Marion County Public Schools

VANGUARD HIGH SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 lifelong learners and responsible, productive citizens of our changing world.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Colleen Wade

Colleen.Wade@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The principal provides strategic and visionary leadership to design, develop, and implement a comprehensive program of instructional and support services. The principal heads a program that maximizes available resources to deliver high-quality, successful learning experiences for all students within a safe, orderly, and inclusive environment. The principal is responsible for the supervision of all administrative, instructional, and non-instructional personnel assigned to the school and reports directly to the designated Area Superintendent.

Leadership Team Member #2

Employee's Name
Sarah Umholtz

Sarah.Umholtz@marion.k12.fl.us

Position Title
Assistant Principal – Curriculum

Job Duties and Responsibilities

The APC supports the principal in providing dynamic leadership and a clear vision to foster a school culture that promotes high levels of student learning and achievement. They assist in the effective management of the school curriculum and scheduling, ensuring a safe, supportive, and academically focused environment for students, staff, and the broader school community.

Leadership Team Member #3

Employee's Name
Tara Willis

Tara.Willis@marion.k12.fl.us

Position Title
Assistant Principal – Instruction

Job Duties and Responsibilities

The API supports the principal in providing dynamic leadership and a clear vision to foster a school culture that promotes high levels of student learning and achievement. They assist in the effective management of all school facilities, testing, and instructional materials, ensuring a safe, supportive, and academically focused environment for students, staff, and the broader school community.

Leadership Team Member #4

Employee's Name
Robert Kissane

Robert.Kissane@marion.k12.fl.us

Position Title
Assistant Principal – Student Services

Job Duties and Responsibilities

The APD supports the principal in providing dynamic leadership and a clear vision to foster a school culture that promotes high levels of student learning and achievement. They assist in the effective

management of student discipline and mental health, ensuring a safe, supportive, and academically focused environment for students, staff, and the broader school community.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 Improvement Plan is collaboratively developed in partnership with the Vanguard High School Advisory Council, which includes a diverse group of stakeholders—teachers, parents, students, business partners, and community members. This inclusive approach ensures that the plan reflects shared priorities and supports meaningful, data-driven strategies for continuous school improvement.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The Vanguard High School Improvement Plan is continuously monitored by the school's Leadership Team to ensure effective implementation and measurable progress. Updates and outcomes are regularly shared with faculty and staff during bi-weekly collaborative meetings, fostering transparency and collective ownership. Progress is also communicated to the School Advisory Council at each scheduled meeting to maintain stakeholder engagement and support.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**82.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2026-27)

Using 2025-26 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
	9	10	11	12	
School Enrollment	331	408	386	435	1,560
Absent 10% or more school days	101	139	130	132	502
One or more suspensions	30	31	28	24	113
Course failure in English Language Arts (ELA)	187	294	141	160	782
Course failure in Math	185	297	189	227	898
Level 1 on statewide ELA assessment	63	76			139
Level 1 on statewide Algebra assessment	26	17			43

Current Year (2026-27)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	14	93	65	49	221

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	[]	[]	[]	[]	0
One or more suspensions	[]	[]	[]	[]	0
Course failure in English Language Arts (ELA)	[]	[]	[]	[]	0
Course failure in Math	[]	[]	[]	[]	0
Level 1 on statewide ELA assessment	[]	[]	[]	[]	0
Level 1 on statewide Algebra assessment	[]	[]	[]	[]	0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	76	128	95	164	463

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	[]	[]	[]	[]	0
Students retained two or more times	[]	[]	[]	[]	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	55	62	49	52	59	50	50	55
Grade 3 ELA Achievement									
ELA Learning Gains	65	56	59	56	55	58	55	55	57
ELA Lowest 25th Percentile	66	55	55	59	54	56	55	54	55
Math Achievement*	40	38	52	27	34	49	27	35	45
Math Learning Gains	41	37	45	39	41	47	37	42	47
Math Lowest 25th Percentile	40	36	44	50	44	49	58	44	49
Science Achievement	68	66	74	72	67	72	63	61	68
Social Studies Achievement*	73	71	76	73	69	75	65	67	71
Graduation Rate	92	90	94	86	86	92	76	80	90
Middle School Acceleration									
College and Career Acceleration	64	65	74	66	65	69	72	68	67
Progress of ELLs in Achieving English Language Proficiency (ELP)					59	52		51	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	613
Total Components for the FPPI	10
Percent Tested	96%
Graduation Rate	92%

