

Marion County Public Schools

Vanguard High School



2023-24

Schoolwide Improvement Plan (SIP)

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Vanguard High School

7 NW 28TH ST, Ocala, FL 34475

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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.
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.
Bender, Luke	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.
Roberts, Samantha	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.
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.
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.
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.
Mclendon-Farmer, Tabitha	Administrative Support	Monitor student progress and coordinate interventions where necessary. Supports New Teachers through the New Teacher Induction Program.

Name	Position Title	Job Duties and Responsibilities
Merton, Karen	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Vanguard High School School Improvement Plan is developed collaboratively with the Vanguard High School School Advisory Council, which involves stakeholders including teachers, parents, students and community members.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan is continuously monitored by the Vanguard High School Leadership Team and progress is shared with the faculty and staff at bi-weekly collaborative meetings. Progress is also shared with the School Advisory Council at each meeting.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	66%
2022-23 Economically Disadvantaged (FRL) Rate	96%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	45	44	50	44	46	51	49		
ELA Learning Gains				45			50		
ELA Lowest 25th Percentile				34			34		
Math Achievement*	23	32	38	19	38	38	22		
Math Learning Gains				32			22		
Math Lowest 25th Percentile				49			30		
Science Achievement*	60	59	64	58	31	40	51		
Social Studies Achievement*	70	67	66	66	41	48	64		
Middle School Acceleration					41	44			
Graduation Rate	86	86	89	88	54	61	87		
College and Career Acceleration	65	63	65	53	67	67	49		
ELP Progress	46	46	45	35			53		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	86

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	11
Percent Tested	95
Graduation Rate	88

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	4	4
ELL	37	Yes	2	
AMI				
ASN	97			
BLK	46			
HSP	53			
MUL	55			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	68			
FRL	48			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	35	Yes	1	
AMI				
ASN	81			
BLK	41			
HSP	46			
MUL	51			
PAC				
WHT	52			
FRL	42			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	45			23			60	70		86	65	46
SWD	13			7			15	20		27	7	15
ELL	11			18			20	64			6	46
AMI												
ASN	89						100	94		100	5	
BLK	30			13			42	61		49	6	
HSP	40			23			53	71		56	7	45

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL	49			17			71	54		56	6	
PAC												
WHT	54			37			74	76		78	6	
FRL	32			18			47	60		55	7	38

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	44	45	34	19	32	49	58	66		88	53	35
SWD	10	36	31	11	37	41	16	22		86	14	33
ELL	18	40	35	15	29	38	39			84	19	35
AMI												
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	37
MUL	54	40		8	17		70	79		82	57	
PAC												
WHT	50	44	26	25	30	44	70	76		83	70	
FRL	31	38	33	15	31	51	46	50		86	40	38

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	49	50	34	22	22	30	51	64		87	49	53
SWD	9	21	17	5	12	15	17	5		73	11	
ELL	16	33	32	8	15	17	14	0		84	29	53
AMI												
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	52
MUL	61	46		33	17		63	60		84	52	
PAC												
WHT	61	58	49	33	27	40	66	81		88	67	

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	32	39	31	16	22	30	38	51		83	32	52

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	44%	44%	0%	50%	-6%
09	2023 - Spring	46%	43%	3%	48%	-2%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	44%	-22%	50%	-28%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	43%	-14%	48%	-19%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	57%	1%	63%	-5%

HISTORY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	65%	3%	63%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Although our Math proficiency increased by 9% compared to the 2021-2022 school year, Math achievement continues to be our lowest performing area. A contributing factor to this is the fact that most students who are proficient in Math in middle school take Algebra 1 and/or Geometry in 7th or 8th grade, which means that the majority of our Algebra 1 students are non-proficient to start with and we are working towards closing the achievement gap for our Algebra 1 students in 9th grade.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Graduation Rate for the Class of 2023 is anticipated to drop to 79%, which is a 7% drop from the Class of 2022. This drop can be attributed to the change in graduation requirements as they apply to the ELA and Algebra 1 testing components. Although the state amended the concordant scores for the ELA and Algebra 1 testing requirement, the change in PERT scores necessary for concordance in Algebra 1 did not help as many seniors as a PERT score of 97 would have.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Although our Algebra 1 proficiency increased from 14% to 23% from 2021-2022 to 2022-2023, our Algebra 1 proficiency still trails the state average of 54% for all students and 36% for 9th grade students. A contributing factor to this is the fact that most students who are proficient in Math in middle school take Algebra 1 and/or Geometry in 7th or 8th grade, which means that the majority of our Algebra 1 students are non-proficient to start with and we are working towards closing the achievement gap for our Algebra 1 students in 9th grade.

Which data component showed the most improvement? What new actions did your school take in this area?

