decision making; models the problem solving process; supervises and monitors the development and ongoing implementation of a strong infrastructure for implementation of MTSS; develops a culture of high expectations and high quality instruction with the school staff.

-Assistant Principal (Dr. Sharon Williams): assists the principal in providing a common vision of standards based instruction and of data-based decision-making; coordinates the implementation of intervention support, data analysis, and progress monitoring.

-Resource Teacher (Instructional) (Shanta Bowley): develops and supports teachers in the use of the district provided resources (CRMs) and Marzano's Instructional Framework; assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional learning sessions; coordinates the MTSS process and procedures; coordinates all aspects of state, district, and local assessments.

-Mental Health Counselor (Megan Sellinger): provides high quality mental health services and expertise to support students being successful in school; provides support to teachers when a student has chronic or acute mental health concerns; communicates with community agencies to support the students' academic, emotional, behavioral, and social success; interacts with families to encourage independence and emotional health.

-Guidance Counselor (Tiffany Rauch): creates individual student schedules within the master schedule to ensure on-time graduation; monitors students' progress towards graduation; provides college and post-graduation resources and classroom guidance support.

-Staffing Specialist (Tashana Siller): coordinates IEP meetings and follow up actions; collaborates with general education teachers, the ESE teacher, Mental Health Counselor, Guidance Counselor,

and administrators to ensure IEP compliance is maintained; arranges transportation for students; communicates with sending and receiving schools to ensure a smooth transition; interacts with families to ensure communication is accurate and well understood.

-General Education and ESE Teachers: deliver core instruction, using Florida Standards and Marzano's Instructional Framework; monitors student progress; maintains student data collection and follows MTSS guidelines for student instruction/interventions; communicates with families regarding student progress.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The School Leadership Team meets weekly throughout the year to evaluate staff instruction and student services that are aligned with district priorities and students' needs. Teachers, coaches and administrators meet regularly to analyze student data (including attendance, achievement, discipline, and other factors) to determine academic needs and necessary supports. This process is used to determine whether resources should be maintained, upgraded or eliminated. The School Leadership Team, on behalf of the teachers and students, as well as SAC, make recommendations to the principal during the period when the budget is being prepared for the upcoming year. Teachers and teams of teachers make individual requests, as needs arise, throughout the school year.

The current budget provides funds from IDEA (federal funding) for the Mental Health Counselor position. FTE is rigorously monitored to access full funding, and the district provides oversight of this process and its associated funding formulas.

All supplies, materials, and equipment are maintained using a district inventory process. Property control and inventory are reviewed annually. The assistant principal and secretary/bookkeeper maintain the log and ensure that it is continuously updated. A separate technology inventory is maintained and coordinated by the IT department. Both teams coordinate the separate processes and report the results to the principal, who is responsible for all of the inventory and resources at the school site. In the event that an item on the fixed assets inventory or the regular inventory is missing, a coordinated team effort is initiated to identify the item. To date, this process has been effective in maintaining tight inventory control and limited loss.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Elizabeth Theis	Principal
Kathy Gouldrup	Parent
Thomas Howat	Business/Community
Catherine Johnson	Parent
Shanta Bowley	Teacher
Emma Cardonna	Education Support Employee
Josue Feliciano	Student
Britt Blakey	Parent
Wanda Jernigan	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, and evaluate progress towards meeting the prior year's school improvement goals. That analysis will then guide the evaluation of the previous year's SIP.

b. Development of this school improvement plan

The School Advisory Council (SAC) is presented with the school data and goals developed for the School Improvement Plan. Data from Early Warning Indicators, results from EOC and FSA, and results from parent and student surveys are reviewed. Input is solicited after being presented with the goals of the school. During that time, SAC members give suggestions and recommendations to change or adapt the strategies included in the SIP.