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
61%	58%	54%	56%	48%	46%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	37%	Yes	7	
English Language Learners	45%	No		
Asian Students	91%	No		
Black/African American Students	55%	No		
Hispanic Students	57%	No		
Multiracial Students	70%	No		
White Students	67%	No		
Economically Disadvantaged Students	55%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%		65%	66%	44%	41%	40%	68%	73%		92%	64%	
Students With Disabilities	25%		59%	57%	9%	30%	32%	47%	13%		88%	10%	
English Language Learners	29%		66%	62%	32%	38%	38%	47%	33%		77%	25%	
Asian Students	89%		76%		79%			100%	95%		100%	95%	
Black/African American Students	52%		63%	67%	34%	36%	39%	56%	65%		90%	49%	
Hispanic Students	53%		64%	70%	34%	38%	34%	66%	64%		88%	56%	
Multiracial Students	69%		77%		50%	56%		67%	60%		100%	77%	
White Students	66%		63%	56%	58%	47%	53%	78%	86%		93%	72%	
Economically Disadvantaged Students	49%		61%	66%	32%	36%	36%	59%	68%		89%	51%	

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	49%		56%	59%	27%	39%	50%	72%	73%		86%	66%	66%
Students With Disabilities	19%		44%	46%	10%	28%	35%	39%	27%		75%	11%	
English Language Learners	11%		48%	49%	9%	39%	52%	25%	40%		67%	50%	66%
Asian Students	86%		62%					95%			100%	95%	
Black/African American Students	35%		53%	64%	22%	36%	46%	59%	69%		88%	54%	
Hispanic Students	44%		52%	52%	21%	39%	56%	72%	67%		81%	61%	64%
Multiracial Students	60%		74%	60%	40%	55%		68%	75%		62%		
White Students	59%		57%	58%	35%	41%	60%	81%	79%		86%	76%	
Economically Disadvantaged Students	38%		50%	54%	21%	37%	44%	65%	64%		82%	55%	71%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		55%	55%	27%	37%	58%	63%	65%		76%	72%	33%
Students With Disabilities	11%		41%	42%	8%	39%	55%	24%	21%		77%	23%	
English Language Learners	10%		48%	59%	14%	32%	42%	13%	23%		48%	20%	33%
Asian Students	89%		87%		90%			100%	79%		100%	96%	
Black/African American Students	37%		50%	54%	16%	35%	59%	54%	45%		73%	44%	
Hispanic Students	49%		60%	58%	26%	42%	67%	53%	61%		62%	66%	36%
Multiracial Students	40%		41%	55%	25%	29%		50%	77%		92%	83%	
White Students	59%		55%	53%	40%	36%	42%	74%	78%		79%	89%	
Economically Disadvantaged Students	41%		52%	57%	21%	37%	63%	54%	49%		76%	72%	42%

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	9	59%	51%	8%	60%	-1%
ELA	10	55%	54%	1%	61%	-6%
Biology	9	92%	91%	1%	87%	5%
Biology	10	52%	53%	-1%	60%	-8%
Algebra	9	44%	34%	10%	41%	3%
Algebra	10	18%	14%	4%	31%	-13%
Geometry	9	82%	72%	10%	75%	7%
Geometry	10	25%	28%	-3%	40%	-15%
Geometry	11	23%	16%	7%	26%	-3%
History	10	87%	78%	9%	76%	11%
History	11	72%	69%	3%	75%	-3%
Biology	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	11	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Algebra	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Geometry	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	9	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
History	12	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area of greatest improvement was math proficiency, which encompasses Algebra and Geometry, increasing from 27% to 40%. During the 25-26 school year, Vanguard High School focused heavily on teacher collaboration. The teachers in this area met bi-weekly to review data, discuss learning activities, and create common assessments. This collaboration was facilitated by administration and the math department lead teacher. This area went from our lowest-performing group to the one showing the most improvement.

