

Marion County Public Schools

Vanguard High School



2021-22 Schoolwide Improvement Plan

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Vanguard High School

7 NW 28TH ST, Ocala, FL 34475

[no web address on file]

Demographics

Principal: Chris Carlisle

Start Date for this Principal: 7/2/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (53%) 2017-18: C (51%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<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.

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Carlisle, Christopher	Principal	Provides the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and provide successful high quality experiences for students in a safe and orderly environment. The employee in this position supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school and reports to the assigned administrator.
Jacobs, Jason	Assistant Principal	Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.
Jones, Bradley	Assistant Principal	Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.
Owen, Katy	Assistant Principal	Aids the Principal in providing leadership and vision necessary to create an atmosphere conducive to students learning at the highest possible level and assist in the operation of all aspects of the school.
Cannon, Jonathan	Dean	Implements disciplinary procedures and policies to ensure a safe and orderly environment. Reports to Principal and/or Assistant Principal and supervises assigned support staff.
Panitzke, Kimberly	Dean	Implements disciplinary procedures and policies to ensure a safe and orderly environment. Reports to Principal and/or Assistant Principal and supervises assigned support staff.
Harris, Abigail	School Counselor	Coordinates a Comprehensive School Counseling Program for all students leading to academic success, career awareness, social/personal development, community involvement and multicultural/global citizenship development.
Harriss, Kelley	School Counselor	Coordinates a Comprehensive School Counseling Program for all students leading to academic success, career awareness, social/personal development, community involvement and multicultural/global citizenship development.
Garraway-Donovan, Coletta	School Counselor	Coordinates a Comprehensive School Counseling Program for all students leading to academic success, career awareness, social/personal development, community involvement and multicultural/global citizenship development.

Demographic Information

Principal start date

Monday 7/2/2018, Chris Carlisle

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

13

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

52

Total number of teacher positions allocated to the school

90

Total number of students enrolled at the school

1,536

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

1

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

8

Demographic Data**Early Warning Systems****2021-22**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	406	413	328	369	1516	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	120	158	125	145	548	
One or more suspensions	0	0	0	0	0	0	0	0	0	78	75	42	40	235	
Course failure in ELA	0	0	0	0	0	0	0	0	0	150	178	101	72	501	
Course failure in Math	0	0	0	0	0	0	0	0	0	146	195	117	66	524	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	105	96	68	102	371	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	92	79	66	121	358	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	184	211	144	138	677	

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	37	37	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	1	2	

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	450	374	380	381	1585
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	74	67	98	108	347
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	77	89	78	244
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	131	96	83	44	354
Course failure in Math	0	0	0	0	0	0	0	0	0	0	131	97	83	41	352
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	73	58	131
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	1	51	47	22	121

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	51	64	35	225

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	1	0	1	2	

2020-21 - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	450	374	380	381	1585
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	74	67	98	108	347
One or more suspensions	0	0	0	0	0	0	0	0	0	0	77	89	78	244
Course failure in ELA	0	0	0	0	0	0	0	0	0	131	96	83	44	354
Course failure in Math	0	0	0	0	0	0	0	0	0	131	97	83	41	352
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	73	58	131
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	51	47	22	121

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	75	51	64	35	225

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	1	0	1	2

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	46%	56%	51%	44%	56%
ELA Learning Gains				54%	48%	51%	52%	48%	53%
ELA Lowest 25th Percentile				45%	39%	42%	44%	37%	44%
Math Achievement				35%	40%	51%	54%	44%	51%
Math Learning Gains				38%	43%	48%	32%	42%	48%
Math Lowest 25th Percentile				31%	37%	45%	20%	31%	45%
Science Achievement				68%	61%	68%	62%	60%	67%
Social Studies Achievement				71%	71%	73%	64%	67%	71%

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
09	2021					
	2019	51%	50%	1%	55%	-4%
Cohort Comparison						
10	2021					
	2019	50%	46%	4%	53%	-3%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	67%	64%	3%	67%	0%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	70%	-1%	70%	-1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	22%	54%	-32%	61%	-39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	51%	-7%	57%	-13%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used by grade level to compile the data below are:

- English Language Arts: Grades 9 and 10 ELA Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Algebra: Algebra 1 Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Geometry: Geometry Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- Biology: Biology Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)
- US History: US History Quarters 1, 2, and 3 Quarterly Standards Mastery Assessments (QSMA)