c. Preparation of the school's annual budget and plan

When School Improvement Plan funds are available and distributed at the school, the SAC contributes input to the principal regarding its distribution. The budget is reviewed annually with the SAC, and input is solicited.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The school is in compliance with SAC.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bowley, Shanta	Instructional Coach
Williams, Sharon	Assistant Principal
Paschall, Kim	Teacher, K-12
Kelly, Stephanie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will use the work of the District Professional Learning Community (DPLC) to focus instruction in all content areas on literacy improvement. The members of the DPLC will meet four times a year, with a specific focus each meeting. The LLT will use the Continuous Improvement Model cycle to provide scaffolded support to teachers in improving instruction. There will be focused sessions on the professional learning topic, followed by a period of low-risk, evaluation-free trials, with coaching. Meanwhile, there will continue to be an intense focus on standards-based, rigorous instruction and the effective use of Marzano's Instructional Framework.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Although the staff of ESTEEM Academy is small and teachers are responsible for multiple courses, teachers operate as a Professional Learning Community, where collaboration and professional learning are key values. The guiding questions of the PLC Framework are used to plan and evaluate instruction. Summer planning sessions were held to focus instructional planning and improve instructional practices. The Curriculum Resource Materials that were developed by the district were reviewed, along with the expectations for instruction that include daily learning targets, formative assessments, and Instructional Framework elements. These collaborative sessions will be used as a platform for guiding the work throughout the school year. Additionally, each teacher was provided with a copy of "Mindset" prior to the end of the 2016-17 school year. Growth mindset will be a focus that is embedded in all collaborative work and throughout the work with students as well. The LLT, in combination with the District PLC, as described in Section I.C.3, will also be used to support teacher collaboration and will focus the professional development calendar. All teachers are given 45 minutes daily to develop and implement rigorous plans of instruction, formative assessments, and develop Individual Education Plan goals for their assigned students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Recruit: The administrators attend the OCPS Job Fair to identify qualified candidates. The OCPS erecruiting system is used to recruit and identify candidates who meet qualifications and have previous experience and disposition required to work with this unique population. The administrators have developed an extensive network with administrators and other principals within OCPS and with professors at UCF in the College of Education and Human Performance. This network is critical when seeking to recruit teachers with a specific skill set in an era of teacher shortage.

Develop/Retain: All of the teachers are certified in the content area and are considered highly qualified. In 2017-18, there is one new teacher who will be assigned a lead mentor to provide support and coaching through the OCPS Induction Program. A comprehensive, needs based professional development plan has been developed to ensure teachers are prepared to meet the requirements of the district. Each teacher selects an element within Marzano's Instructional Framework to focus on developing with the Deliberate Practice Plan. Teachers collaborate and develop a community to focus their professional learning. Opportunities to observe each other will be provided in the second semester, following the midpoint evaluation. Additionally, the administrators have developed a program to recognize teachers' successes and accomplishments. This is meant to improve morale, encourage healthy competition, and impact teacher retention.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

A Lead Mentor has been identified to provide support for the new teacher at ESTEEM Academy. The mentor was selected because of her proven record of success as a teacher and coach at the school and beyond. She understands the needs of new teachers, and she is skilled at motivating/encouraging others. As an Alternative Certification Program (ACP) graduate, she readily grasps the challenges new teachers experience, and she is able to manage the multiple demands and responsibilities required of the Lead Mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has a rigorous adoption process that has identified core program materials that are the most compatible with the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. This year Curriculum Resource Materials (CRMs) have been refined and include daily lesson plans. These materials will be used as the basis of lesson plans. Lesson plans are also reviewed on a regular basis to ensure that appropriate standards are included in the lessons taught. Ongoing classroom observations and feedback are also conducted on a regular basis to ensure dynamic alignment between the lesson plans, selected resources, and Florida's standards. Additionally, Khan Academy and other supplemental resources are used to provide support for college and career readiness assessments and SAT/ACT prep.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Lesson plans are developed, based on Florida's standards and with the guidance of the Curriculum Resource Materials. The teachers develop formative and end of unit assessments to determine progress toward the learning goals and scales (in alignment with Marzano's Instructional Framework and Florida's standards). The process allows teachers to intervene and differentiate instruction early in the unit, ensuring success and preventing failure. At the conclusion of each unit, reteaching, tutoring, and enrichment are provided, using Florida's Continuous Improvement Model.