Lowest Performance

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

When examining proficiency, Algebra and Geometry remain the lowest-performing areas at Vanguard High School. The 13% increase in proficiency boosted our proficiency rate to 40%, which is the highest it has been since 2018, prior to the introduction of the B.E.S.T. Mathematics standards. Vanguard did not have an increase in proficiency from 2023 – 2024 (27%) and 2024-2025 (27%). Mathematics continues to be an academic struggle due to the mindset of the students, the parents' perceived inability to support their students at home, and the learning gaps in the foundational skills.

Greatest Decline

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

The greatest decline in Vanguard's state-assessed data was the learning gains in our lowest-quartile students taking Algebra and Geometry. There was a decline from 56% to 41%, and the decline was anticipated due to a change in our scheduling of the students. Vanguard failed to see significant increases in math proficiency over the last eight years, and we determined that was due to student mindset as well as what we called "math fatigue." Since 2018, our lowest quartile students had two math classes each term. During the 2025-2026 school year, the students in the lowest quartile only took half of the Algebra curriculum, slowing down the content while allowing students to build their confidence. Vanguard had fewer students assessed on the End of Course exam because fewer

students had completed the full Algebra curriculum. This change meant only a portion of the Algebra students had a previous test score used for comparison to calculate the learning gains for this cohort of students.

Greatest Gap

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.

The data component with the greatest gap when compared to the state average was Algebra, where our students scored 20 points below the state average (State 57%, VHS 37%). During the past school year, Vanguard students increased the proficiency score in Algebra from 29% to 37%, which is an increase of eight points compared to the state increase of two points.

This significant discrepancy highlights a critical area for targeted intervention and support. Several factors contributed to this gap. Foundational math skills from earlier grades may not have been sufficiently developed, which can impact students' ability to engage with Algebra content. Also, students taking Algebra in high school are students who were not able to take it in middle school. These students not only struggle with basic skills but also with the confidence required to take on Algebra.

EWS Areas of Concern

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

Chronic absenteeism will continue to be an area of concern and focus for Vanguard High School. This area impacts our course failure rate, our student proficiency and learning gains, as well as our acceleration and graduation rates.

Highest Priorities

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

Increase in math proficiency and learning gains
Increase in student achievement for SWD students
Reducing Chronic Absenteeism
Collaboration – both teacher and students
Alignment of instruction

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Vanguard High School has identified Algebra 1 as a critical area of focus due to a consistent decline in student proficiency over the past three years, with a 12-point decrease in overall performance. While students have demonstrated some growth on progress monitoring assessments, these gains have not translated into proficiency on state assessments.

This trend highlights a dual challenge: significant skill gaps and a lack of student confidence in mathematics. Many students entering Algebra 1 are already non-proficient and often carry a negative mindset toward math, which further impedes their ability to engage and succeed. As a result, instructional strategies must be adapted to address both academic deficiencies and the affective needs of learners.

This area was identified as a crucial need based on a comprehensive review of prior year data, which revealed not only declining proficiency rates but also limited learning gains among the bottom quartile. Addressing this issue is essential to improving overall student achievement and ensuring equitable access to higher-level math opportunities.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Over the past four years, student proficiency on the B.E.S.T. Algebra 1 assessment has remained consistently low, with scores ranging from 12% to 37%. This trend highlights a critical area of need within our mathematics program. In response, Vanguard High School has set a targeted goal to increase the percentage of students demonstrating proficiency on the B.E.S.T. Algebra 1 assessment by at least 5 percentage points by the end of the 2026–2027 school year. This goal reflects our commitment to implementing data-driven strategies and targeted interventions that support student

growth and close achievement gaps in mathematics.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus—improving Algebra performance—will be closely monitored through a multi-tiered system of ongoing data collection and analysis. Key performance indicators will include formative and summative assessment data, progress monitoring tools, classroom-based assessments, and student growth metrics, particularly for students in the bottom quartile.