The Acceleration Rate improved by 12% from 53% in 2020-2021 to 65% in 2021-2022. We anticipate the Acceleration Rate for 2022-2023 to continue to increase to possibly reach 70%. Vanguard High School has continued to add opportunities for acceleration for all students, including added options in Dual Enrollment and Advanced Placement courses and Career and Technical Education. Additionally, all 12th grade students have the opportunity to earn college credits through the AICE General Paper course, which serves as their final English credit.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

We continue to focus on improving our attendance and tardy rates. Although the percentage of our students who were chronically absent dropped from 37.5% to 33.2% last year, we continue to focus on ensuring that our students are attending school consistently.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve proficiency rate in Algebra 1 and Geometry.
2. Improve Graduation Rate for the Class of 2024.
3. Decrease the percentage of students who are chronically absent.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Although our percentage of students who are chronically absent has improved from 46% in 2019-2020 to 33% in 2022-2023, we will continue to focus on getting our chronically absent rate to less than 30% in the 2023-2024 school year. This is particularly important to the two ESSA subgroups that continue to fall below the Federal Index threshold, Students with Disabilities (32%) and English Language Learners (35%).

Measurable Outcome:

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

Vanguard High School will reduce the rate of chronically absent students to 29% during the 2023-2024 school year.

Monitoring:

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

This Area of Focus will be monitored by Vanguard High Schools Child Study Team, which is led by Vanguard High School's Family Engagement Specialist under the direct supervision of Vanguard High School Assistant Principal for Student Services.

Person responsible for monitoring outcome:

Samantha Roberts (samantha.roberts@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Vanguard High School will be utilizing a tier-based intervention for getting our students to school on a consistent basis. Vanguard High School will also be implementing a strong resiliency curriculum, Habitudes, that addresses many of the challenges our students face and may keep them from attending school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We understand that students who feel comfortable at school are more likely to attend school on a consistent basis.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Child Study Team meetings will be held on a bi-weekly basis to identify trends in attendance and specifically problem-solve for individual students.

Person Responsible: Samantha Roberts (samantha.roberts@marion.k12.fl.us)

By When: Child Study Team meetings will be held twice a month beginning in August.

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Only 6% of English Language Learners who took the FAST English Language Arts assessment at Vanguard High School scored as proficient during the 2022-2023 school year. This is in comparison to 46% school-wide. Additionally, only 12% of English Language Learners were proficient in Algebra 1 and 10% were proficient in Geometry.

Measurable Outcome:

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

FAST English Language Arts proficiency will improve from 6% to 10% for English Language Learners.

BEST Algebra 1 proficiency will improve from 12% to 15% for English Language Learners.

BEST Geometry proficiency will improve from 10% to 15% for English Language Learners.

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 and FAST Progress Monitoring for English Language Arts.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

English Language Learners will utilize Lexia English Language Development and Lexia Powerup Literacy as an intervention for English Language Arts and IXL as an intervention in Algebra 1 and Geometry.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Both intervention platforms have proven to be successful in closing the gap for underachieving students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 utilize Lexia English Language Development and Lexia Powerup Literacy and IXL as diagnostic tools to determine learning gaps and adjust instruction accordingly.

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

By When: Both tools will be implemented in the classroom and will be utilized with fidelity by the end of August.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Only 41% of Students with Disabilities who took the FAST English Language Arts assessment at Vanguard High School scored as proficient during the 2022-2023 school year. This is in comparison to 46% school-wide. Additionally, only 9% of Students with Disabilities were proficient in Algebra 1 and 15% were proficient in Geometry.

Measurable Outcome:

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

FAST English Language Arts proficiency will improve from 41% to 46% for Students with Disabilities.
BEST Algebra 1 proficiency will improve from 9% to 13% for Students with Disabilities.
BEST Geometry proficiency will improve from 15% to 20% for Students with Disabilities.

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 and FAST Progress Monitoring for English Language Arts.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students with Disabilities will utilize Reading Plus as an intervention for English Language Arts and IXL as an intervention in Algebra 1 and Geometry.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Both intervention platforms have proven to be successful in closing the gap for underachieving students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 utilize Reading Plus and IXL as diagnostic tools to determine learning gaps and adjust instruction accordingly.

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

By When: Both tools will be implemented in the classroom and will be utilized with fidelity by the end of August.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The Administration of Vanguard High School, in collaboration with the School Advisory Council, completes the Comprehensive Needs Assessment for the next school year during the May SAC meeting. Through this process, needs for the next school year are identified and prioritized, taking into account the feedback from a variety of different stakeholders. The Administration utilizes the Comprehensive Needs Assessment as a planning tool for future year budgeting and the School Improvement Plan. The draft School Improvement Plan is then presented to the School Advisory Council in September for final approval.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan is posted for public view on the Vanguard High School webpage. Additionally, the draft and final versions of the School Improvement Plan are distributed at the Annual Title 1 Meeting and the September School Advisory Council meeting. Progress on each Area of Focus is shared at the bi-monthly School Advisory Council meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Vanguard High School has established a variety of different communication tools to build relationships with families and to keep families informed of the various events held at Vanguard High School. These communication tools include bi-weekly emails and Skylert voice messages to all families. Additionally, Vanguard High School will host four family engagement events throughout the school year, with at least one per academic quarter.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Vanguard High School continues to hire highly qualified content experts as instructional staff. Additionally, all instructional staff will engage in rigorous and relevant professional learning that will focus on lesson planning for full engagement of students. Students have opportunities to accelerate their

learning and take challenging curriculum through our offerings in International Baccalaureate, Advanced Placement, AICE and Dual Enrollment course offerings. In addition to the accelerated courses, students also have opportunities for acceleration through our various Career and Technical Education courses.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan has been developed in coordination with our Career and Technical Education liaison.