

Citrus County Schools

Citrus Eschool



2021-22 Schoolwide Improvement Plan

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Citrus Eschool

1007 WEST MAIN STREET, Inverness, FL 34450

<https://cvs.citrusschools.org/>

Demographics

Principal: Deborah Dumas

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2020-21
Grade	

School Board Approval

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SIP Authority

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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

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The 2021-2022 school year is our first year as a virtual school. We will develop a school mission and vision collectively with our SAEC and school community.

Provide the school's vision statement.

The 2021-2022 school year is our first year as a virtual school. We will develop a school mission and vision collectively with our SAEC and school community.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Dumas, Deborah	Supervisor of Virtual Programs	<p>SCHOOL DISTRICT OF CITRUS COUNTY JOB DESCRIPTION SUPERVISOR OF VIRTUAL SCHOOL PROGRAM</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>(1) Provide leadership in the continuous improvement of the total educational program in the school.</p> <p>(2) Manage and administer the overall instructional program of the school.</p> <p>(3) Manage and administer the overall activities of assessing and developing the instructional program of the school.</p> <p>(4) Provide leadership and facilitate the accreditation program at the school.</p> <p>(5) Involve others in the decision-making process and encourage teamwork, collaboration and partnerships.</p> <p>(6) Assume, as requested, a District-wide leadership role for an identified function, program, or service, such as curriculum development, instructional technology, or staff development.</p> <p>(7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. *</p> <p>(8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials.</p> <p>(9) Participate, as requested, in the development of the District's student assessment program. Manage and administer the testing program for the school.</p> <p>(10) Provide leadership, facilitate and oversee the wise use of personnel resources within the virtual school.</p> <p>(11) Serve as the liaison between the school and District-wide services available to assist the school in its mission.</p> <p>(12) Manage the implementation and administration of negotiated employee contracts at the school level.</p> <p>(13) Provide leadership and facilitate the development of long- and short-range instructional needs.</p> <p>(14) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>(15) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget.</p> <p>(16) Manage and supervise the wise use of financial resources for the school.</p> <p>(17) Oversee financial accounting to ensure judicious management of all school funds.</p> <p>(18) Manage and supervise the preparation of financial reports for the school.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(19) Manage and supervise student accounting and attendance procedures at the school.</p> <p>(20) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(21) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school.</p> <p>(22) Keep well informed about current trends in education.</p> <p>(23) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems.</p> <p>(24) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature.</p> <p>(25) Oversee and maintain accountability for property inventory records and security of school property.</p> <p>(26) Oversee the development of a master schedule for teachers.</p> <p>(27) Approve all school-sponsored activities and maintain a calendar for all school events.</p> <p>(28) Provide for the articulation of the school' instructional program and services among school personnel.</p> <p>(29) Provide leadership for the school improvement process and accountability process.</p> <p>(30) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning.</p> <p>(31) Assume all duties and responsibilities in Florida statutes.</p> <p>(32) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement and accountability plan.</p> <p>(33) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p> <p>(34) Collaborate with assigned administrator regarding performance appraisals for all staff.</p> <p>(35) Implement School Board policy, state statutes and federal regulations as they pertain to the school.</p> <p>(36) Participate in the development of the District strategic plan, District school calendar, District staffing and administer school functions relating to these items.</p> <p>(37) Assign and supervise school personnel to special projects for the enhancement of the school.</p> <p>(38) Attend school-related activities and events.</p> <p>(39) Participate in leadership development activities.</p> <p>(40) Coordinate contracts with instructional content providers</p> <p>(41) Supervise and monitor the accurate and timely completion of data collection and reporting requirements</p> <p>(42) Coordinate technology functions, provide for digital learning and</p>

Name	Position Title	Job Duties and Responsibilities
Brown, Marcia		<p>communication resources, and facilitate training on new technology and curriculum.</p> <p>(43) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.</p> <p>(44) Perform other incidental tasks consistent with the goals and objectives of this position. *</p>
		<p>(1) Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity. *</p> <p>(2) Assist students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans in terms of such evaluation. *</p> <p>(3) Take an active role in interpreting the role of the counselor and the guidance program objectives to students, teachers, parents, and the community at large. *</p> <p>(4) 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>(5) Supervise the preparation and processing of college, scholarship and employment applications. *</p> <p>(6) Help to plan the guidance program and the curriculum in relation to the needs of pupils. This would include assisting in the development of the schools master schedule of course offerings. *</p> <p>(7) Oversee registration of, or registers students new to the school and orients them to school procedures and the school's varied opportunities for learning. *</p> <p>(8) Advise students in course and subject selection. *</p> <p>(9) Supervise maintenance of student records and protects their confidentiality. *</p> <p>(10) Maintain all other records necessary for the performance of his/her duties. *</p> <p>(11) Work to resolve students' educational needs and to help students get the most out of their educational experiences. *</p> <p>(12) Work to discover and develop special abilities of students. *</p> <p>(13) Work to prevent students from dropping out of school. *</p> <p>(14) Assist in obtaining and disseminating occupational and vocational information to students. *</p> <p>(15) Work with students on an individual basis in the solution of personal problems related to such problems as home and family relations, health, and emotional adjustment. *</p> <p>(16) Consult with parents and school staff whenever necessary. *</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(17) Provide in-service training in guidance for teachers and student teachers. *</p> <p>(18) Work to discover students' special needs that indicate referral to other school personnel or other outside agencies. *</p> <p>(19) Work to stay informed regarding legislative changes that affect students' academic progress. *</p> <p>(20) Work to communicate with students and their parents regarding academic progress and graduation status. *</p> <p>(21) Work as a member of school's Crisis Intervention Team to prevent and deal with crisis situations. *</p> <p>(22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*</p> <p>JOB GOAL</p> <p>To help students overcome problems that impede learning and to assist them in making educational, occupational, and life plans that will enhance their personal fulfillment as mature and responsible men and women.</p> <p>(23) Perform such other incidental tasks consistent with the goals and objectives of this position.</p>

Mullins,
Jenna

Teacher on Special
Assignment

- (1) Assist with the coordination and conducting of staff development activities.*
- (2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.*
- (3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness.*
- (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. *
- (5) Provide supportive services to parents, teachers, students, and administration.*
- (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate.*
- (7) Assist with planning, coordination, and implementation of special projects, programs, and events.*
- (8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested.*
- (9) Keep professional skills and knowledge updated.*
- (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.*

Name	Position Title	Job Duties and Responsibilities
		(11) Perform other incidental tasks consistent with the goals and objectives of this position.

