

Marion County Public Schools

Vanguard High School



2017-18 Schoolwide Improvement Plan

Vanguard High School

7 NW 28TH ST, Ocala, FL 34475

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2016-17 Title I School No	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 69%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 58%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Vanguard High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Vanguard High School will be a safe, caring center for excellence that meets student and community needs through innovative, academic and extracurricular programs, committed parental involvement, and exposure to opportunities for success.

b. Provide the school's vision statement.

The vision of Vanguard High School is to educate students who graduate as life-long learners and responsible, productive citizens of our changing world.

2. School Environment

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

At Vanguard High School, there are a variety of ways in which the school learns about students' cultures and builds relationships. Feedback, student climate surveys, student information sheets, and having staff members volunteer as club and sport sponsors support this process. We use various levels of mentoring programs through clubs and academics to help ensure that students have someone on campus who has made a connection with them throughout the school year.

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

At Vanguard High School, school-wide behavioral expectations are taught, modeled, and reinforced throughout the school year (Ready, Responsible, Respectful). Precise safety plans for responses to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc. Drills are conducted multiple times during the school year. Ensuring adequate supervision at all times also aides in providing students with a safe environment.

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

At Vanguard High School, our school wide expectations are based off of the Positive Behavior Support system that all students and staff are trained on throughout the year.

- Be Respectful
- Be Responsible
- Be Ready

Students are encouraged to follow these school-wide expectations throughout the school day in any given situation.

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

At Vanguard High School, the Synergy team meets monthly to discuss current data on at risk students, as well as, positives/challenges from the previous month. The synergy team consists of school psychologist, assistant principals, deans, guidance counselors, behavioral specialist, and

social workers. The ultimate goal for each meeting is to walk away from the table with identifiable needs and an action plan for any struggling student.

3. Early Warning Systems

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

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

Attendance/Suspensions
 GPA
 Credits
 Reading and Math Levels

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	43	55	62	39	199
One or more suspensions	0	0	0	0	0	0	0	0	0	22	12	19	9	62
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	85	98	70	25	278

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

Interventions used in the classroom setting include:
 Reading: 50-minute Reading, and Reading Plus, Rewards, Fast-Forward, CAR-PD
 Math: Algebra Nation, Khan Academy, PERT, ACT, & SAT Prep Courses via Plato
 Writing: Document-Based Questioning and Reading Writing Assessments
 Behavior: Positive Behavior Support Systems

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

At Vanguard High School, parent involvement is a part of our Tier 1 procedures. All staff members are expected to communicate with parents via phone or parent conferences. In addition, we are focusing on increasing parent involvement this year by empowering parents to become involved in their children's education. We have hosted or will be hosting multiple opportunities for parents to sign up for Family Access including: Orientation, Open House, and receptionists being able to register parents on Family Access (rather than just the counselors and guidance clerk).

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

At Vanguard High School, the School Advisory Council (SAC) will actively participate in the creation and revision of the School Improvement Plan. They will make suggestions and give feedback about the programs that are currently being utilized at VHS. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

At Vanguard High School, we actively pursue partnerships with various businesses for our Farm to Table program and other vocational career, athletics, and academic programs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sanford, Troy	Principal
Wade, Colleen	Assistant Principal
Greenbaum, Howard	Assistant Principal
Jacobs, Jason	Assistant Principal
Powell, Carol	Dean
Stopyra, David	Dean
Amatea, Chris	School Counselor
Harris, Abigail	School Counselor
Raym, Jan	School Counselor
Panitzke, Kimberly	Dean
Garraway-Donovan, Coletta	School Counselor

b. Duties

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

Multi-Tiered System of Supports uses problem-solving and data to identify student needs and guide decision making at Vanguard High School. This process strives to accelerate the performance of all students at Vanguard High School. MTSS integrates academic and behavioral instruction, as well as interventions to help provide support for struggling students. In addition, VHS utilizes early interventions to ensure all students can be successful, providing interventions and support that can be adjusted depending on a student's progress. The student's progress toward meeting grade-level academic and/or behavioral goals will be monitored throughout the school year and an individual student's tier level can be adjusted as needed. An important component our effective RtI framework is the quality of the core curriculum, where all students receive high-quality instruction that is culturally and linguistically responsive and aligned to the state's achievement standards. This allows teachers and parents to be confident that their student's need for appropriate and effective instruction is being met. In our well designed RtI system, the core curriculum is effective and sufficient for about 80% of the student population.

