Marion County Public Schools

Vanguard High School

2022-23 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: 7/1/2018

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 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	2021-22: C (49%) 2018-19: C (53%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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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7 NW 28TH ST, Ocala, FL 34475

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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)
High School 9-12	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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Purpose and Outline of the SIP

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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
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
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.
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.
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.
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.
Mclendon-Farmer, Tabitha	Administrative Support	Monitor student progress and coordinate interventions where necessary. Supports New Teachers through the New Teacher Induction Program.
Sundheimer, Amy	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.

Name	Position Title	Job Duties and Responsibilities
Ramputi, Gregory	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.

Demographic Information

Principal start date

Sunday 7/1/2018, Chris Carlisle

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.*

0

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.*

7

Total number of teacher positions allocated to the school

97

Total number of students enrolled at the school

1,645

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

14

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

16

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	0	0	0	0	0	0	0	0	0	413	388	387	327	1515
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	125	136	128	128	517
One or more suspensions	0	0	0	0	0	0	0	0	0	154	100	86	62	402
Course failure in ELA	0	0	0	0	0	0	0	0	0	120	109	113	77	419
Course failure in Math	0	0	0	0	0	0	0	0	0	187	208	119	51	565
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	117	129	85	5	336
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	179	163	88	8	438
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	193	201	152	108	654

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	0	0	0	0	0	0	0	0	0	0	0	11	11	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Friday 8/19/2022

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	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

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	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

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	44%	46%	51%				51%	46%	56%
ELA Learning Gains	45%						54%	48%	51%
ELA Lowest 25th Percentile	34%						45%	39%	42%
Math Achievement	19%	38%	38%				35%	40%	51%
Math Learning Gains	32%						38%	43%	48%
Math Lowest 25th Percentile	49%						31%	37%	45%
Science Achievement	58%	31%	40%				68%	61%	68%
Social Studies Achievement	66%	41%	48%				71%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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
2022					
2019	67%	64%	3%	67%	0%

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	69%	70%	-1%	70%	-1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	22%	54%	-32%	61%	-39%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	51%	-7%	57%	-13%

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	10	36	31	11	37	41	16	22		86	14
ELL	18	40	35	15	29	38	39			84	19
ASN	93	76		45	55		85	95		100	95
BLK	31	42	36	14	35	53	38	45		92	26
HSP	40	42	33	20	29	45	58	65		90	48
MUL	54	40		8	17		70	79		82	57
WHT	50	44	26	25	30	44	70	76		83	70
FRL	31	38	33	15	31	51	46	50		86	40
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

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
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
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

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)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Vanguard High School has seen a decrease in proficiency in Math over the past several years. Although proficiency in Algebra 1 increased by 3% from 11% in 2021 to 14% in 2022, the overall Math proficiency measure has decreased from 54% in 2017-2018 to just 19% in 2022. Additionally, 9th and 10th grade ELA proficiency dropped from 49% in 2021 to 44% in 2022.

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

Algebra 1 and Geometry End of Course Exam proficiency continues to demonstrate the greatest need for improvement. Algebra 1 proficiency has dropped from 43% in 2018 to 14% in 2022 and Geometry proficiency has dropped from 57% in 2018 to 26% in 2022.

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

In our view, there are two main contributing factors to this need for improvement. First, we cannot ignore the learning loss and impact of the interruption and subsequent change in student academic motivation and behavior as a result of the COVID-19 pandemic. Our students are showing significant learning gaps as a result of this learning loss. Second, we have had a large amount of turnover within our Math faculty. In order to address these needs, we have hired three new Algebra 1 teachers and one new Geometry teacher. All of our new teachers come to us with experience teaching in intensive settings. Additionally, we have put interventions in place to continue closing the learning gaps caused by the COVID-19 pandemic.

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

Although our Math proficiency decreased, we saw significant gains within our Math Learning Gains and Bottom Quartile Learning Gains. Math Learning Gains improved by 10% and Bottom Quartile Learning Gains improved by 19%. This is encouraging to see as our students are showing at least one year of growth in these situations. Additionally, we saw a 7% increase in our Biology End of Course Exam proficiency.

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

We had a significant focus on growth during the 2021-2022 school year. Understanding that significant learning gaps were apparent during the 2020-2021 school year, we focused on closing those gaps and

challenging our students to strive for growth and gains within Algebra 1 and Geometry. Specific actions included student-directed progress monitoring, celebrating and rewarding our students for showing growth on periodic progress monitoring assessments and having our teachers focus on making student data accessible and transparent to both students and parents.

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

Our focus for the 2022-2023 school year is lesson planning. We will be working with our teachers on the process of planning and what habits or procedures lead to deeper and more meaningful lesson planning. The professional learning on lesson planning will include data analysis and how to utilize formative assessment data to drive differentiated instruction.

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.

Our professional learning opportunities will revolve around data collection, data analysis and utilizing data to plan engaging, impactful and high-yield lessons. Specific professional learning will focus on formative assessment, pulling data from data dashboards and how to effectively communicate expectations and learning targets for students.

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

The Marion County School District has purchased the IXL Math resource to assist with identifying learning gaps and deficiencies and then to provide tailored lessons for each student based on those identified gaps.

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

:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Math Achievement continues to suffer the steepest decline in performance. Math Achievement dropped 3 points to 19% in 2022 from 22% in 2021. At Vanguard High School, two of our student subgroups are below the Federal Index threshold: Students with Disabilities and English Language Learners. 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.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Math Achievement will increase from 19% to 30%. Math Learning Gains will continue to increase from 32% to 35%. Math Bottom Quartile Learning Gains will continue to improve from 49% to 55%. Students with Disabilities Federal Index Percentage will improve from to 41%. English Language Learners Federal Index Percentage will improve from to 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Each measurable outcome will be monitored through District Standards Mastery Assessments in Algebra 1 and Geometry throughout the school year, as well as, District Benchmark Assessments every two to three weeks.
Person responsible for monitoring outcome:	Christopher Carlisle (christopher.carlisle@marion.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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. Additionally, the program IXL will be used to assess student progress and then design tailored and differentiated lessons for individual students.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Computer-aided instruction in the form of tutoring, managing, simulation, enrichment, programming, and/or problem-solving will make a positive difference. 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.

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.

Teachers will use Math Nation in the classroom at least three times a week to provide enrichment opportunities in Math.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	9th and 10th Grade ELA Achievement declined from 49% in 2021 to 44% in 2022. Specifically, 10th Grade ELA Achievement dropped 10% from 50% to 40%. Additionally, ELA Learning Gains declined from 50% to 45%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	9th and 10th Grade ELA Achievement will improve from 44% to 52%. 9th and 10th Grade ELA Learning Gains will improve from 45% to 52%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Each measurable outcome will be monitored through District Standards Mastery Assessments in 9th and 10th grade, as well as, District Benchmark Assessments every two to three weeks.
Person responsible for monitoring outcome:	Christopher Carlisle (christopher.carlisle@marion.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers and students will focused on lessons that provide students with multiple opportunities to read high-level text and write frequently while referencing the texts that were read. Additionally, teachers within the Social Studies, Science and Math fields will be encouraged to implement authentic literacy strategies in their courses.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Being exposed to high-level texts exposes students to grade-level vocabulary and will increase the rigor of lessons within the ELA subject matter.

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.

Focus on authentic literacy across the grade levels.

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

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.

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 school culture and environment.

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.