

Citrus County Schools

Citrus Eschool



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	15
Planning for Improvement	20
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: D (40%) 2018-19: No Grade 2017-18: 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	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	15
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	0

Citrus Eschool

1007 WEST MAIN STREET, Inverness, FL 34450

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year	2021-22	2020-21
Grade	D	

School Board Approval

This plan was approved by the Citrus County School Board on 10/11/2022.

SIP Authority

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>.

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 mission of Citrus eSchool is to offer an enhanced virtual learning experience that allows students to explore future career options, achieve academic mastery, and climb to success.

Provide the school's vision statement.

The vision of Citrus eSchool is to empower students to achieve their potential as self-directed and responsible learners by providing interactive, media-rich curriculum and flexible, in-person and virtual learning environments.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dumas, Deborah	Principal	<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, staff development, or custodial coordination.</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 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 and facility needs.</p> <p>(14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds.</p> <p>(15) Manage and administer maintenance services for the school in such a manner that ensures maximum life and use of the facility.</p> <p>(16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>(17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget.</p> <p>(18) Manage and supervise the wise use of financial resources for the school.</p> <p>(19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</p> <p>(20) Oversee financial accounting to ensure judicious management of all</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school funds.</p> <p>(21) Manage and supervise the preparation of financial reports for the school.</p> <p>(22) Manage and supervise student accounting and attendance procedures at the school.</p> <p>(23) Serve as a liaison between the school and community and provide leadership for positive school / community relations.</p> <p>(24) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school.</p> <p>(25) Keep well informed about current trends in education.</p> <p>(26) Keep well informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems.</p> <p>(27) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems.</p> <p>(28) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature.</p> <p>(29) Oversee and maintain accountability for property inventory records and security of school property.</p> <p>(30) Oversee the development of a master schedule for teachers.</p> <p>(31) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs.</p> <p>(32) Approve all school-sponsored activities and maintain a calendar for all school events.</p> <p>(33) Provide for the articulation of the school' instructional program and services among school personnel.</p> <p>(34) Provide leadership for the school improvement process and accountability process.</p> <p>(35) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning.</p> <p>(36) Assume all duties and responsibilities in Florida statutes.</p> <p>(37) 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>(38) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action.</p> <p>(39) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings.</p> <p>(40) Implement School Board policy, State statutes and federal regulations as they pertain to the school.</p> <p>(41) Maintain visibility and accessibility on the school campus.</p> <p>(42) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>these items.</p> <p>(43) Assign and supervise school personnel to special projects for the enhancement of the school.</p> <p>(44) Attend school-related activities and events.</p> <p>(45) Participate in leadership development activities.</p> <p>(46) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.</p> <p>(47) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Mullins, Jenna	Instructional Coach	<ol style="list-style-type: none"> 1) Coordinates curriculum 2) Manages the implementation and use of curriculum and instructional programs 3) Problem solves/troubleshoots with teachers, students, and parents 4) Provides technology help and creates how-to videos and tutorials 5) Manages grading practices and report cards 6) Oversees the Multi-Tiered System of Supports/Response to Intervention process 7) Meets with teachers throughout the year to determine needs of students 8) Monitors the use of PMPs to document intervention data 9) Oversees the tier 3 intervention process for grades K-12 and guides decision-making 10) Schedules, oversees, and facilitates Problem Solving Team meetings for struggling students 11) Schedules and facilitates data chats/data-driven decision-making meetings with teachers 12) Facilitates in-house and third-party professional development 13) Attends Instructional Coach meetings and fulfills those duties 14) Attends Assistant Principal meetings when requested or when information pertinent to eSchool is discussed 15) Liaison for ESOL program requirements 16) Administers ACCESS for ELLs assessments 17) Assists in the identification and monitoring of students not making adequate progress 18) Schedules in-person tutoring and learning sessions 19) Coordinates 4-H Speech Contest 20) Supports teachers, school counselor, and administration in promotion/retention decisions 21) Identifies students eligible for ESY and organizes registration 22) Provides device management and technology support for iPads and Chromebooks for students in eSchool grades K-12 23) Assist with the coordination and conducting of staff development activities. 24) Assist classroom teachers with developing and/or presenting teaching strategies and instructional 25) units and recommending materials and activities. 26) Assist with the process of previewing, selecting, and developing materials