Each member of the MTSS team function and responsibility does not vary from their normal function and responsibility, and scope of job responsibilities. The function and responsibilities of each team member of the MTSS team directly relates to their normal responsibility to form a seamless process.

Identify the school-based MTSS Leadership Team. Note, the functions of the identified team members do not change for the MTSS process. Instead, each team members role in intertwined and aligned with the MTSS model.

Mr. Sanford - Principal
Ms. Wade - Asst. Principal Curriculum
Ms. Greenbaum - Asst. Principal Instruction
Mr. Jacobs - Asst. Principal Discipline
Ms. DeVilling- IB Coordinator
Mr. Budnick- Athletics Director
Ms. Powell - Dean of Students
Mr. Stopyra - Dean of Students
Ms. Panitzke- Dean of Students
Ms. Donovan - Guidance Counselor
Ms. Harris - Guidance Counselor
Mr. Amatea - Guidance Counselor
Ms. Raym - Guidance Counselor
Ms. Cummings - Social Worker
Mr. Ames – Behavior Specialist
Mr. Lane - School Psychologist

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

Many sources of student data are collected and analyzed. The sources of data used for progress monitoring are as follows: iReady Diagnostic Assessments (ELA and Math), Quarterly Standards Mastery Assessments (Algebra 1, Geometry, Biology, and US History), Reading Plus data, and teacher generated assessment results.

Sources of student data are used to make placement decisions are as follows: College Placement Test (CPT), ELA FSA, and Algebra 1 End-of-Course Exam, SAT, ACT.

Core instruction is support utilizing the district's pupil progression plan for Tier 1 interventions. The core instruction and the MTSS model moves into more intensive classes to provide Tier 2 interventions. This occurs through intensive reading and intensive math with level 1 and level 2 students in Algebra 1, and ELA FSA. Core instruction moves to a Tier 3 interventions when Tier 2 has not been successful for a duration of more than 6 weeks. Tier 3 instruction occurs with individual pullouts by support personnel.

Mr. Sanford oversees various meetings and provides strong upper level leadership to the mission and vision of school and the MTSS process. Mr. Sanford's role in the MTSS process is as follows: to provide appropriate interventions, RTI tier levels, appropriate accommodations, placement decisions, and potential staffing.

Colleen Wade (Assistant Principal), Howard Greenbaum (Assistant Principal), Jason Jacobs (Assistant Principal) and Stephanie DeVilling (IB Coordinator) are responsible for conducting various meetings to gather data and discuss school-wide Tier 1/Tier 2/Tier 3 strategies. In addition, the prior mentioned individuals are responsible for bringing names of students and behavior/academic concerns to the team for discussion.

Jason Jacobs (Assistant Principal), Annette Powell (Dean of Students) and Kim Panitzke (Dean of Students), David Stopyra (Dean of Students) are responsible for gathering behavior data on previously identified students and provide input to potential interventions of newly identified students. They work closely with our School Psychologist and ESE Specialist to ensure the data is collected and analyzed correctly.

Colleen Wade (Assistant Principal) is responsible for gathering data on core classes and providing a data breakdown in a variety of meetings for teachers to assist in the identification and progress monitoring of students. Students that are level 1 and 2 in reading and math will be progress monitored through iReady diagnostics.

Mr. Amatea, Ms. Harris, Ms. Raym and Ms. Donovan are Guidance Counselors that provide support to parents and students regarding behavior and academic concerns previously identified, as well as, schedule parent conferences, SAT meetings, monitoring and graphing interventions, RTI-A, RTI-B, members of the MTSS team, identifying Tier 1, Tier 2, Tier 3 interventions. Mr. Lane (School Psychologist) and Mr. Ames (Behavior Specialist) also provide information in interventions, charting data, decision making, and staffing.

Ms. Cummings and Ms. Calloway are social workers who provide their own input as well a source of contacting students and families when attendance is identified as a primary.

The team meets once a week to engage in the following activities:

Step 1: Problem Identification - identify and target the problem

Step 2: Problem Analysis - attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention - monitor progress and determine if the intervention is working.

The implementation of a SAT is a well-defined process which begins with the completion of the SAT Request (STS 35). The Marion County Student Assistance Team Packet steps the team through the process..

Vanguard receives resources from the Federal, state, and local levels of government. As this money is allocated into the school to accomplish school goals and student achievement.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referral and more) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to help students not be left behind.

Supplemental instruction strategies may include, but are not limited to (modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school and other methods to improve student achievement.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Head Start: Pre-Kindergarten program offered at selected school sites

Voluntary Pre-Kindergarten Program: State funded Pre-K program offered at select school sites during the school year and summer.