The process of analyzing and disaggregating data is aligned with the Multi-Tiered System of Support (MTSS) that is in place at ESTEEM Academy. Multiple sources of data such as, FSA, EOCs, and formative and summative assessments are utilized to determine our students' academic achievement, and academic placement on the MTSS triangle. Teachers use the data to conduct individual data chats with their students; this process helps our students be actively involved in their academics. Teachers differentiate their instruction based on students learning needs, utilizing learning centers and research-based strategies.

Students' in Tier 1 of the MTSS framework receive core classroom instruction as well as general academic and behavior support, using differentiated instruction. Students in Tier 2 receive core academic and/or behavior support, as well as strategically targeted intervention aligned with students' needs. Students in Tier 3 receive core classroom academic and behavior instruction, plus a more targeted and focused instruction, generally in a reduced group size or one-on-one instruction. Academic and behavioral services and accommodations listed on students' Individual Education Plans are implemented and monitored by each teacher.

There is a wide range of abilities among the students who attend ESTEEM Academy. Students have the opportunity to enroll in Orange County Virtual School courses, with the support of a staff member who monitors daily assignments and completion.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 1,350

Summer planning sessions are provided by the district in order to prepare lessons in advance of the school year beginning.

Strategy Rationale

Teachers begin preliminary planning and can focus on analyzing the new resources available on IMS.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Theis, Elizabeth, elizabeth.theis@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Lesson plans are submitted by each teacher and reviewed by members of the Leadership Team.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

ESTEEM Academy provides support to incoming and outgoing cohorts of students in transition from one school level to another.

INCOMING:

-Zoned schools are notified of application being received by ESTEEM Academy. Meetings are conducted at zoned schools to facilitate communication between ESTEEM Academy service development and the academics that had been provided.

-The Guidance Counselor reviews the graduation plan that has been developed for each student and updates it, as needed. She develops a personalized schedule to maintain a focus on graduation, within the constraints of the master schedule and any limitations the student is experiencing.

-Prior to school beginning, each student is notified of the Meet the Teacher event that allows students and their families to become familiar with the campus and the staff.

OUTGOING:

-Staffing Specialist communicates academic progress, services, and IEP goals of the student who is being transitioned back to their zoned school.

-An end-of-year ceremony is held to recognize students' accomplishments and honor students who complete graduation requirements. Students can participate in graduation at their zoned high school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Teachers and staff guide students towards college and career readiness by graduation. Course selection is a critical part of this process. Progress monitoring systems are in place to identify students who will need remediation and additional support to complete graduation requirements, including FSA, EOCs and PERT. Each student participates in the IEP meeting in order to identify goals for the future. This information is used to develop curricular objectives, and the Guidance Counselor works with the students to develop academic plans. In the past, field trips have been arranged to emphasize college and career options and build awareness of these options within OCPS and within Central Florida.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The Guidance Counselor provides opportunities for students to explore career and technical programs. Guidance shares information about our district's CTE programs and plans trips to various sites so students can see what is available to them.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The Guidance Counselor tracks students' course work to ensure they have credits needed for graduation and to meet entrance requirements to colleges, universities, or technical training schools. Students and parents are provided with opportunities to meet with the Guidance Counselor to discuss opportunities for students to attend colleges, universities, or technical training schools.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Data are not available for ESTEEM Academy in the High School Feedback Report. However, there is an intentional focus on completing graduation requirements for post secondary success. In 2017, 5/5 seniors completed graduation requirements and fulfilled the on time graduation timeline.

The Guidance Counselor provides information about presentations by area colleges to give students

an opportunity to explore requirements and offerings at various colleges and universities. The Guidance Counselor provide families with information and resources about post secondary options.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will effectively use standards-based instruction and Marzano's Instructional Framework to improve student achievement.

