

Orange County Public Schools

Esteem Academy



2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the Ungraded SIP	4
School Information	5
Needs Assessment	8
Planning for Improvement	11
R.A.I.S.E	0
Positive Culture & Environment	16

Esteem Academy

12301 WARRIOR RD, Winter Garden, FL 34787

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

Demographics

Principal: Elizabeth Theis

Start Date for this Principal: 4/10/2017

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Improvement Rating History	
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

High School students attend ESTEEM Academy through being placed based on the recommendations of the IEP committee at their home high school. Students are placed in this school because they have emotional needs that require a smaller, more focused school environment that provides counseling to them weekly.

School Leadership Team

Membership

Identify the name, email address, 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
Theis, Elizabeth	Principal	Dr. Elizabeth Theis serves as principal. She maintains a balanced focus on safety/community combined with standardized based instruction and monitoring using the OCPS instructional framework when working with staff. She implements databased decision making through modeling the problem solving process, develops a culture of high expectations and high quality instruction with the school staff. She oversees the implementation of best practices associated with the the new BEST standards.
Williams, Sharon	Assistant Principal	Dr. Sharon Williams serves as the assistant principal. She assists the principal in providing a common vision of standards based instruction and data times decision making. She works with the leadership team in assisting in the design and implementation of progress monitoring, data analysis, and intervention. She coordinates the implementation of intervention support, data analysis and progress monitoring. She develops and supports teachers in the use of the district provided resources (CRMS) and the OCPS instructional framework in their lesson plans and instruction.
Connelly, Chandra	School Counselor	Ms. Chandra Connelly serves as the Guidance Counselor. She works with the assistant principal to create individual school schedules within the master schedule. She works with staff and students to support on-time graduation, monitor student progress toward graduation. She provides college and post-graduation resources and classroom guidance support to the students.
Hines, Gregory	Instructional Technology	Mr. Gregory Hines is our Coach for Instructional technology. He trains the staff in the use of the various technology programs we use. He provides support to the staff as it is needed.
Siller, Tashana	Staffing Specialist	Mrs. Tashana Siller serves as the staffing specialist. She coordinates the IEP meetings, collaborates with multiple stake holders to ensure IEP compliance is maintains. She oversees the transportation of the students and communicates with the company, drivers, and parents to insure that student's transportation to and from school is in place.
Maloney, Rachel	Instructional Coach	Ms. Rachel Maloney is an instructional coach. She develops and supports teachers in the use of the district provided resources (CRMS) and the OCPS instructional framework. She participates in the design and delivery of professional learning sessions. She also coordinates all aspects of the state, district, and local assessments.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

.

Demographic Information

Principal start date

Monday 4/10/2017, Elizabeth Theis

Total number of students enrolled at the school.

18

Total number of teacher positions allocated to the school.

6

Number of teachers with professional teaching certificates?

5

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

1

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	2	3	4	9	18	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	4	6	10	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	1	0	1	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	0	2	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	1	2	2	5	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	2	1	3	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	1	1

Date this data was collected or last updated

Monday 8/15/2022

2021-22 - Updated**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	3	9	9	21	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	6	5	14	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	3	4	7	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	1	4	6	11	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	2	3	3	8	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	4	2	6	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	2	6	7	15

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	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	0	0	1	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		49%	51%					55%	56%
ELA Learning Gains								53%	51%
ELA Lowest 25th Percentile								40%	42%
Math Achievement		36%	38%					43%	51%
Math Learning Gains								49%	48%
Math Lowest 25th Percentile								46%	45%
Science Achievement		31%	40%					70%	68%
Social Studies Achievement		43%	48%					73%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	40%	69%	-29%	70%	-30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE 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
2021 SCHOOL GRADE 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
SWD								60			
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

In the 2021-2022 school year, the PMA results on the Algebra I FSA, 75% of our students passed. On the Geometry FSA, 43% of our students passed. Students were monitored by the teacher and the leadership team.

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

The most improvement was shown in Algebra 1. In this course, we placed a support facilitation teacher to work with the students. The class size was small and students received the individualized instruction and support they needed.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Students have shown improvement in Geometry however math concepts continues to be an area in which they struggle. Geometry FSA scores increased from 40% to 43%. Our goal this year is for student proficiency scores to increase from 43% to 46%.

What trends emerge across grade levels, subgroups and core content areas?

In core content areas, some of our students do not have basic math skills and/or read below grade level. In addition, some students struggle with writing skills also.

What strategies need to be implemented in order to accelerate learning?

Teachers invite experts to come to their classes to speak on standards the students are learning. Also students are taken on field trips to see first hand plays and to explore museums so they have first hand knowledge of what they are studying in English and History.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Professional development opportunities will be provided to extend teachers' knowledge of various instructional strategies.

Areas of Focus:

#1. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math has been the subject that many of our students struggle with at ESTEEM. Students come to Esteem with low basic Math skills because they missed the instruction in previous schools due to absenteeism and mental health issues. Some students are significantly below grade level in Math. Although we have met our SIP goal with the students from the previous year, it has been our experience that the new students to ESTEEM come in with lower Math skills because they have missed instruction in their previous schools. We want to focus on this area so that students will gain the necessary skills in Math and will achieve proficiency on the EOC exams.

Measurable Outcome:

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

At least 41% of the students enrolled in Algebra 1 and Geometry will achieve proficiency on the EOC exams.