Law Enforcement-Ocala Police Department and Marion County Sheriff's Department: Bike Safety Week, Walk your Child to School and more.

Other agencies that you may be collaborating with for various programs:

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Troy Sanford	Principal
Paige Stephens	Teacher
Brenda Ford	Parent
Beth Cannon	Business/Community
Colleen Wade	Teacher
Joel Williams	Parent

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The SAC members will participate in a workshop in which we will brainstorm the best strategies for the goals addressed in the School Improvement Plan.

b. Development of this school improvement plan

SAC members are included in the development of this plan through their consistent input. Information and data are shared at regular meetings. The SAC members aids in the development of parental involvement goals and activities providing input regarding school improvement recommendations. The SAC committee reviews the SIP prior to submission.

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

SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

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

School Improvement funds are used with SAC approval for needed materials or equipment, as well as to provide funding for teacher training. The SAC mini-grants provide up to \$500 to individual teachers for a total of up to \$5000.

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

No

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

Vanguard High School is actively and continually seeking new members to join our committee. We use the following methods: School website, School Electronic Marquee, Letters home at the beginning of the year, Recruitment table during orientation and open house, word of mouth, and current members reaching out to friends, family, and business leaders.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Sanford, Troy	Principal
Wade, Colleen	Assistant Principal
Greenbaum, Howard	Assistant Principal
Jacobs, Jason	Assistant Principal
Powell, Carol	Dean
Amatea, Chris	School Counselor
Garraway-Donovan, Coletta	School Counselor
Harris, Abigail	School Counselor
Mclendon-Farmer, Tabitha	Teacher, K-12

b. Duties

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

The Major Initiatives of the Literacy Team are as follows:

The goal of this meeting is to improve students achievement in reading and writing, utilizing evidence-based approaches, such as; Performance Matters to drive and inform instruction, support personnel under the MTSS model, cross-curriculum reading, and data analysis. 51% of our 10th grade population are reading on grade level.

Key Elements in programs designed to improve adolescent literacy achievement at Vanguard are as follows:

1. Direct, explicit, comprehension instruction
2. Effective instructional principles embedded in the content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring
6. Diverse Texts
7. Intensive Writing
8. Technology
9. On-going assessments and progress monitoring

D. Public and Collaborative Teaching

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

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

Collaborative planning is scheduled so that there is a school-wide commitment to teacher planning. Planning time is set aside for teachers by team, grade, and department. In the event that there is a need for training or collaboration that involves an entire grade level or subject area this time will be used so that individual planning time will not be encroached.

-Team Collaboration (weekly during planning time) – Core content teams (math, science, social studies and language arts) will work together in identifying students to bring to Synergy, as well as interdisciplinary projects.

-Departmental Collaboration (3rd Tuesday of the month) – Subject areas will work together in order to share best practices, work on incorporating effective reading strategies in the subject areas, and ensure that there are common expectations from 9th-12th grades. Teachers will be grouped according to subjects and Lead Teachers will conduct district required training during this time.

-Planning Period - Teachers will have a planning period where they will address during the school day that provides additional planning opportunities.

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

1. District electronic application process allows candidates to apply for positions from across the nation. Human Resources - Jaime Pittman and Philip Leppert
2. District training for new teachers D. Thompson (on-going)
3. Teacher mentor program for teachers new to the profession and new to the school - School Administrators (on-going) and District Mentors
4. Teacher mentor program for teachers in need of curriculum and classroom management support - School Administrators (on-going)

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

New teachers are provided support by their Instructional Talent Developer (ITD), their school administrators and their District Teaching and Learning Contact Person. Teachers are given support if they are new to teaching, or new to a grade level. Grade Level as well as Subject Area meetings are held monthly to make sure new teachers are supported in curriculum decisions as well as classroom management strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Vanguard High School, we ensure that core instructional programs and materials are aligned to Florida's Standards by:

- Training and Professional Development on Unwrapping Standards
- Training and Professional Development on C-Palms
- Curriculum Maps
- Training and Professional Development on the use of Essential Questions (Focused Lessons) which reflect the standard being taught.
- Administrative walkthroughs and observations

b. Instructional Strategies

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

In a combined effort, Administration and VHS Staff use evidence from the analysis of iReady Diagnostic data, District Quarterly Standards Mastery Assessment results, Comprehensive Standards Mastery Assessment data, End of Course Exams, FSA retakes & FSA results to determine

professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement. Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each standards mastery assessment. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction. Instructional software programs, along with internet based instructional web sites such as Reading Plus, are also utilized. In a PLC, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

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

Strategy: Extended School Day

Minutes added to school year: 1,700

Every teacher at VHS incorporates intended learning time for students struggling with their curriculum. This extended learning time may occur before school or after school. This allows the student to have a one-on-one assistance from the curriculum expert.