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	95 / 32%	146 / 41%	138 / 42%
	Economically Disadvantaged	41 / 23%	69 / 30%	59 / 28%
	Students With Disabilities	1 / 3%	2 / 5%	2 / 6%
	English Language Learners	0 / 0%	1 / 8%	2 / 18%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Algebra 94 / 48% Geo 61 / 66%"	"Algebra 49 / 22% Geo 72 / 73%"	"Algebra 41 / 20% Geo 59 / 63%"
	Economically Disadvantaged	"Algebra 76 / 49% Geo 31 / 62%"	"Algebra 35 / 20% Geo 37 / 67%"	"Algebra 31 / 19% Geo 29 / 57%"
	Students With Disabilities	"Algebra 13 / 42% "	"Algebra 4 / 12% "	"Algebra 4 / 13% "
	English Language Learners	"Algebra 3 / 27% Geo 1 / 100%"	"Algebra 0 / 0% Geo 1 / 100%"	"Algebra 0 / 0% Geo 1 / 100%"
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	23 / 79%	92 / 87%	84 / 82%
	Economically Disadvantaged	11 / 69%	32 / 82%	26 / 72%
	Students With Disabilities	0 / 0%	1 / 33%	0 / 0%
	English Language Learners		1 / 100%	1 / 100%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0 / 0%	0 / 0%	0 / 0%
	Economically Disadvantaged	0 / 0%	0 / 0%	0 / 0%
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	205 / 65%	220 / 64%	200 / 64%
	Economically Disadvantaged	88 / 52%	94 / 50%	84 / 50%
	Students With Disabilities	5 / 16%	9 / 23%	9 / 25%
	English Language Learners	2 / 29%	1 / 13%	0 / 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	"Algebra 2 / 25% Geo 54 / 42%"	"Algebra 2 / 17% Geo 65 / 45%"	"Algebra 2 / 17% Geo 47 / 36%"
	Economically Disadvantaged	"Algebra 1 / 14% Geo 37 / 39%"	"Algebra 0 / 0% Geo 43 / 40%"	"Algebra 0 / 0% Geo 30 / 30%"
	Students With Disabilities	"Algebra 1 / 33% Geo 2 / 15%"	"Algebra 1 / 14% Geo 2 / 14%"	"Algebra 1 / 14% Geo 1 / 7%"
	English Language Learners	"Algebra 0 / 0% Geo 1 / 25%"	"Algebra 0 / 0% Geo 1 / 25%"	"Algebra 0 / 0% Geo 0 / 0%"
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	64 / 40%	66 / 32%	39 / 21%
	Economically Disadvantaged	40 / 35%	42 / 27%	22 / 16%
	Students With Disabilities	6 / 22%	5 / 13%	2 / 6%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	12 / 71%	12 / 71%	11 / 65%
	Economically Disadvantaged	7 / 64%	7 / 64%	6 / 55%
	Students With Disabilities	0 / 0%	0 / 0%	0 / 0%
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	"Algebra 0 / 0% Geo 20 / 27%"	"Algebra 0 / 0% Geo 24 / 29%"	"Algebra 0 / 0% Geo 10 / 15%"
	Economically Disadvantaged	"Algebra 0 / 0% Geo 14 / 25%"	"Algebra 0 / 0% Geo 15 / 23%"	"Algebra 0 / 0% Geo 6 / 12%"
	Students With Disabilities	" Geo 1 / 13%"	" Geo 0 / 0%"	" Geo 0 / 0%"
	English Language Learners	"Algebra 0 / 0% Geo 0 / 0%"	"Algebra 0 / 0% Geo 0 / 0%"	"Algebra 0 / 0% Geo 0 / 0%"
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	1 / 50%	1 / 50%	1 / 50%
	Economically Disadvantaged	0 / 0%	0 / 0%	0 / 0%
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	86 / 52%	100 / 54%	76 / 47%
	Economically Disadvantaged	63 / 51%	67 / 51%	50 / 43%
	Students With Disabilities	5 / 38%	6 / 35%	2 / 14%
	English Language Learners	0 / 0%	1 / 20%	1 / 25%

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	3 / 75%	3 / 75%	3 / 75%
	Economically Disadvantaged	2 / 67%	2 / 67%	2 / 67%
	Students With Disabilities			
	English Language Learners	0 / 0%	0 / 0%	0 / 0%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	21	17	5	12	15	17	5		73	11
ELL	16	33	32	8	15	17	14			84	29
ASN	95	90					94	94		100	87
BLK	30	38	25	14	22	33	35	40		89	24
HSP	40	44	37	14	14	16	38	53		80	38

