



## Vanguard High School

7 NW 28TH ST, Ocala, FL 34475

[ no web address on file ]

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

52%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

48%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	B

### 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Vanguard High School is that 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 Environment

##### **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 the Student Connection to help ensure each student has someone on campus who has made a connection with them throughout the school year.

##### **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. Precise 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.

##### **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.

##### **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 at meets every Tuesday to discuss current data on at risk students as well as positives/challenges from the previous week. The synergy team consist 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.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	30	40	50	9	129
One or more suspensions	15	30	28	19	92
Course failure in ELA or Math	73	85	64	20	242
Level 1 on statewide assessment	80	99	53	25	257

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	85	98	70	25	278

**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  
 Math: Algebra Nation,  
 Writing: Document-Based Questioning and Reading Writing Assessments  
 Behavior: Positive Behavior Support Systems

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

At Vanguard High School, parent Involvement is apart 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 Parent Portal including: Orientation, Open House, and receptionists being able to register parents on Parent Portal (rather than just the counselors and guidance clerk).

**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.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

Name	Title
Repp, Cynthia	Principal
Repp, Cynthia	Principal
Cruz, Janet	Assistant Principal
Nichols, Authur	Guidance Counselor
Harris, Abigail	Guidance Counselor
Amatea, Chris	Guidance Counselor
Garraway-Donnovan, Coletta	Guidance Counselor
Greenbaum, Howard	Dean
Gary, Dion	Assistant Principal

**Duties**

**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 Rtl 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 Rtl 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.

Ms. Repp - Principal

Mr. Gary - Asst. Principal

Ms. Cruz - Asst. Principal

Ms. Wade- IB Coordinator

Mr. Budnick- Athletics Director

Mr. Greenbaum - Dean of Students

Ms. Powell - Dean of Students

Ms. Stevens- Dean of Students/Athletics Director

Ms. Donovan - Guidance Counselor

Ms. Harris - Guidance Counselor

Mr. Nichols - Guidance Counselor

Mr. Amatea - Guidance Counselor

Ms. Bradford - Social Worker

Ms. Colloway - Social Worker Assistant

Ms. Farmer - Reading Coach

Ms. Reske – Behavior Specialist

Ms. Gardner- School Psychologist

***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 is collected and analyzed. The sources of data used for progress monitoring are as follows: Focus Calendar Assessments (Algebra 1, Geometry, Intensive Reading, Intensive Math, Biology, English 1, English 2), AIMSweb (Intensive Reading, Intensive Math), and Demand Writing (English 2).

Sources of student data are used to make placement decisions are as follows: college Placement Test (CPT), FCAT reading 2.0, 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 FCAT reading 2.0. 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.

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

Mr. Gary (Assistant Principal), Janet Cruz (Assistant Principal), and Colleen Wade (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.

Howard Greenbaum (Dean of Students), Annette Powell (Dean of Students) and Paige Stevens (Dean of Students/Activities coordinator) are responsible for gathering behavior data on previously identified students and provide input to potential interventions of newly identified students.

Ms. Framer (Instructional coach) is responsible for gathering reading data and providing a data breakdown in a variety of meetings for teachers to assist in the identification and progress monitoring. Students that are level 1 and 2 in reading and math will be progress monitored through a system AIMSweb. This system provides support to all level 1 and 2 readers, in addition to the core instruction.

Mr. Amatea, Mr. Nichols, Ms. Harris, and Ms. Ms. Donovan are 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. Ms. Gardner (School Psychologist) and Ms. Reske (Behavior Specialist) also provide information in interventions, charting data, decision making, and staffing.

Ms. Bradford and Ms. Collway are social workers who provide their own input as well as 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 referrals....) 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....

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

Marion County Children's Alliance

Education Foundation

Early Learning Coalition of Marion County

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Cynthia Repp	Principal
Paige Stephens	Teacher
Noor Ali	Parent
Brenda Ford	Parent
Melissa Fynn	Parent
Tim Turner	Parent
Amy Agricola	Parent
Poornima Srinivasan	Parent
Beth Cannon	Business/Community

#### Duties

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

*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.

*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 committee 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.

*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.

**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.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Repp, Cynthia	Principal
Gary, Dion	Assistant Principal
Cruz, Janet	Assistant Principal
Greenbaum, Howard	Dean
Powell, Carol	Dean
Amatea, Chris	Guidance Counselor
Nichols, Authur	Guidance Counselor
Garraway-Donnovan, Coletta	Guidance Counselor
Harris, Abigail	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

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

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **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.

Describe the school's strategies to recruit, develop and retain highly qualified, certified.

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

### **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 - Deb Mueller

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)

4. Teacher mentor program for teachers in need of curriculum and classroom management support - School Administrators (on-going)

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

New teachers are provided mentors. Teachers are given support if they are new to teaching, or new to a grade level. Grade level meetings are held weekly to discuss data/curriculum/planning. Mentee's provide extra support to teachers new to the grade level.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***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:

- Trainings and Professional Development on Unwrapping standards
- Trainings and Professional Development on C-palms

- Curriculum Maps
- Administrative Walkthroughs and observations
- Checking lesson plans

## Instructional Strategies

**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 FCA results, District Benchmark Assessment results, Learning Checks, End of Course Exams, and FCAT 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 benchmark. 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.