The Vanguard High School Leadership Team will review data at regular intervals, including during biweekly collaborative planning meetings and quarterly data chats. Teachers will use this data to adjust instruction, implement targeted interventions, and provide differentiated support based on student needs. Additionally, student mindset and engagement will be monitored through classroom observations to ensure that both academic and affective barriers to learning are addressed.

Ongoing monitoring will directly impact student achievement by enabling timely instructional adjustments, identifying students in need of additional support, and fostering a culture of continuous improvement. This proactive approach ensures that interventions are responsive and aligned with student progress, ultimately leading to improved outcomes in Algebra and overall mathematics achievement.

Person responsible for monitoring outcome

Colleen Wade - Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The first step in achieving our goal is the implementation of weekly teacher collaboration sessions, facilitated by the Assistant Principal of Curriculum. These sessions will focus on the development of common formative assessments to monitor student growth on a weekly basis, allowing for immediate instructional adjustments based on real-time data. Collaboration will center around three essential questions: What do students need to know? How will we teach it? How will we assess their understanding? In addition, teachers will work together to identify deficiencies in students' foundational math skills and plan targeted remediation strategies. Recognizing the impact of student mindset on learning, these sessions will also include discussions and planning around strategies to build student confidence, motivation, and a positive attitude toward mathematics. This comprehensive approach ensures that instruction is aligned, responsive, and supportive of both academic and

emotional growth, ultimately driving improved student outcomes.

Rationale:
The implementation of structured, weekly teacher collaboration is grounded in research-based best practices that demonstrate the positive impact of professional learning communities (PLCs) on student achievement. Collaborative planning allows educators to align instruction, share effective strategies, and collectively analyze student data to inform instructional decisions. At Vanguard High School, this collaboration is essential for addressing the specific challenges in Algebra performance. Through regular collaboration, our teachers will: Develop and refine common formative assessments to monitor student progress in real time. Identify and address deficiencies in foundational math skills through targeted remediation. Share instructional strategies that are responsive to student needs and learning styles. Foster a unified approach to addressing student mindset and motivation, particularly for those who struggle with mathematics. Create a culture of shared accountability and continuous improvement. By working together in a focused and intentional manner, teachers are better equipped to close learning gaps, respond to student needs more effectively, and ultimately improve academic outcomes across all student groups.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Weekly Collaboration Meetings

Person Monitoring:	**By When/Frequency:**
Colleen Wade	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Algebra teachers, along with our Math Department Lead, Instructional Coach and Principal, will meet weekly to plan what they want the students to learn, how they will teach the material, how they will assess the information taught, and what they will do with the data. The data will be review by the Leadership Team monthly.

Action Step #2
Action Step #2: Implement common assessments and remediation

Person Monitoring:	**By When/Frequency:**
Colleen Wade	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The Algebra teachers, along with our Math Department Lead, Instructional Coach, and Principal, will design common assessments that assess the material taught. The assessment will also include previously taught material to use as spiral review. The data will be reviewed weekly to determine the next steps required to get the students to proficiency.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Vanguard High School has identified students with disabilities as a critical area of focus for the 2026–2027 school year. This decision is based on a sustained pattern of underperformance, as evidenced by the subgroup's total achievement score remaining below the 41% ESSA (Every Student Succeeds Act) threshold for more than six consecutive years.

The need to focus on students with disabilities was identified through a comprehensive review of prior year data, including state assessment results, progress monitoring tools, and subgroup performance trends. The data clearly indicated that this subgroup has not made sufficient gains over time, and without targeted intervention, the achievement gap will continue to widen. This area of focus aligns with both federal accountability requirements and the school's commitment to equity and inclusion.

By prioritizing this subgroup, Vanguard High School aims to implement evidence-based instructional strategies, increase access to specially designed supports, and foster a more inclusive learning environment that promotes growth and achievement for all learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To address this need, Vanguard High School aims to increase the overall achievement score for students with disabilities to at least 41% by the end of the 2026–2027 school year, meeting the ESSA threshold for the first time in over six years. This goal is both data-driven and aligned with federal accountability standards.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To ensure the successful implementation and measurable impact of this Area of Focus, Vanguard High School will establish a structured monitoring system that includes both qualitative and quantitative measures.