Name	Position Title	Job Duties and Responsibilities
		<p>related to the program 27) and its effectiveness. 28) Assist with the development, presentation, and implementation of the curriculum instructional 29) activities related to the program. 30) Provide supportive services to parents, teachers, students, and administration. 31) Promote community understanding of curriculum goals, objectives, and programs, and encourage 32) community involvement wherever appropriate. 33) Assist with planning, coordination, and implementation of special projects, programs, and events. 34) Keep professional skills and knowledge updated. 35) Perform job responsibilities with sustained focus and attention to detail for extended periods of 36) time. 37) Perform other incidental tasks consistent with the goals and objectives of this position. 38) Manage and administer the overall school testing and assessment programs. 39) Coordinate the overall remediation program data. 40) Manage the Academic Incentive Plans for the school. 41) Serve as test coordinator for all state mandated testing programs. 42) Maintain student academic progress records for students scoring at Level 1 or 2 on state mandated 43) testing. 44) Maintain strict confidentiality of student records and data. 45) Provide in-service for faculty members on state mandated testing. 46) Coordinate distribution and interpretation of test results within and between schools. 47) Manage student career cluster and pathway information. 48) Complete an intake evaluation on new students to determine current reading and math levels and 49) eligibility for programs, such as ESOL. 50) Maintain and report testing results and trends to administration, faculty, students, parents, and 51) community members. 52) Review remediation materials to ensure items meet the school's remediation goals and objectives. 53) Maintain accountability for all records on students participating in mandatory testing. 54) Assist principals in preparation of data for staff review and planning.</p>
Brown, Marcia	School Counselor	<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. (2) Assist students in evaluating their aptitudes and abilities through the interpretation of individual</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <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>

Name	Position Title	Job Duties and Responsibilities
------	----------------	---------------------------------

(22) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.

Demographic Information

Principal start date

Thursday 7/1/2021, Deborah Dumas

Number of teachers with a 2022 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.*

3

Number of teachers with a 2022 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

3

Total number of students enrolled at the school

56

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

0

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

0

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	7	8	5	16	11	9	0	0	0	0	0	0	0	56
Attendance below 90 percent	0	0	0	2	3	1	0	0	0	0	0	0	0	6
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	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	0	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	1	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	3	1	5	0	0	0	0	0	0	0	0	0	9

Using the table above, complete the table below with the number of students by current grade level who have 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	2	5	0	0	0	0	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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 8/17/2022

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	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	

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	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	
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

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%	41%	55%						61%
ELA Learning Gains	54%								59%
ELA Lowest 25th Percentile									54%
Math Achievement	31%	32%	42%						62%
Math Learning Gains	50%								59%
Math Lowest 25th Percentile									52%
Science Achievement	17%	33%	54%						56%
Social Studies Achievement		46%	59%						78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
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					
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					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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
SWD	20			25							
WHT	44	54		23	54		11				
FRL	47	57		26	48		22				
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
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 not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	201
Total Components for the Federal Index	5
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	37
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Since 2021-22 was our first year in existence, there were no prior state scores with which to compare. We used progress monitoring data to evaluate student learning to analyze trends.

Students with disabilities underperformed as compared to the ESSA Federal Index.

Learning gains was a strength in both reading (54%) and math (50%), although student achievement was low in several areas such as grade 3 math (29%), grade 5 math (13%), and grade 5 science (17%).

Diagnostic data reflected a decline in overall reading proficiency, from 34% in diagnostic one for grades 3 through 5 to 31% proficiency in diagnostic three.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Math was a weakness in grades 3 and 5 and across all subgroups. In grade 3, the Numbers and Operations - Fractions cluster was our area of greatest weakness. All clusters were below the district average. In grade 5, the area of greatest weakness on the FSA was Number and Operations, Algebraic Thinking, and Fractions. Again, all clusters were below the district average.