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
MUL	61	46		33	17		63	60		84	52
WHT	61	58	49	33	27	40	66	81		88	67
FRL	32	39	31	16	22	30	38	51		83	32
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
SWD	16	32	34	15	33	21	39	29		72	11
ELL	27	48	23	21	40		36	60		56	
ASN	88	73		63	46		94	86		100	89
BLK	25	39	44	19	25	17	41	55		81	17
HSP	57	56	22	27	34	41	66	69		79	42
MUL	56	64	70	57	67		75	70		92	55
WHT	62	61	55	49	44	45	83	81		88	60
FRL	37	46	41	27	31	27	55	62		77	31
2018 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 2016-17	C & C Accel 2016-17
SWD	13	39	36	31	19	10	13	22		62	10
ELL	16	46	46	19	24	15	33				
ASN	94	87		91	91		88	96		100	89
BLK	28	39	40	28	15	5	38	39		72	15
HSP	45	51	50	51	27	12	66	70		89	28
MUL	59	57		63	40		74	74		94	59
WHT	63	57	48	67	39	35	74	75		89	55
FRL	38	46	44	47	30	18	52	56		77	23

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	511
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	27
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - 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%	
Asian Students	
Federal Index - Asian Students	93
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	52
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Vanguard High School dropped in every school grade component in 2021 compared to the previous data points in 2019.

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

Math Achievement and Math Learning Gains suffered the steepest decline in performance. Math Achievement dropped 13 points to 22% in 2021 from 35% in 2019. Math Learning Gains dropped 16 points to 22% in 2021 from 38% in 2019. Math Bottom Quartile Learning Gains only dropped 1 point to 30% in 2021 compared to 31% in 2019. However, 30% is still a very low percentage and needs to improve.

Additionally, ELA Bottom Quartile Learning Gains dropped 11 to 34% in 2021 compared to 45% in 2019.

Based on these trends, the greatest need for improvement at Vanguard High School must be focused on overall proficiency in Math. This includes raising performance in Math Achievement, Math Learning Gains, and Math Bottom Quartile Learning Gains.

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

There are several factors that led to these needs for improvement. One factor involves teachers engaging in activities that have a high effect on student learning. Another factor deals with students not being exposed to enough interdisciplinary literacy within the mathematics curriculum. A final factor stems from students needing more opportunities to work with the material before moving on to new concepts.

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

No data components improved in 2021 relative to 2019. Every component experienced a decline. However, the components showing the least amount of decline are ELA Achievement and ELA Learning Gains. ELA Achievement only fell 2 points, to 49% in 2021 from 51% in 2019. ELA Learning Gains only fell 4 points, to 50% in 2021 from 54% in 2019.

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

Part of the relative success of the ELA Achievement and ELA Learning Gains comes from ideas implemented in our English Professional Learning Community. The English PLC began sharing two or three best practices at every meeting, in which teachers would explain and demonstrate different teaching activities that were successful in their classroom. Other teachers could ask questions about the activities, which led to group wide discussions of how to implement these activities within different settings and with students of different learning levels.

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

Vanguard High School will use strategies from Hattie's Index of Teaching and Learning to accelerate student learning within the mathematics department.

One strategy is to increase collective teacher efficacy within the math department. Teachers need to believe they can change the academic outcomes of students. Teachers will set student performance goals within the math department, and then analyzing data from formative and summative assessments to ascertain whether those goals are being met.

This strategy can be further bolstered by sharing best practices in a professional learning community, which can easily be implemented into a Math PLC. This would help combat the idea of teachers using teaching activities with a low academic yield.

An additional Hattie strategy that will be implemented is student self-reported grades. By allowing students to predict how they will perform on a test or assignment, the teacher is able to gauge student confidence levels and push students past their own barriers. This, in turn, will help students build confidence in their ability to perform on future tasks.

Another strategy would be to implement a mathematics specific tutoring program to provide students with additional opportunities to work with concepts/ideas learned in recent classes.

Additionally, by identifying students who are in need of Tier II and III supports, Vanguard can provide specific enrichment to students in need through programs such as math boot camps.

Purchase workbooks and online access to Math Nation, which will help teachers provide additional support to students both in and out of the classroom.

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.

Administration will conduct a book study with faculty using Doug Lemov's "Teach Like a Champion 2.0", which will help strengthen teachers' pedagogical skillset.

Additionally, administration will provide professional development in interdisciplinary literacy, which will assist teachers in preparing students to approach vocabulary, reading and writing, and thinking relative to the parameters of specific subject areas.

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

Additional services that will be provided include more formative feedback to teachers from administrators.

A Title I Intervention Specialist will also work with Tier II and III students.