• Weekly Collaborative Planning Meetings: Special education and general education teachers will

meet bi-weekly to align instruction, review student progress, and plan targeted interventions. These meetings will include monitoring data and will be facilitated by the Principal and/or the Assistant Principal and documented using meeting logs and action plans.

• Instructional Walkthroughs: School leaders will conduct regular classroom walkthroughs using a focused observation tool to monitor the use of evidence-based instructional strategies and accommodations for students with disabilities.

• Professional Development: Participation in ongoing professional development related to differentiated instruction, appropriate supports, monitoring progress, and inclusive practices will be tracked to ensure staff is equipped to meet diverse learner needs.

Person responsible for monitoring outcome
Robert Kissane & Colleen Wade

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Description of Intervention #1: General education and ESE teachers will collaborate through co-teaching models and best practices for inclusive education to deliver standards-based instruction with appropriate accommodations and modifications. This approach ensures access to grade-level content while supporting individual learning needs.

Rationale:
At Vanguard High School, co-teaching allows general education and ESE teachers to collaboratively plan and deliver instruction that is both rigorous and differentiated. This model ensures that students with disabilities are not isolated from their peers and are instead provided with the supports they need within the general education setting. Inclusive practices promote equity by fostering a sense of belonging and reducing the stigma often associated with pull-out or self-contained instruction. We believe benefits will include: Improved academic achievement through access to grade-level content and scaffolded support. Increased student engagement due to varied instructional strategies and shared classroom ownership. Enhanced teacher collaboration, leading to more effective problem solving and instructional planning. Positive impact on classroom culture, promoting empathy, respect, and high expectations for all learners. By implementing co-teaching and inclusive practices, Vanguard High School is aligning with evidence-based strategies that not only support students with disabilities but also elevate the quality of instruction for all students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Action Step #1: Professional development on co-teaching, inclusive practices, and Collaborative UDL lesson planning.

Person Monitoring:
Colleen Wade & Robert Kissane

By When/Frequency:
At the beginning of the school year and then quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
District and possibly state ESE professionals will train our teachers during the pre-school planning week. School leaders will conduct regular classroom walkthroughs using a focused observation tool to monitor the use of evidence-based instructional strategies and accommodations for students with disabilities.

Action Step #2
Action Step #2: General education and inclusion teacher monthly collaboration

Person Monitoring:
Colleen Wade & Robert Kissane

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Special education and general education teachers will meet monthly to align instruction, review student progress, and plan targeted interventions. These meetings will be facilitated by the Principal and/or Assistant Principal and documented using meeting logs and action plans. Students with disabilities will be assessed regularly using formative assessments, curriculum-based measures, and progress monitoring tools to track academic and behavior growth.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Vanguard High School has identified student attendance as a critical area of focus for the 2026–2027 school year. While the school's average attendance rate is 90.7%, data from the prior year revealed that 31.6% of students were classified as chronically absent, meaning they were present less than 90% of the school year. This far exceeds the 10% threshold outlined in the Early Warning System and signals a significant barrier to student success. This area of focus was identified through a review of attendance data from the 2025–2026 school year, which showed a persistent and widespread pattern of absenteeism across all grade levels. The high rate of chronic absenteeism undermines the effectiveness of instructional programs and interventions, making it a crucial barrier to achieving schoolwide academic goals. Addressing this issue is essential to improving student outcomes,

increasing graduation rates, and ensuring equitable access to learning opportunities.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, Vanguard High School will reduce the percentage of students identified as chronically absent (attending less than 90% of school days) from 31.6% to 25% or lower, as measured by end-of-year attendance data across all grade levels (9–12).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress toward reducing chronic absenteeism at Vanguard High School will be monitored through a structured and data-driven approach, ensuring timely interventions and accountability throughout the school year. An Attendance Team will be formed, and monitoring will include reviewing attendance reports weekly, looking for trends, and identifying at-risk students. The EWS system will be used for tracking to identify students who need tiered interventions. We will utilize our Family Engagement Liaison to work directly with families to remove barriers preventing students from attending school.