Demographic Information

Principal start date

Thursday 7/1/2021, Deborah Dumas

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

8

Total number of students enrolled at the school

186

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

8

Demographic Data

Early Warning Systems

2021-22

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	17	26	26	40	37	40	0	0	0	0	0	0	0	186
Attendance below 90 percent	0	3	0	4	5	3	0	0	0	0	0	0	0	15
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	1	1	6	10	9	0	0	0	0	0	0	0	27
Course failure in Math	0	1	1	6	11	11	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	7	3	9	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	13	18	0	0	0	0	0	0	0	37
Number of students with a substantial reading deficiency	0	8	8	13	0	0	0	0	0	0	0	0	0	29

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	3	1	9	11	12	0	0	0	0	0	0	0	36

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	0	

Date this data was collected or last updated

Wednesday 9/8/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	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	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	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	0	0	0	0	

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	0		

Part II: Needs Assessment/Analysis**Analysis****Data Analysis**

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

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

An analysis of district and state data shows that the district is slightly above the state average in ELA and math in achievement and learning gains. Only the mathematics lowest 25th percentile is the same as the state.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The lowest 25th percentile is an area of need in both ELA and mathematics.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the past year, students transferred between a brick and mortar school setting and a virtual setting, so changes between state adopted curriculum materials and virtual content contributed to this area of concern. Additionally, some students experienced multiple teacher changes in a given course due to declining enrollment in the virtual program. Pacing and differences in curriculum delivery also impacted student learning. Families are now encouraged to commit to virtual learning for a minimum of a semester and preferably a year in order to provide continuity of instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

n/a

What were the contributing factors to this improvement? What new actions did your school take in this area?

n/a

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

Staff will participate in data analysis days to review and use results for curriculum planning.

Targeted small group instruction will be planned using data from iReady and Lexia.

FLVS curriculum will be used with fidelity.

Teachers will participate in B.E.S.T. standards training and implement strategies in live lessons.

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

Teachers will receive professional development in Lexia, B.E.S.T. standards and from FLVS for franchise teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will seek out continued support from FLVS and continued B.E.S.T. standards training. Teachers will participate in a state-wide professional learning community with other FLVS elementary teachers. Limiting enrollment to two windows per year at the beginning of semesters 1 and 2 will help maintain continuity in the virtual environment.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:	Review of district data indicated phonics and phonological awareness as areas to develop in elementary grades.
Measurable Outcome:	FSA scores and iReady diagnostic data will indicate an increase in the area of phonics and phonological awareness. Students scoring in the lowest range on the iReady diagnostic will improve their scores by a minimum of 10%.
Monitoring:	Student progress will be monitored using iReady diagnostics and assessments and Lexia data. This information will be reviewed mid-year and again in late spring.
Person responsible for monitoring outcome:	Jenna Mullins (mullinsj@citruschools.org)
Evidence-based Strategy:	Lexia is an evidence-based personalized learning program (What Works Clearinghouse) and will be implemented during Tier 3 interventions. iReady will be utilized with all students and is considered to be promising evidence.
Rationale for Evidence-based Strategy:	Lexia is strong evidence based on ESSA rating and iReady received a promising evidence rating based on ESSA.

Action Steps to Implement

Lexia Core5 will be used for Tier 3 reading instruction, which includes online instruction weekly and face-to-face (via Zoom) lessons with the intervention teacher. Students in Tier 2 and Tier 3 interventions will receive direct instruction in face-to-face (Zoom) lessons.

Person Responsible Jenna Mullins (mullinsj@citruschools.org)

Data analysis meetings will be conducted three times per year with individual teachers. The focus for these data meetings will be on students scoring in the red, students in the lowest quartile, and students with disabilities.

Person Responsible Jenna Mullins (mullinsj@citruschools.org)

Utilize ESE teachers and staffing specialist to provide professional development to identify and model accommodations and strategies that can be implemented virtually.

Person Responsible Jenna Mullins (mullinsj@citruschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

n/a

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

In our initial year, leadership and staff of Citrus eSchool established a theme of construction to indicate the building of a new school and platform. Students were invited to submit ideas for a school mascot and school colors. A positive referral process will be implemented as well as a student academic recognition program. SAC members, including community members and the school board liaison, will develop the school mission and vision statement. School-wide events such as Dad's Day and Red Ribbon Week provide opportunities for student involvement. Homeroom Zooms keep students informed of events occurring in eSchool as well as on brick and mortar school campuses and club opportunities help to engage students socially.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Teachers promote a positive school culture by hosting homeroom Zooms, clubs, and social Zooms. The school counselor, Marcia Brown, plans to showcase student achievement regularly and is working with a team of teachers to develop a school-wide PBIS program. The leadership team will contact families when students receive positive referrals. The SAC council and school community will develop and promote the school mission and vision. The administrator communicates important dates and events using School Messenger. We have a student government organization, led by teacher Heather Wolfertz, with representation from all school levels.