Finally, Vanguard will be using a Home/School Liaison to assist students, as well. The Home/School Liaison will be working with students to provide assistance in supporting Vanguard's academic initiatives. Part of this assistance will include:

1. Identifying at risk students in need of assistance, primarily through early warning signs such as academics performance, attendance, or discipline referrals.
2. Providing resources to families to ensure students' basic needs are being met.
3. Working to engage families with their child's academic progress.
4. Building relationships between families and the school, and increasing parent participation in school initiatives.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Math Achievement and Math Learning Gains suffered the steepest decline in performance. Math Achievement dropped 13 points to 22% in 2021 from 35% in 2019. Math Learning Gains dropped 16 points to 22% in 2021 from 38% in 2019. Math Bottom Quartile Learning Gains only dropped 1 point to 30% in 2021 compared to 31% in 2019. However, 30% is still a very low percentage and needs to improve.</p> <p>The greatest need for improvement at Vanguard High School must be focused on overall proficiency in Math. This includes raising performance in Math Achievement, Math Learning Gains, and Math Bottom Quartile Learning Gains.</p> <p>At Vanguard High School, two of our student subgroups are below the Federal Index threshold: Students with Disabilities and African Americans. By providing focused assistance with these two groups, Vanguard High School can increase the number of students demonstrating growth in Math Achievement, Math Learning Gains, and Math Bottom Quartile Learning Gains.</p>
Measurable Outcome:	<p>Math Achievement will increase from 22% to 40%. Math Learning Gains will increase from 22% to 40%. Math Bottom Quartile Learning Gains will improve from 30% to 45%.</p>
Monitoring:	<p>Students with Disabilities Federal Index Percentage will improve from 30% to 35%. Black/African American Students Federal Index Percentage will improve from 36% to 41%.</p> <p>Each measurable outcome will be monitored through Quarterly Standards Mastery Assessments in Algebra I and Geometry throughout the school year.</p>
Person responsible for monitoring outcome:	<p>Christopher Carlisle (christopher.carlisle@marion.k12.fl.us)</p>
Evidence-based Strategy:	<p>Teachers and students will have access to Math Nation, which will provide additional access to materials and resources designed to provide enrichment to different math ideas/concepts.</p>
Rationale for Evidence-based Strategy:	<p>Twenty-five times out of 100, computer-aided instruction in the form of tutoring, managing, simulation, enrichment, programming, and/or problem-solving will make a positive difference. The majority of studies are about teachers using computers in instruction compared to those who don't—fewer about students using them in learning in different ways. The use of computers is more effective when they are used with a diversity of teaching strategies, when teachers receive pre-training in their use, when they provide multiple opportunities for learning, when the student (not the teacher) is in control of learning, when peer learning is optimized, and when feedback is optimized.</p>

Action Steps to Implement

Teachers will use Math Nation in the classroom at least three times a week to provide enrichment opportunities in mathematics instruction. Initial training and continued support for Math Nation will be provided by assistant principal Katy Owen, who provides administrative support for the math department.

As in previous years, Vanguard will once again offer tutoring for mathematics. However, whereas the math tutoring used to be located in the computer lab with other subjects, this year the tutoring will take place in specific teachers' classrooms that are offering the tutoring. Additionally, teachers will place their office hours in prominent locations in the classrooms as an additional outlet of support.

Based on QSMA data, Tier II students will be identified and offered assistance through a math boot camp a couple weeks before FSA testing will take place. This boot camp will be after school and voluntary for student participation.

Person Responsible Katy Owen (whitney.owen@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	<p>Math Achievement and Math Learning Gains suffered the steepest decline in performance. Math Achievement dropped 13 points to 22% in 2021 from 35% in 2019. Math Learning Gains dropped 16 points to 22% in 2021 from 38% in 2019. Math Bottom Quartile Learning Gains only dropped 1 point to 30% in 2021 compared to 31% in 2019. However, 30% is still a very low percentage and needs to improve.</p> <p>The greatest need for improvement at Vanguard High School must be focused on overall proficiency in Math. This includes raising performance in Math Achievement, Math Learning Gains, and Math Bottom Quartile Learning Gains.</p> <p>At Vanguard High School, two of our student subgroups are below the Federal Index threshold: Students with Disabilities and African Americans. By providing focused assistance with these two groups, Vanguard High School can increase the number of students demonstrating growth in Math Achievement, Math Learning Gains, and Math Bottom Quartile Learning Gains.</p>
Measurable Outcome:	<p>Math Achievement will increase from 22% to 40%. Math Learning Gains will increase from 22% to 40%. Math Bottom Quartile Learning Gains will improve from 30% to 45%.</p>
Monitoring:	<p>Students with Disabilities Federal Index Percentage will improve from 30% to 35%. Black/African American Students Federal Index Percentage will improve from 36% to 41%.</p> <p>Each measurable outcome will be monitored through Quarterly Standards Mastery Assessments in Algebra I and Geometry throughout the school year.</p>
Person responsible for monitoring outcome:	<p>Christopher Carlisle (christopher.carlisle@marion.k12.fl.us)</p>
Evidence-based Strategy:	<p>Teachers will receive professional development focused on interdisciplinary literacy, which will focus on vocabulary development and reading/writing within the content area.</p>
Rationale for Evidence-based Strategy:	<p>Students who experienced vocabulary instruction experienced major improvements in reading comprehension and overall reading skills. Most effective vocabulary instruction included providing both definitional and contextual information, involved students in deeper processing, and gave students more than 1 or 2 exposures to the word to be learned.</p>