Person responsible for monitoring outcome

Tara Willis

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Vanguard High School will implement the Check & Connect intervention model to address chronic absenteeism.

Rationale:

Check & Connect is a nationally recognized, evidence-based program designed to improve student engagement and reduce dropout rates by building strong, consistent relationships between students and trained mentors. Each chronically absent student will be monitored/mentored by our Family Engagement Liaison, who will regularly “check” on the student’s attendance, academic progress, and behavior, and “connect” with the student and their family to provide support, problem solving, and motivation.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Action Step #1: Restructure an Attendance Tracking Team based on last year's results

Person Monitoring:
Tara Willis

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Team will review attendance data weekly using the school’s student information system. Students with continued absences will be flagged for immediate follow-up. Our Family Engagement Liaison will maintain detailed logs of all student interactions, including check-ins, family contacts, and interventions provided. Logs will be reviewed monthly by the Attendance Team to ensure fidelity of implementation. The Attendance Team will meet monthly to review attendance trends, evaluate the effectiveness of interventions, and adjust support plans as needed. Students showing improvement will be recognized and celebrated.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

www.marionschools.net\vhs

Vanguard High School ensures transparency and stakeholder engagement by making the School Improvement Plan (SIP) accessible and visible to the school community. The SIP is posted on the Vanguard High School website for public viewing. Both the draft and final versions are presented and distributed during the Annual Title I Meeting and the September School Advisory Council (SAC) meeting. Ongoing progress for each Area of Focus is reviewed and shared during bi-monthly SAC meetings, allowing for continuous feedback and collaboration with parents, staff, and community members.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

www.marionschools.net/vhs

Vanguard High School is committed to fostering strong, positive relationships with parents, families, and community stakeholders to support student success and fulfill the school's mission. The school actively engages families through:

• Regular Communication: Parents receive timely updates through phone calls, emails, text

messages, and the school website, ensuring they are informed about school events, student progress, and academic expectations.
• Family Engagement Events: The school hosts workshops, curriculum nights, and parent-teacher conferences to foster partnerships and provide resources that empower families to support their children's learning at home.
• Community Partnerships: Vanguard collaborates with local organizations and businesses to provide additional support, such as mentorship, enrichment opportunities, and wraparound services for students and families. Vanguard High School has several business partners that support the activities of our school, and FANS and Advent Hospital System support some of our CTE programs and education in healthy living.
• Personalized Support: The Family Engagement Liaison works closely with families to address barriers to attendance, academic performance, and well-being, ensuring every student has the support needed to thrive.
By maintaining open lines of communication and creating inclusive opportunities for involvement, Vanguard High School strengthens trust and shared responsibility among all stakeholders.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Vanguard High School is committed to strengthening its academic program by expanding opportunities for all students to engage in rigorous, relevant, and future-focused learning. We continue to recruit and retain highly qualified content experts as instructional staff, ensuring that students receive high-quality instruction across all subject areas. All instructional staff participate in ongoing, rigorous professional learning focused on effective lesson planning, student engagement, and evidence-based instructional strategies.

To meet the diverse needs and aspirations of our students, Vanguard has expanded its academic offerings in several key areas:

Work-Based Learning: We have introduced an On-the-Job Training (OJT) program to support students who wish to gain real-world work experience while earning academic credit. This initiative empowers students to develop career readiness skills and explore professional pathways beyond the classroom.