Strategy Rationale

This allows credit deficient students the opportunity to recover credits from core academic classes they failed.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sanford, Troy, troy.sanford@marion.k12.fl.us

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

Data is collected and analyzed by teachers as well as administrators for our struggling students. Data that is considered includes test scores in the class, attendance, and overall semester academic performance.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

The major strategy that is utilized involves meeting regularly with middle and elementary school principals in the same feeder patterns, utilizing the MTSS model, to address concerns, issues, and potential problems. Vanguard also works closely with SUS (State University System) and MTC (Marion Technical College) to ensure that our graduating cohorts are ready for their next step.

b. College and Career Readiness

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

At Vanguard, each school counselor individually meets with their grade level students to customize each student's progression track to meet the student's goals and talents. We offer college and career courses where students can earn college credit. Vanguard offers the International Baccalaureate Program as well as Advanced Placement Courses for student to earn college credits. Vanguard students can also dual enroll at the College of Central Florida.

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

At Vanguard, all students, parents, faculty and staff are provided with a curriculum guide to assist students in identifying the relevance and relationships of subject, course work, and academic future. Vanguard offers a variety of industry certification courses such as Automotive Maintenance, Vet Assisting, Agriculture Foundations, Health Occupations, Criminal Justice, Digital Design, Digital Video Production and Teacher Preparation.

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

Students with disabilities at Vanguard benefit from the Agriculture Foundations program. It is used to support math skills, science content, soft skills needed for future employment as well as potential certification.

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

The major strategy to improve student readiness into postsecondary is to increase the learning gains and learning levels of all students especially in reading and math.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If professional development on planning for and practice of rigorous instruction is provided effectively, then all teachers across curriculum will increase proficiency and learning gains in reading for all students, with a focus on the lower 25 population.

Strategic Goals Detail

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

G1. If professional development on planning for and practice of rigorous instruction is provided effectively, then all teachers across curriculum will increase proficiency and learning gains in reading for all students, with a focus on the lower 25 population. 1a

G096046

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	49.0

Targeted Barriers to Achieving the Goal 3

- Lack of teachers PD transferring to the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- Intensive reading materials
- Reading Plus
- Performance matters
- RWA (Reading, writing assessment)
- DBQ (Document-based Questioning)
- Fluency checks
- I-pads
- Desktops
- Computer Labs
- Professional Development school-base

Plan to Monitor Progress Toward G1. 8

Progress Monitoring

Person Responsible

Colleen Wade

Schedule

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

Evidence of Completion

We will use data collected from iReady / QSMA / Unify / Literacy Team Meeting/ Reading Plus/ Department Meeting/ Subject Area Meeting and ultimately FSA and EOC data to determine if the PD was transferred to the classroom.

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. If professional development on planning for and practice of rigorous instruction is provided effectively, then all teachers across curriculum will increase proficiency and learning gains in reading for all students, with a focus on the lower 25 population. 1

G096046

G1.B1 Lack of teachers PD transferring to the classroom 2

B258568

G1.B1.S1 1. Provide professional development on planning for and practice of rigorous instruction for all teachers. 4

S273770

Strategy Rationale

All students must be proficient readers to meet High School graduation requirements, and evidence must be illustrated on State Assessments (FSA). We will implement the use of lesson framing to increase focus and rigor in the classroom. We will these strategies by weekly observations and collecting samples to be peer reviewed monthly by the instructional faculty.

Action Step 1 5

Provide professional development on planning for and practice of rigorous instruction for all teachers.

Person Responsible

Colleen Wade

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Florida Standard Assessments

Action Step 2 5

Use classroom walkthroughs to observe classroom implementation of rigorous instruction. In addition, provide feedback to teachers not implementing rigorous instruction and encouragement to teachers who have implemented rigorous instruction.

Person Responsible

Troy Sanford

Schedule

Biweekly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Document Principal feedback

Action Step 3 5

Implement the use of Lesson Framing (Common Board) in all classrooms to increase focus and rigor of lessons.