Monitoring:

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

Student scores will be monitored by the leadership team and the Math teacher. A support system of review and remediation will be put in place for each student failing.

Person responsible for monitoring outcome:

Elizabeth Theis (elizabeth.theis@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Provide differentiated instruction using the Instructional framework as the basis of instruction. Strategies will be whole group differentiation with content context in assignments.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The OCPS Instructional Framework has been the focus in the district for teachers in providing instruction to students. Students need differentiated instruction to meet their individual needs and to help them master the skills taught in the courses.

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.

1. Identify students' area of deficiency and develop a plan to provide a tier support system of remediation through support facilitation.

Person Responsible

Elizabeth Theis (elizabeth.theis@ocps.net)

2. Monitor student data with the teacher to access each student's progress in the course after progress reports, report cards, and PMA testing.

Person Responsible

Elizabeth Theis (elizabeth.theis@ocps.net)

3. Guidance Counselor will provide sessions with the students on test taking strategies and how to use them during testing.

Person Responsible

Chandra Connelly (chandra.connelly@ocps.net)

4. Our resource teacher/coach will work with the teacher through coaching sessions on content specific preparation and review that these are aligned with the standards. Teachers will receive professional development trainings.

Person Responsible

Rachel Maloney (rachel.maloney@ocps.net)

5. The ESE teacher will provide extra support to the students through tutoring and co-teaching with the Math teacher in Algebra 1 and will provide support facilitation in other Math classes.

Person Responsible

Michelle Crawford (michelle.crawford@ocps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Leadership will conduct student meetings to review students' progress in their course work, mental health issues and absenteeism. These meetings will be held with the teacher, mental health counselors, guidance counselor, instructional coach, support facilitation teachers, and staffing specialist.

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Teachers are asked to provide rigor and teach to the standards set up for their courses. By doing this, students are receiving instruction to help them show proficiency in the class.

Measurable Outcome:

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

At least 50% of the students enrolled in ESTEEM during the FTE periods will demonstrate proficiency on state assessed courses (US History, Biology, F.A.S.T. ELA 9 and 10 grade tests)

Monitoring:

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

This data will be monitored by the administration, ESE teacher and the teacher of the content area. The leadership team will also monitor the data and provide instruction as needed.

Person responsible for monitoring outcome:

Michelle Crawford (michelle.crawford@ocps.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will use the literary strategies they learned in previous DPLC and Kagan workshops. Emphasis will be on providing students with classes where active engagement in the lesson while learning the standard aligned focus of the lesson.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Students are passing the State tests when these strategies are implemented (ELA 57%, Biology 86% and US History 75% on the 2022 tests). We want to continue to focus on this area as we have two new teachers on our staff this year.

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.

1. Ongoing professional development will be provided through faculty meetings each month and through information in the weekly memo.

Person Responsible

Elizabeth Theis (elizabeth.theis@ocps.net)

2. Provide professional development to teachers for authentic, purposeful learning during PLC to be used in the classroom.

Person Responsible

Elizabeth Theis (elizabeth.theis@ocps.net)

3. Provide ongoing coaching and support to teachers by the resource teacher to support the teachers in using instructional strategies learned during faculty and PLC meetings.

Person Responsible

Rachel Maloney (rachel.maloney@ocps.net)

4. Involve the instructional leadership team in monitoring teachers in implementing best practices in literacy and standards-based instruction. Supply extra support and training to teachers as needed according to the data collected in observations and walk throughs.

Person Responsible

Elizabeth Theis (elizabeth.theis@ocps.net)

5. Monitor student progress through data meetings with teachers and with the leadership team. Adjust instruction/remediation/acceleration as needed for each student.

Person Responsible

Elizabeth Theis (elizabeth.theis@ocps.net)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the

Leadership will conduct student meetings to review students' progress in their course work, mental health issues and absenteeism. These meetings will be held

process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

with the teacher, mental health counselors, guidance counselor, instructional coach, support facilitation teachers, and staffing specialist.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

ESTEEM strives to maintain a positive school culture through meeting on a regular basis with the teachers, students, staff, and parents to give them an opportunity to provide feedback on issues related to the SIP plan. We have two mental health counselors that meet with each student weekly, either in individual or group counseling sessions.

Many students who come to ESTEEM have not been attending school. It is a challenge for them to be consistent in their attendance. We collect data on attendance through Skyward and a google doc.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The stakeholders will receive information via meetings, phone calls, and letters to parents about attendance. An article on attendance will also be included in the parent newsletter that is sent home with progress reports and report cards.

Describe how implementation will be progress monitored.

The assistant principal, guidance counselor, and registrar will hold 2 meetings a quarter to review the attendance of students. Students who are absent will be listed on a google sheet. Parents will be called and the reason for the absence will be recorded on the sheet. When students have missed 5 days, a letter will be sent home. If a student misses 10 days, an attendance meeting will be held with the student and parent to create an attendance plan.

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.

Action Step	Person Responsible for Monitoring
1. The office will record on a google sheet the names of students absent. Ms. Buckles will call the home to check on the student	Williams, Sharon, sharon.williams@ocps.net
2. When a student is absent for 5 days, a letter will be sent home to the parents.	Williams, Sharon, sharon.williams@ocps.net
3. When a student is absent 10 days, a attendance conference will be held with the student and parent. In this conference, an attendance plan will be developed.	Connelly, Chandra, chandra.connelly@ocps.net