**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 leaning 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**

Gary, Dion, [dion.gary@marion.k12.fl.us](mailto:dion.gary@marion.k12.fl.us)

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

VHS advertises a district provided tutoring service that supports students in the area of reading and math.

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***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 schools principals in the same feeder patterns, utilizing the MTSS model, to address concerns, issues, and potential problems.

### College and Career Readiness

***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.

***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.

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

2 major approaches for reading are utilized by Vanguard High School teachers:

- Comprehension Strategies Instruction, which is instruction that explicitly gives students strategies that aid them in comprehending a wide variety of texts.
- Comprehension monitoring and Metacognition instruction, which is instruction that teaches students to become aware of how they understand while they read.

Math- All math teachers utilize a curriculum map developed by the district to improve student readiness.

***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.

## 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.** Professional Development on high yield strategies for all teachers across curriculum, to increase reading proficiency and learning gains in reading for all students, with a focus on learning gains with the lower 25 population.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** Professional Development on high yield strategies for all teachers across curriculum, to increase reading proficiency and learning gains in reading for all students, with a focus on learning gains with the lower 25 population. 1a

G036123

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	71.0

**Resources Available to Support the Goal** 2

- Intensive reading materials/ AimsWeb / Reading Plus / Performance matters / Reading,writing Assessment/Document-based Questioning/ Fluency checks/l-pads/ Desktops/Computer Labs

**Targeted Barriers to Achieving the Goal** 3

- Attendance to school / Reducing disruptive behaviors / Student Engagement/ Non-proficient reader entire K-12 academic career/ Lack of Focus on education/ Lack of background knowledge/ Lack of available resources and computer labs/ Teacher Leave/ subs in core classrooms/ Loss of instructional units & reduction in staff

**Plan to Monitor Progress Toward G1.** 8

Progress Monitoring

**Person Responsible**

Dion Gary

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Aims Web / FCA / Performance Matters / Literacy Team Meeting

## 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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Professional Development on high yield strategies for all teachers across curriculum, to increase reading proficiency and learning gains in reading for all students, with a focus on learning gains with the lower 25 population. **1**

 G036123

**G1.B1** Attendance to school / Reducing disruptive behaviors / Student Engagement/ Non-proficient reader entire K-12 academic career/ Lack of Focus on education/ Lack of background knowledge/ Lack of available resources and computer labs/ Teacher Leave/ subs in core classrooms/ Loss of instructional units & reduction in staff **2**

 B086460

**G1.B1.S1** 1. Provide professional development on high yield strategies for all teachers. 2. Use classroom walkthroughs to observe classroom implementation of high yield strategies. 3. Provide feedback to teachers not using high yield strategies and encouragement to teachers using high yield strategies **4**

 S097168

### Strategy Rationale

All students must be proficient readers to meet High School graduation requirements, and evidence must be illustrated on State Assessments (FSA).

### Action Step 1 **5**

1. Provide professional development on high yield strategies for all teachers. 2. Use classroom walkthroughs to observe classroom implementation of high yield strategies. 3. Provide feedback to teachers not using high yield strategies

#### Person Responsible

Dion Gary

#### Schedule

Daily, from 8/18/2014 to 6/5/2015

#### Evidence of Completion

Florida Standard Assessments

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

Principal Observation

**Person Responsible**

Cynthia Repp

**Schedule**

Daily, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Florida Standards Assessment (FSA)

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

Principal Observations

**Person Responsible**

Cynthia Repp

**Schedule**

Monthly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Principal Feedback

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	1. Provide professional development on high yield strategies for all teachers. 2. Use classroom walkthroughs to observe classroom implementation of high yield strategies. 3. Provide feedback to teachers not using high yield strategies	Gary, Dion	8/18/2014	Florida Standard Assessments	6/5/2015 daily
G1.MA1	Progress Monitoring	Gary, Dion	8/18/2014	Aims Web / FCA / Performance Matters / Literacy Team Meeting	6/5/2015 monthly
G1.B1.S1.MA1	Principal Observations	Repp, Cynthia	8/18/2014	Principal Feedback	6/5/2015 monthly
G1.B1.S1.MA1	Principal Observation	Repp, Cynthia	8/18/2014	Florida Standards Assessment (FSA)	6/5/2015 daily

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** Professional Development on high yield strategies for all teachers across curriculum, to increase reading proficiency and learning gains in reading for all students, with a focus on learning gains with the lower 25 population.

**G1.B1** Attendance to school / Reducing disruptive behaviors / Student Engagement/ Non-proficient reader entire K-12 academic career/ Lack of Focus on education/ Lack of background knowledge/ Lack of available resources and computer labs/ Teacher Leave/ subs in core classrooms/ Loss of instructional units & reduction in staff

**G1.B1.S1** 1. Provide professional development on high yield strategies for all teachers. 2. Use classroom walkthroughs to observe classroom implementation of high yield strategies. 3. Provide feedback to teachers not using high yield strategies and encouragement to teachers using high yield strategies

### **PD Opportunity 1**

1. Provide professional development on high yield strategies for all teachers. 2. Use classroom walkthroughs to observe classroom implementation of high yield strategies. 3. Provide feedback to teachers not using high yield strategies

#### **Facilitator**

Department Head, School Administrators

#### **Participants**

Faculty and Staff

#### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
Grand Total	0