Based on iReady data, Measurement and Data showed a slight decline between the first and third diagnostic. Our students scored below 30% proficiency in every domain in mathematics on iReady Diagnostics throughout the year.

Science scores were low, falling far below the district and state average.

ELA achievement was below the state and district average in grades 3 and 5. The area of greatest need was Comprehension of Informational Text. Student proficiency declined in this area throughout the school year, from 29% proficiency on third diagnostic, a decline from 31% on diagnostic one. Comprehension of Informational Text showed the lowest level of proficiency in both the beginning and end of year diagnostics.

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

The student population in grades 3 and 5 included a large number of ESE students. Participation in remote learning for virtual students contributed to low achievement.

In the 2022-23 school year, we are providing additional opportunities for in-person learning experiences for our virtual students. We are instituting a weekly opportunity for students to attend lessons face-to-face with their teacher and other students. Citrus eSchool students are eligible to participate in reading tutoring with Varsity Tutors. These tutors are certified teachers trained in the science of reading. Citrus eSchool teachers will meet in professional learning communities with teachers from other virtual schools in the state (the Florida BOLD group) to identify specific supports to use along with the FLVS curriculum.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In mathematics, student growth in Numbers and Operations showed the most improvement from diagnostic one (19% proficiency) to diagnostic three (27% proficiency).

In reading, students showed the greatest improvement in phonics. Students measured 69% proficiency in diagnostic one to 85% proficiency in diagnostic three.

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

At the beginning of the school year, our interventions were taught by district teachers outside of the eSchool staff. Upon review, the implementation was neither consistent nor effective due to the challenges in this model. In January, eSchool teachers began providing interventions with a dedicated teacher for tier two and another for tier three. Consistency in scheduling intervention group times on Zoom and improved accountability for participation in intervention groups led to student growth.

Students who received interventions focused mainly on Numbers and Operations. Teachers focused on this area because it is the foundation for more complex mathematics skills.

Students in interventions focused on phonics as part of their instruction. Students on grade level do not typically receive direct instruction in phonics in grades 3 - 5.

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

Comprehension strategies will be taught across all subject areas. An emphasis will be placed on effective questioning techniques, especially during Zoom lessons.

Teachers will implement BEST standards in language arts and mathematics.

eSchool ESE and classroom teachers will plan increased opportunities for students to provide feedback and be more involved in zooms.

Students will be given more opportunities for hands-on learning during in-person learning days.

Students will participate in reading tutoring with Varsity Tutors. These tutors are certified teachers trained in the science of reading.

Students will be eligible to earn frequent incentives for iReady participation and growth.

iReady professional development will be provided to eSchool ESE and classroom teachers twice monthly. Data analysis and lesson planning will occur during these sessions.

eSchool ESE and classroom teachers will plan an increased focus on math facts practice and will provide incentives for mastery.

Teachers will utilize district-created science formative assessments to drive instruction.

The district science TOSA will meet with eSchool ESE and classroom teachers to review data and plan for instruction, with a focus on developing a spiral review of NGSSS science standards from prior grades and planning NGSSS science grade 5 glossary instruction and review.

During in-person learning, eSchool ESE and classroom teachers will provide enhanced learning opportunities in science, including hands-on activities, labs, and projects.

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.

Citrus eSchool teachers will participate in professional learning communities within our school and with other FLVS franchise instructors across the state.

One-on-one sessions with iReady professional learning will focus on the best resources to use to address the needs of each student.

Lexia professional development will focus on best practices for implementing reading support.

District Science TOSA will provide support for planning instruction using data from formative assessment.

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

In-person opportunities for learning math will give students hands-on experience with math manipulatives. Implementing Lexia with all students rather than only students in need of tiered interventions will supplement the FLVS curriculum.