Person Responsible

Troy Sanford

Schedule

Daily, from 8/30/2017 to 5/25/2018

Evidence of Completion

This use of lesson framing will be documented by photographic evidence, lesson plans, and physical observations completed by the administrative team.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal & Administrative Team Observations

Person Responsible

Troy Sanford

Schedule

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

Evidence of Completion

Administrative team will conduct weekly walk-throughs and document the implementation of lesson framing (common boards) and evidence of rigorous instruction.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data from quarterly assessments analyzed by administrative team and instructional staff

Person Responsible

Colleen Wade

Schedule

Quarterly, from 9/18/2017 to 5/25/2018

Evidence of Completion

Data from the quarterly assessments will be collected and presented to responsible subject team. It will then be presented to the instructional staff during collaboration meetings and faculty meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal & Administrative Team Observations

Person Responsible

Troy Sanford

Schedule

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

Evidence of Completion

Documented Feedback from walk-throughs and observations, "best of" presented during faculty meetings and on school portal, photographic samples collected and evaluated by peers during PD.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M394465	Progress Monitoring	Wade, Colleen	8/21/2017	We will use data collected from iReady / QSMA / Unify / Literacy Team Meeting/ Reading Plus/ Department Meeting/ Subject Area Meeting and ultimately FSA and EOC data to determine if the PD was transferred to the classroom.	5/25/2018 monthly
G1.B1.S1.MA1  M394462	Principal & Administrative Team Observations	Sanford, Troy	8/21/2017	Documented Feedback from walk-throughs and observations, "best of" presented during faculty meetings and on school portal, photographic samples collected and evaluated by peers during PD.	5/25/2018 monthly
G1.B1.S1.MA1  M394463	Principal & Administrative Team Observations	Sanford, Troy	8/21/2017	Administrative team will conduct weekly walk-throughs and document the implementation of lesson framing (common boards) and evidence of rigorous instruction.	5/25/2018 biweekly
G1.B1.S1.MA3  M394464	Data from quarterly assessments analyzed by administrative team and instructional staff	Wade, Colleen	9/18/2017	Data from the quarterly assessments will be collected and presented to responsible subject team. It will then be presented to the instructional staff during collaboration meetings and faculty meetings.	5/25/2018 quarterly
G1.B1.S1.A1  A367575	Provide professional development on planning for and practice of rigorous instruction for all...	Wade, Colleen	8/31/2017	Florida Standard Assessments	5/25/2018 monthly
G1.B1.S1.A2  A367576	Use classroom walkthroughs to observe classroom implementation of rigorous instruction. In...	Sanford, Troy	8/31/2017	Document Principal feedback	5/25/2018 biweekly
G1.B1.S1.A3  A367577	Implement the use of Lesson Framing (Common Board) in all classrooms to increase focus and rigor of...	Sanford, Troy	8/30/2017	This use of lesson framing will be documented by photographic evidence, lesson plans, and physical observations completed by the administrative team.	5/25/2018 daily

V. Professional Development Opportunities

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

G1. If professional development on planning for and practice of rigorous instruction is provided effectively, then all teachers across curriculum will increase proficiency and learning gains in reading for all students, with a focus on the lower 25 population.

G1.B1 Lack of teachers PD transferring to the classroom

G1.B1.S1 1. Provide professional development on planning for and practice of rigorous instruction for all teachers.

PD Opportunity 1

Provide professional development on planning for and practice of rigorous instruction for all teachers.

Facilitator

Department Head, School Administrators, District Content Specialists

Participants

Faculty and Staff

Schedule

Monthly, from 8/31/2017 to 5/25/2018

PD Opportunity 2

Use classroom walkthroughs to observe classroom implementation of rigorous instruction. In addition, provide feedback to teachers not implementing rigorous instruction and encouragement to teachers who have implemented rigorous instruction.

Facilitator

Administrative Staff

Participants

Instructional Staff

Schedule

Biweekly, from 8/31/2017 to 5/25/2018

PD Opportunity 3

Implement the use of Lesson Framing (Common Board) in all classrooms to increase focus and rigor of lessons.

Facilitator

Administrative Team

Participants

Instructional Staff

Schedule

Daily, from 8/30/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development on planning for and practice of rigorous instruction for all teachers.				\$4,873.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0461 - Vanguard High School			\$4,873.00
2	G1.B1.S1.A2	Use classroom walkthroughs to observe classroom implementation of rigorous instruction. In addition, provide feedback to teachers not implementing rigorous instruction and encouragement to teachers who have implemented rigorous instruction.				\$0.00
3	G1.B1.S1.A3	Implement the use of Lesson Framing (Common Board) in all classrooms to increase focus and rigor of lessons.				\$0.00
					Total:	\$4,873.00