- G2.** Teachers will effectively use the strategies that are emphasized in the District Professional Learning Communities to improve school-wide literacy through a cross curricular focus.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will effectively use standards-based instruction and Marzano's Instructional Framework to improve student achievement. 1a

G095979

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0
ELA Achievement District Assessment	50.0
Geometry EOC Pass Rate	50.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience with the new Curriculum Resource Materials and other district supports that have been developed by OCPS staff, that incorporate standards analysis and numerous resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource staff are skilled at providing professional learning and student support.
- Curriculum Resource Materials have been revised and updated by OCPS district staff and contain valueable resources that can be used by teachers during planning.
- Stipends and resources were available for teachers during the summer to support/improve the planning process.
- A team of teachers will participate in the District Professional Learning Community (DPLC) to intensify the focus on cross-curricular literacy instruction and achievement.

Plan to Monitor Progress Toward G1. 8

Student grades, end of unit assessments and iObservation reports will be used to monitor the progress toward meeting the goal of effectively using standards based instruction and Marzano's Instructional Framework.

Person Responsible

Shanta Bowley

Schedule

Every 3 Weeks, from 9/9/2016 to 5/18/2018

Evidence of Completion

Student grades, summary assessment results, test scores, data walls, PLC minutes

G2. Teachers will effectively use the strategies that are emphasized in the District Professional Learning Communities to improve school-wide literacy through a cross curricular focus. 1a

G095980

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	50.0
ELA Achievement District Assessment	50.0
Geometry EOC Pass Rate	50.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience with best practices in literacy, across all content areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Participation in the District Professional Learning Communities (DPLC) will support teachers' understanding of literacy best practices.
- There is a school-wide focus on developing a growth mindset for teachers and students.
- There is a multi-disciplinary team to support teachers and students.

Plan to Monitor Progress Toward G2. 8

Teacher reflection, coaching observations and feedback, along with student performance data will be analyzed to determine progress toward the goal.

Person Responsible

Elizabeth Theis

Schedule

Every 2 Months, from 9/13/2017 to 5/25/2018

Evidence of Completion

After each PD, teacher reflection will be accessed. Coaching feedback will be aggregated to determine next steps, and student data will be used to determine effectiveness.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will effectively use standards-based instruction and Marzano's Instructional Framework to improve student achievement. 1

G095979

G1.B3 Teachers have limited experience with the new Curriculum Resource Materials and other district supports that have been developed by OCPS staff, that incorporate standards analysis and numerous resources. 2

B258407

G1.B3.S1 Coaches and administrators will support collaborative lesson planning, review lesson plans and provide feedback to the teachers. 4

S273535

Strategy Rationale

Feedback will be used to inform and strengthen the planning process.

Action Step 1 5

Teachers will participate in summer planning sessions where an overview of the CRMs will be provided

Person Responsible

Shanta Bowley

Schedule

On 8/11/2017

Evidence of Completion

Sign in sheets and lesson plans will be submitted by the teachers and reviewed by the instructional support team.

Action Step 2 5

Teachers will participate in collaborative planning and will actively be involved in giving and receiving feedback.

Person Responsible

Sharon Williams

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson plans and feedback notes will be cumulative and available in googledocs.

Action Step 3 5

Coaching observations, informal observations, and formal observations will be used to improve instruction.

Person Responsible

Sharon Williams

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Feedback will be available in written form and in iObservation.

Action Step 4 5

Teachers will create and complete Deliberate Practice Plans to focus the instructional practice.

Person Responsible

Sharon Williams

Schedule

Monthly, from 10/6/2017 to 4/27/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson plans will be reviewed, and feedback will be provided.

Person Responsible

Sharon Williams

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Plans are uploaded, and feedback will be maintained in googledocs.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Improvements in instructional delivery will be monitored through iObservation.

Person Responsible

Sharon Williams

Schedule

Weekly, from 9/11/2017 to 5/25/2018

Evidence of Completion

iObservation reports will be reviewed to determine effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review of uploaded documents that demonstrate professional learning related to the selected element of the Deliberate Practice Plan will take place three times a year.