Action Steps to Implement

Professional development on interdisciplinary literacy will occur during morning faculty meetings twice a month on Fridays. Professional development will be led by the principal and assistant principals.

Teachers will be expected to provide opportunities for students to approach their subjects from an interdisciplinary approach, mainly through activities that allow students to both interpret texts and compose and revise texts.

The principal and assistant principal will check for effective implementation of these expectations through school/classroom walkthroughs, and provide additional clarification/support to teachers in need.

In addition to receiving professional development on interdisciplinary literacy, math teachers will meet in a monthly professional learning community where they will share best practices to be implemented in the

classroom. The math department chair, Robert Burgess, will schedule time for math teachers to present in the professional learning community.

Person Responsible Christopher Carlisle (christopher.carlisle@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

N/A

Part IV: Positive Culture & Environment

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

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

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

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 and Open House. Receptionists will also be able to register parents on Family Access (rather than just the counselors and guidance clerk).

Students will participate in different social/emotional learning opportunities throughout the school year through teacher taught activities that are sponsored by the district. Additionally, many areas throughout the school emphasize positive culture, such as the Positivity Hallway.

One of the core beliefs at Vanguard is the power of building relationships, and our teachers are one of the most important factors in how powerfully our culture is built. The administration consistently works to increase trust and positive relationships with teachers and staff. The teachers and staff feel comfortable coming to the administration with any concerns they may have. The administration also makes itself available to teachers during class changes and lunch. The administration will maintain transparency by communicating the action steps taken to resolve all issues brought forth by the teachers and staff through email correspondence and/or teacher/staff meetings.

Another area in which teachers are involved deals with our teacher/parent resource room. In this room, teachers can collaboratively plan with each other, as well as have meetings with parents. This room also contains resources that are available for both teachers and parents.

As part of our vertical and horizontal collaborations, teachers are able to share successful curricular and pedagogical techniques with which they have experienced success.

To support struggling teachers, administration has set up professional scaffolding structures, such as learning walks and mentorship programs to help struggling teachers strengthen and grow their professional practice.

Vanguard regularly holds community events such as Freshman Preview, Orientation, Parents' Night, and School Advisory Council. Each of these events gives the community a chance to both experience and contribute to the culture of Vanguard High School.

Finally, our business partners are involved through the donation of goods and resources to many of our school events, such as A/B Honor Roll Lunch. Also, school business partners are invited to participate in different school functions, ranging from athletic events to senior graduation events.

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

The principal works with the assistant principals and the rest of the leadership team in establishing goals and designing strategies to achieve those goals as related to establishing a positive school culture and environment. The principal also interacts with the other stakeholders and reinforces the idea of building positive relationships in the pursuit of the school's mission statement and vision. Finally, the principal builds relationships with the business community, which provides resources to assist the school in building a positive culture and environment.

The assistant principals work with teachers and other school staff to promote a positive culture and environment both in and out of the classroom. The assistant principals also work closely with parents in building relationships that extend to the greater community outside of the school campus.

Teachers are the force that interacts the most with students, and therefore, have the greatest impact on helping to develop a positive culture and environment throughout the school. By building strong working relationships with the students they teach, teachers can have a dramatic impact on how students view and interact with the school and the community around them.

Primarily through the School Advisory Council, but also through volunteer opportunities, parents and community members are able to interact with students and staff to come together and assist in promoting the schools' mission and vision statement. Parents and community members are also able to build a positive culture and environment that bridges the gap between the school and community, which further strengthens the bonds that hold these two entities together.

Business partners provide money and resources that directly impact the school. However, they are also able to provide guidance and training in the skills necessary for graduates to thrive in the world of post-secondary education, whether that be in college, the military, or the workforce.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
Total:			\$0.00