Advanced Academic Opportunities: We have increased access to International Baccalaureate (IB) courses for traditional students seeking greater academic challenge. In addition to IB, students can

accelerate their learning through Advanced Placement (AP), AICE, and Dual Enrollment courses, providing multiple pathways to earn college credit and prepare for postsecondary success. Career and Technical Education (CTE): Vanguard continues to offer a wide range of CTE programs that equip students with industry-relevant skills and certifications, supporting both college and career readiness. Through these strategic enhancements, Vanguard High School is creating a more inclusive, challenging, and supportive academic environment that prepares all students for success in college, careers, and life.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This plan was developed in collaboration with our Career and Technical Education Liaison, Family Engagement Liaison, and community leaders to ensure meaningful input from parents and the broader community.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Vanguard High School is committed to supporting student well-being through a dedicated team of fully trained school counselors who collaborate closely with the district's Mental Health and Wellness Department. This multidisciplinary team convenes monthly to review and support students identified as needing additional mental health services. The school-based team includes school counselors, student services managers, school resource officers, and key administrators, working together to ensure a comprehensive and coordinated approach to student mental health and wellness.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Vanguard High School provides a wide range of rigorous academic and career-focused opportunities to prepare students for post-secondary success. Students can participate in the International Baccalaureate (IB) Diploma Program, Cambridge AICE courses, Advanced Placement (AP) courses, and Dual Enrollment options. Dual Enrollment is offered in partnership with Marion Technical College and the College of Central Florida, allowing students to earn college credit while still in high school.

In addition to academic pathways, Vanguard offers a variety of career preparation programs that lead to industry-recognized certifications. These include on-campus career and technical education (CTE) courses and specialized academies such as the Future Educators Academy, which prepares students for careers in education.

The school also boasts a robust JROTC program that equips students with leadership skills and discipline, whether they pursue military service or aim to become productive, engaged citizens.

To ensure students and families are well-informed, Vanguard High School shares information about these opportunities during school-wide family events. The school also hosts on-campus career fairs,

where local businesses engage with students through interviews and hiring opportunities.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Vanguard High School's Student Services Office adheres to the Marion County Code of Student Conduct and implements a progressive discipline model focused on student growth and behavioral improvement. The team prioritizes identifying the underlying causes (antecedents) of unwanted behaviors to address them proactively and constructively. Once these factors are identified, Student Services Managers collaborate closely with parents, teachers, school counselors, and mental health professionals to develop individualized support plans that meet each student's unique needs. This collaborative, restorative approach promotes accountability, fosters positive behavior, and supports student success both academically and socially.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Vanguard High School has established a comprehensive support system for new teachers designed to foster professional growth and long-term success. This system includes bi-weekly professional learning sessions, the assignment of both a mentor and a peer "buddy," and ongoing guidance from an assigned administrator. These layered supports ensure that new teachers receive the resources, feedback, and encouragement they need to thrive in the classroom. As a result, the program has contributed to reduced teacher turnover and greater instructional consistency for students.

In addition, Vanguard High School develops an annual professional learning plan aligned with the school's instructional priorities. Teachers engage in bi-weekly data meetings to analyze student performance and make informed, data-driven decisions that directly impact teaching strategies and student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

This area does not pertain directly to Vanguard High School.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Vanguard High School conducted a thorough review of achievement data for its lowest-performing subgroup—Students with Disabilities (SWD). The data revealed that this subgroup has consistently performed below the required threshold for multiple years, signaling a critical need for enhanced support. In response, the leadership team collaborated with teachers serving SWD students to evaluate existing resources and identify gaps in support.

As a result of this analysis, the school determined that the addition of an intervention teacher/coach was essential. This role is designed to provide targeted professional development for staff and direct instructional support for students, with the goal of improving academic outcomes for the SWD subgroup. This strategic investment reflects Vanguard's commitment to equity, inclusion, and continuous improvement.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Vanguard High School is committed to strengthening instructional practices and outcomes for Students with Disabilities (SWD) through targeted support and ongoing professional development. During the 2026–27 school year, all teachers working with SWD students will receive additional training and coaching to enhance their instructional effectiveness and responsiveness to student needs.

A dedicated school-based SWD team—comprised of SWD teachers, the ESE Specialist, an administrator, and the Intervention Teacher/Coach—will meet bi-weekly to review student performance data, engage in collaborative problem-solving, and implement a continuous cycle of inquiry and improvement. This structured approach is designed to elevate both the academic experience and achievement of students in the SWD subgroup, ensuring equitable access to high-quality instruction.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**

Vanguard High School

Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A, provides local school districts and schools with resources that help children gain a high-quality education and the skills to master the Florida Standards. These resources provide additional teachers, professional development, extra time for teaching, parent involvement activities, and other activities designed to raise student achievement. Parent and family engagement in a child's education is a greater predictor of academic success than whether or not that family is affluent or poor. Title I program regulations require robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning.