Person Responsible

Sharon Williams

Schedule

Triannually, from 9/25/2017 to 4/20/2018

Evidence of Completion

The administrators will review the evidences that are uploaded to iObservation that demonstrate improvements in professional learning.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Lesson plans and iObservation reports will be reviewed to determine effectiveness of professional learning and coaching.

Person Responsible

Sharon Williams

Schedule

Weekly, from 8/21/2017 to 4/20/2018

Evidence of Completion

Lesson plans, feedback, and iObservation reports that show average scores will be used to examine effectiveness.

G2. Teachers will effectively use the strategies that are emphasized in the District Professional Learning Communities to improve school-wide literacy through a cross curricular focus. **1**

 G095980

G2.B1 Teachers have limited experience with best practices in literacy, across all content areas. **2**

 B258408

G2.B1.S1 A teacher team will participate in District Professional Learning Communities (DPLC). **4**

 S273537

Strategy Rationale

A school-wide focus on literacy improvement will support teachers' instructional practice and thereby, student achievement.

Action Step 1 **5**

A team of Teacher Leaders will be selected to participate in the five sessions of DPLC.

Person Responsible

Elizabeth Theis

Schedule

Every 6 Weeks, from 9/13/2017 to 5/25/2018

Evidence of Completion

PD presentations and sign in sheets will be used as evidence of the completion of this activity.

Action Step 2 **5**

Following each session of the DPLC, the teacher team will provide PD for the teachers.

Person Responsible

Elizabeth Theis

Schedule

Every 6 Weeks, from 9/13/2017 to 5/25/2018

Evidence of Completion

The PD presentations and sign in sheets will serve as evidence of the completion of this activity.

Action Step 3 5

Teachers will practice the demonstrated strategy and will be given feedback on its implementation and coaching for improved effectiveness.

Person Responsible

Elizabeth Theis

Schedule

Biweekly, from 9/20/2017 to 5/25/2018

Evidence of Completion

Feedback forms will be used to aggregate the feedback.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

A calendar of PD and coaching/feedback will be developed to monitor the implementation.

Person Responsible

Sharon Williams

Schedule

Weekly, from 9/13/2017 to 5/25/2018

Evidence of Completion

A PD calendar will be used to demonstrate the monitoring of the action plan and its implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teacher feedback and reflection will be collected and used to determine effectiveness.

Person Responsible

Elizabeth Theis

Schedule

Every 2 Months, from 9/13/2017 to 5/25/2018

Evidence of Completion

Teacher feedback and reflection will be collected and analyzed to determine effectiveness and the need to adjust action steps throughout the year.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student data will be analyzed to determine the effectiveness of the implementation model.