Teachers will continue to use knowledge of iReady and updated FLVS course content to develop students' reading, mathematics, and science skills.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

**Area of Focus
Description and
Rationale:
Include a rationale that
explains how it was
identified as a critical
need from the data
reviewed.**

Our ELA achievement scores were below the district and state average. Citrus eSchool students' FSA scores were 49% proficient versus 53% proficient at the district level and 55% at the state level. Our school had three subgroups scoring below the district and state averages. The lowest scoring subgroup was Students with Disabilities and an additional area of focus was developed for that population.

Learning gains was a strength in reading (54%), although student achievement was low in several areas. Our area of greatest weakness was Key Ideas and Details in grade 3 (44%). In grade 5, our area of greatest weakness was Text-Based Writing (53%).

Diagnostic data reflected a decline in overall reading proficiency, from 34% in diagnostic one for grades 3 through 5 to 31% proficiency in diagnostic three.

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

80% of students will reach grade level proficiency in ELA by the third progress monitoring assessment.

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

Data will be reviewed following each progress monitoring assessment. The subgroup data will also be reviewed through iReady and the FAST monitoring system to ensure that the achievement gap is narrowing with the following subgroups: Students with Disabilities, White, and Economically Disadvantaged.

**Person responsible for
monitoring outcome:**

Jenna Mullins (mullinsj@citruschools.org)

**Evidence-based
Strategy:
Describe the evidence-
based strategy being
implemented for this
Area of Focus.**

All students will utilize iReady and Lexia programs. Additionally, students will receive tutoring from reading-endorsed teachers trained in the science of reading from eSchool teachers as well as through participation in sessions with Varsity Tutors.

**Rationale for
Evidence-based
Strategy:
Explain the rationale
for selecting this
specific strategy.
Describe the
resources/criteria
used for selecting this
strategy.**

iReady and Lexia are evidence-based programs selected by the school district to support the core instructional program.

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.

ESE and classroom teachers will participate in professional development with Lexia.

ESE and classroom teachers will receive extended one-on-one support from iReady professional

development experts twice monthly.

ESE and classroom teachers will participate in collaborative planning sessions with other teachers from their school level twice per month.

ESE and classroom teachers will participate in Professional Learning Communities with virtual teachers from other teachers across the state via Florida BOLD.

The instructional coach will conduct data chats with teachers quarterly.

Person Responsible Jenna Mullins (mullinsj@citrusschools.org)

Incentives will be provided for students who achieve monthly goals in iReady and Lexia.

Person Responsible Deborah Dumas (dumasd@citrusschools.org)

The administrator will monitor the fidelity of implementation of iReady and Lexia during classroom walkthroughs and observations. Effective teaching strategies, especially effective questioning techniques, will be monitored.

Person Responsible Deborah Dumas (dumasd@citrusschools.org)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Math proficiency in grades 3 (29%) and 5 (13%) were significantly below the state (57%) and district (53%) average. Specifically, three subgroups were identified as scoring significantly lower than both the district and state average: White, Economically Disadvantaged, and Students with Disabilities.

Learning gains was a strength in mathematics (50%), although student achievement was low in several areas. Our area of greatest weakness was Numbers and Operations--Fractions in grade 3 (48%). In grade 5, our area of greatest weakness was Operations, Algebraic Thinking, and Fractions (34%).

Diagnostic data reflected only a slight increase in overall mathematics proficiency, from 17% in diagnostic one for grades 3 through 5 to 19% proficiency in diagnostic three.

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

80% of students will reach grade level proficiency in mathematics by progress monitoring 3.

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

Data will be reviewed following each progress monitoring assessment. In addition, progress monitoring data for each subgroup will be disaggregated to ensure that achievement is increasing for these subgroups.

Person responsible for monitoring outcome:

Jenna Mullins (mullinsj@citruschools.org)

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

All students will utilize iReady, an evidence-based program, as a supplement to the FLVS curriculum.

Rationale for Evidence-based Strategy:

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

iReady was selected by the school district to support the core instructional program.

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.

ESE and classroom teachers will receive extended one-on-one support from iReady professional development experts twice monthly.

ESE and classroom teachers will participate in collaborative planning sessions with other teachers from their school level twice per month.

ESE and classroom teachers will participate in Professional Learning Communities with virtual teachers from other teachers across the state via Florida BOLD.

The instructional coach will conduct data chats with teachers quarterly.

Person Responsible Jenna Mullins (mullinsj@citrusschools.org)

Incentives will be provided for students who achieve monthly goals in iReady or master math facts.

Person Responsible Deborah Dumas (dumasd@citrusschools.org)

The administrator will monitor the fidelity of implementation of iReady and Lexia during classroom walkthroughs and observations. Effective teaching strategies, especially effective questioning techniques, will be monitored.

Person Responsible Deborah Dumas (dumasd@citrusschools.org)

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

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

Science is our area of greatest need. eSchool scores (17%) were far lower than those across the district (45%) and state (48%).

Measurable Outcome:

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

80% of 5th grade students will score on or above grade level achievement on the NGSSS Science Assessment scores.

Monitoring:

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

The district formative assessment for science will be used to monitor student learning.

Person responsible for monitoring outcome:

Jenna Mullins (mullinsj@citrusschools.org)

A spiral review of NGSSS standards and glossaries of terms will be implemented. Teachers will create games to use during in-person learning and Zoom lessons to review science standards from previous grade levels.

Evidence-based Strategy:

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

Students will participate in hands-on labs and experiments during in-person learning days to develop understanding of the scientific process.

eSchool teachers will meet with other virtual teachers across the state who use the FLVS curriculum to develop evidence-based instructional strategies to implement during Zoom sessions and in-person learning.

Rationale for Evidence-based Strategy:

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

Test specifications for the NGSSS will indicate the standards at each grade level that should be included in a spiral review. Formative assessments will bring to light areas of weakness to address.

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.

The district science TOSA will collaborate with eSchool teachers to develop a spiral review of prior year NGSSS standards and NGSSS glossary terms for each grade level.

Person Responsible

Deborah Dumas (dumasd@citrusschools.org)

Enhanced learning opportunities in Science instruction, including hands-on activities, labs, and projects will be offered to students during in-person learning days. Teachers will focus on the scientific process during these sessions.

Person Responsible

Deborah Dumas (dumasd@citrusschools.org)

The instructional coach and the district science TOSA will conduct data chats with teachers following each formative assessment. Teachers will participate in PLCs within their school level twice per month and with other virtual teachers across the state throughout the year.

Person Responsible Jenna Mullins (mullinsj@citrusschools.org)

Evidence-based teaching strategies, especially effective questioning techniques, will be monitored during classroom walkthroughs and observations.

Person Responsible Deborah Dumas (dumasd@citrusschools.org)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus
Description and
Rationale:**

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

Students with disabilities had a subgroup federal index score of 23%.

Measurable Outcome:

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

80% of students with disabilities will reach grade level proficiency by the third progress monitoring assessment.

Monitoring:

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

Data will be reviewed by the ESE teacher and general education teachers following each progress monitoring assessment.

Person responsible for monitoring outcome:

Jenna Mullins (mullinsj@citruschools.org)

Evidence-based**Strategy:**

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

All students with disabilities will utilize iReady and Lexia programs. Additionally, students will receive tutoring from reading-endorsed eSchool teachers trained in the science of reading as well as through participation in sessions with Varsity Tutors.

Rationale for Evidence-based Strategy:

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

iReady and Lexia are evidence-based programs recommended by the state and selected by the school district to support the core instructional program. Varsity Tutors offers high dosage tutoring, an evidence-based strategy. Custom and intensive high-dosage tutoring to help accelerate learning and close learning gaps for students who are the furthest behind.

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.

ESE and classroom teachers will participate in professional development with Lexia.

ESE and classroom teachers will receive extended one-on-one support from iReady professional development experts twice monthly.

ESE and classroom teachers will participate in collaborative planning sessions with other teachers from their school level twice per month.

ESE and classroom teachers will participate in Professional Learning Communities with virtual teachers from other teachers across the state via Florida BOLD.