Person Responsible

Elizabeth Theis

Schedule

Every 2 Months, from 9/13/2017 to 5/25/2018

Evidence of Completion

Assessments using the focused strategy will be developed, and the results will be analyzed to determine effectiveness and future action steps. Student feedback will be solicited to determine the effectiveness of the instruction related to the particular strategy as well.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B3.S1.A1  A367246	Teachers will participate in summer planning sessions where an overview of the CRMs will be provided	Bowley, Shanta	7/10/2017	Sign in sheets and lesson plans will be submitted by the teachers and reviewed by the instructional support team.	8/11/2017 one-time
G1.B3.S1.MA1  M393955	Lesson plans and iObservation reports will be reviewed to determine effectiveness of professional...	Williams, Sharon	8/21/2017	Lesson plans, feedback, and iObservation reports that show average scores will be used to examine effectiveness.	4/20/2018 weekly
G1.B3.S1.MA3  M393958	Review of uploaded documents that demonstrate professional learning related to the selected element...	Williams, Sharon	9/25/2017	The administrators will review the evidences that are uploaded to iObservation that demonstrate improvements in professional learning.	4/20/2018 triannually
G1.B3.S1.A4  A367249	Teachers will create and complete Deliberate Practice Plans to focus the instructional practice.	Williams, Sharon	10/6/2017		4/27/2018 monthly
G1.MA1  M393959	Student grades, end of unit assessments and iObservation reports will be used to monitor the...	Bowley, Shanta	9/9/2016	Student grades, summary assessment results, test scores, data walls, PLC minutes	5/18/2018 every-3-weeks
G2.MA1  M393963	Teacher reflection, coaching observations and feedback, along with student performance data will be...	Theis, Elizabeth	9/13/2017	After each PD, teacher reflection will be accessed. Coaching feedback will be aggregated to determine next steps, and student data will be used to determine effectiveness.	5/25/2018 every-2-months
G1.B3.S1.MA1  M393956	Lesson plans will be reviewed, and feedback will be provided.	Williams, Sharon	8/21/2017	Plans are uploaded, and feedback will be maintained in googledocs.	5/25/2018 weekly
G1.B3.S1.MA2  M393957	Improvements in instructional delivery will be monitored through iObservation.	Williams, Sharon	9/11/2017	iObservation reports will be reviewed to determine effectiveness.	5/25/2018 weekly
G1.B3.S1.A2  A367247	Teachers will participate in collaborative planning and will actively be involved in giving and...	Williams, Sharon	8/21/2017	Lesson plans and feedback notes will be cumulative and available in googledocs.	5/25/2018 biweekly
G1.B3.S1.A3  A367248	Coaching observations, informal observations, and formal observations will be used to improve...	Williams, Sharon	8/28/2017	Feedback will be available in written form and in iObservation.	5/25/2018 weekly
G2.B1.S1.MA1  M393960	Teacher feedback and reflection will be collected and used to determine effectiveness.	Theis, Elizabeth	9/13/2017	Teacher feedback and reflection will be collected and analyzed to determine effectiveness and the need to adjust action steps throughout the year.	5/25/2018 every-2-months
G2.B1.S1.MA3  M393961	Student data will be analyzed to determine the effectiveness of the implementation model.	Theis, Elizabeth	9/13/2017	Assessments using the focused strategy will be developed, and the results will be analyzed to determine effectiveness and future action steps. Student feedback will be solicited to determine the effectiveness of the instruction related to the particular strategy as well.	5/25/2018 every-2-months
G2.B1.S1.MA1  M393962	A calendar of PD and coaching/ feedback will be developed to monitor the implementation.	Williams, Sharon	9/13/2017	A PD calendar will be used to demonstrate the monitoring of the action plan and its implementation.	5/25/2018 weekly
G2.B1.S1.A1  A367250	A team of Teacher Leaders will be selected to participate in the five sessions of DPLC.	Theis, Elizabeth	9/13/2017	PD presentations and sign in sheets will be used as evidence of the completion of this activity.	5/25/2018 every-6-weeks
G2.B1.S1.A2  A367251	Following each session of the DPLC, the teacher team will provide PD for the teachers.	Theis, Elizabeth	9/13/2017	The PD presentations and sign in sheets will serve as evidence of the completion of this activity.	5/25/2018 every-6-weeks

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Esteem Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A3  A367252	Teachers will practice the demonstrated strategy and will be given feedback on its implementation...	Theis, Elizabeth	9/20/2017	Feedback forms will be used to aggregate the feedback.	5/25/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will effectively use standards-based instruction and Marzano's Instructional Framework to improve student achievement.

G1.B3 Teachers have limited experience with the new Curriculum Resource Materials and other district supports that have been developed by OCPs staff, that incorporate standards analysis and numerous resources.

G1.B3.S1 Coaches and administrators will support collaborative lesson planning, review lesson plans and provide feedback to the teachers.

PD Opportunity 1

Teachers will participate in summer planning sessions where an overview of the CRMs will be provided

Facilitator

Shanta Bowley

Participants

All teachers were invited.

Schedule

On 8/11/2017

PD Opportunity 2

Teachers will participate in collaborative planning and will actively be involved in giving and receiving feedback.