The instructional coach will conduct data chats with teachers quarterly.

The ESE teacher will plan specially designed instruction sessions that address the student's specific

needs, incorporate evidence-based strategies, and develop student's self-regulation and time management skills.

Person Responsible Jenna Mullins (mullinsj@citrusschools.org)

The administrator will monitor the fidelity of implementation of iReady and Lexia during general education classroom walkthroughs and observations. The administrator will monitor and observe specially designed instruction sessions for implementation of strategies. High-yield teaching strategies, especially effective questioning techniques, will be monitored.

Person Responsible Deborah Dumas (dumasd@citrusschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to iReady, 71% of our students in grades K, 1, and 2 were not on grade level at the time of the end-of-year assessment. The greatest areas of weakness indicated by iReady include Phonics (71%) and Vocabulary (74%). Comprehension of Informational Text (60%), Comprehension of Literature (55%), and High Frequency Words (55%) were also weaknesses. Weak skills in phonics and vocabulary impede student success in reading.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

51% of students in grades 3 through 5 scored below a Level 3 on the 2022 ELA FSA. 58% of grade 3 students, 40% of grade 4 students, and 50% of grade 5 students fell below a Level 3. Citrus eSchool teachers will focus on developing Language & Editing and Text-Based Writing skills, our lowest areas on the 2022 ELA FSA in grades 3, 4, and 5.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our goal for 2022-23 school year is to have at least 80% of students in grades K - 2 reach grade level proficiency in ELA. In 2021-22, only 29% of students in grades K-2 were designated as being on grade level by iReady.

Grades 3-5: Measureable Outcome(s)

Our goal for 2022-23 school year is to have 80% of students in grades 3 - 5 reach grade level proficiency in ELA. In 2021-22, 51% of students in grades 3-5 were not on grade level according to FSA.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The leadership team and teachers will review data following each statewide progress monitoring assessment and each iReady diagnostic. Teachers will communicate with students and parents results of progress monitoring and diagnostics, as well as ongoing progress through their path in iReady and Lexia. Student goals will be monitored on a monthly basis.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Dumas, Deborah, dumasd@citrusschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Citrus eSchool will use the evidence-based programs iReady and Lexia, which align with B.E.S.T. ELA Standards and the district Comprehensive Evidence-Based Reading Plan. Teachers will participate in PLCs with school level colleagues twice monthly to monitor progress toward goals and will review effective questioning techniques to be employed in lessons.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

iReady and Lexia were selected at the district level because these programs address identified needs and have a proven record of effectiveness for elementary students. Participation in PLCs and reviewing student data are proven to positively impact student learning, as are effective questioning techniques.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership - the administrator will conduct official observations and monthly walk-throughs to monitor the use of effective questioning techniques and implementation of B.E.S.T. ELA standards.	Dumas, Deborah, dumasd@citruschools.org
Literacy Coaching and Professional Learning - TOSA Jenna Mullins will work with teachers to review data and coach teachers to use data to make instructional decisions during PLC meetings and data chats. Additional sessions of professional learning will be held with iReady and Lexia, with a focus on monitoring progress and planning for instruction.	Mullins, Jenna, mullinsj@citruschools.org
Assessment - Results from each formative assessment will be reviewed and progress toward goals will be monitored.	Mullins, Jenna, mullinsj@citruschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Citrus eSchool promotes a positive school culture and environment through the use of PBIS. Teachers and staff write positive behavior referrals when students demonstrate identified character traits for each month. We recognize students of the month for each school level in our school newspaper and with a certificate, and in-person celebrations are hosted to honor students. Tangible prizes are given as well as phone calls home to families to recognize students for positive behavior. Students are recognized for A and A/B honor roll achievements. Students are encouraged to participate in clubs and activities offered in Citrus eSchool.

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

Teachers, staff, students, families, school board members, and community partners participate in our eSchool School Advisory and Enhancement Council to give input for developing programs and practices for the school. These participants are invited to school events and celebrations.