Facilitator

Sharon Williams, Shanta Bowley, Elizabeth Theis

Participants

All teachers will participate.

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

PD Opportunity 3

Coaching observations, informal observations, and formal observations will be used to improve instruction.

Facilitator

Elizabeth Theis, Sharon Williams, Shanta Bowley

Participants

All teachers will be observed, and feedback will be provided.

Schedule

Weekly, from 8/28/2017 to 5/25/2018

PD Opportunity 4

Teachers will create and complete Deliberate Practice Plans to focus the instructional practice.

Facilitator

Sharon Williams, Elizabeth Theis, Shanta Bowley

Participants

All teachers are required to complete Deliberate Practice Plans.

Schedule

Monthly, from 10/6/2017 to 4/27/2018

G2. Teachers will effectively use the strategies that are emphasized in the District Professional Learning Communities to improve school-wide literacy through a cross curricular focus.

G2.B1 Teachers have limited experience with best practices in literacy, across all content areas.

G2.B1.S1 A teacher team will participate in District Professional Learning Communities (DPLC).

PD Opportunity 1

A team of Teacher Leaders will be selected to participate in the five sessions of DPLC.

Facilitator

District staff will provide the PD for this action step.

Participants

Select teachers will participate in the DPLC.

Schedule

Every 6 Weeks, from 9/13/2017 to 5/25/2018

PD Opportunity 2

Following each session of the DPLC, the teacher team will provide PD for the teachers.

Facilitator

Shanta Bowley, Stephanie Kelly, Kim Paschall

Participants

All teachers will participate in the follow up PD, provided by the teacher leaders who participate in the DPLC.

Schedule

Every 6 Weeks, from 9/13/2017 to 5/25/2018

PD Opportunity 3

Teachers will practice the demonstrated strategy and will be given feedback on its implementation and coaching for improved effectiveness.

Facilitator

Sharon Williams, Teacher Leaders

Participants

All teachers in the school will be provided with coaching and feedback.

Schedule

Biweekly, from 9/20/2017 to 5/25/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B3.S1.A1	Teachers will participate in summer planning sessions where an overview of the CRMs will be provided				\$3,282.35
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0032 - Esteem Academy	General Fund		\$3,282.35
<i>Notes: Summer planning</i>						
2	G1.B3.S1.A2	Teachers will participate in collaborative planning and will actively be involved in giving and receiving feedback.				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0032 - Esteem Academy	General Fund		\$13,500.00
<i>Notes: Salaries (1 hour per week X 30 weeks X10 teachers X \$45 per hour)</i>						
3	G1.B3.S1.A3	Coaching observations, informal observations, and formal observations will be used to improve instruction.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0032 - Esteem Academy			\$0.00
<i>Notes: No discrete funds needed</i>						
4	G1.B3.S1.A4	Teachers will create and complete Deliberate Practice Plans to focus the instructional practice.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	100-Salaries	0032 - Esteem Academy	General Fund		\$4,500.00
<i>Notes: Five hours per semester X 10 teachers X 2 semesters X \$45 per hour</i>						
5	G2.B1.S1.A1	A team of Teacher Leaders will be selected to participate in the five sessions of DPLC.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5200	140-Substitute Teachers	0032 - Esteem Academy	General Fund		\$1,500.00
<i>Notes: Substitutes for three teachers X 5 times per year X \$100 per day</i>						
6	G2.B1.S1.A2	Following each session of the DPLC, the teacher team will provide PD for the teachers.				\$2,700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0032 - Esteem Academy			\$2,700.00
<i>Notes: 5 times per year X 3 hours of preparation X 4 teachers X \$45 per hour</i>						

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Esteem Academy

7	G2.B1.S1.A3	Teachers will practice the demonstrated strategy and will be given feedback on its implementation and coaching for improved effectiveness.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0032 - Esteem Academy			\$0.00
			<i>Notes: No specific budget required</i>			
					Total:	\$25,482.35