What is Parent and Family Engagement?

Title I, Part A defines parent involvement as the *...participation of parents in **regular, two-way, and meaningful communications** with school staff that involves the student, addresses learning, and engages the family in school activities.* The Title I, Part A classification of parent involvement derives from the definition of Parent and Family Engagement, as outlined in the Every Student Succeeds Act, circa 2017-2018.

About the Parent and Family Engagement Plan

The Parent and Family Engagement Plan describes how the school will provide opportunities to improve family engagement to support student learning. In addition, the plan represents the different ways we will support family engagement and how parents can help plan and participate in activities and events to promote student learning at school and at home. We value the contributions and engagement of parents and family members. The goal is to establish an equal partnership between home and school to support student and school improvement. Click here to access the District's Title I Parent and Family Engagement Plan or request a copy at the front office.

We value our families and believe that ALL children can learn!

Principal Name: Colleen Wade

School Website: http://www.marionschools.net/vhs

School Year: 2026-2027

1. PARENT AND FAMILY ENGAGEMENT PLAN GOAL

Vanguard High School understands the value of partnering with families to increase student achievement. If we engage our parents in learning and understanding more about progress monitoring, testing, and graduation requirements, we will see an increase in our overall graduation rate with a goal of 91%.

2. JOINTLY DEVELOPED

How will the school:

1) involve parents in developing the school parent and family engagement plan?
2) make the parent and family engagement plan available to the local community?
3) update, at least annually, the school parent and family engagement plan to meet the changing needs of parents and the school?
4) Submit any parent comments to the district if the Title I Schoolwide Plan is not satisfactory to parents?
5) address opportunities for regular meetings, parent-teacher conferences, volunteering, and access to staff if requested by parents?

The Vanguard High School Parent and Family Engagement Plan (PFEP) was developed through a collaborative process in alignment with Title I, Part A requirements. Input was gathered from multiple stakeholders, including results from the annual MCPS Parent and Family Survey, School Advisory Council (SAC) members, faculty, and SAC meeting participants.

The PFEP will be posted on the school website (www.marionschools.net/vhs), with notification provided to all families via Skylert/Apptegy, phone and email communication. Paper copies are available upon request to ensure equitable access.

The PFEP is reviewed and revised annually based on comprehensive needs assessment data, including survey results, parent feedback, and school performance data. The revision process includes meaningful consultation with parents, administrators, the school leadership team, and SAC members. Parent input and comments are documented and shared with the assigned Federal Programs Program Specialist as required.

Vanguard High School ensures ongoing opportunities for parent and family engagement by providing flexible meeting times, including in-person and virtual conference options. The school

also promotes active parent involvement through volunteer opportunities that support extracurricular and athletic programs.

3. ANNUAL TITLE I MEETING

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

The Vanguard High School Annual Title 1 Meeting will be conducted on Thursday, August 6, 2026, in our Knights Union at 5:30 pm. Parents will be notified of the meeting by Skylert/Apptegy, email, text message, and social media platforms.

4. COMMUNICATIONS

How will the school:

1) ensure that the plan is written in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand?
2) offer meetings at various times (such as in the morning and evening)?
3) offer meetings in different formats (such as online and in-person group meetings, home visits or other types of individual meetings)?
4) ensure ongoing two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand?
5) monitor two-way communication to ensure timely responses.

The Vanguard High School Parent and Family Engagement Plan (PFEP) is developed in consultation with school staff and reviewed by School Advisory Council (SAC) members and meeting participants prior to final approval. The plan is translated into Spanish and posted on the school website to ensure accessibility for all families.

Vanguard High School implements multiple communication methods to ensure timely, two-way communication with parents and families, including phone calls, text messages, emails, and website postings. Families are also supported through access to bilingual staff, including a receptionist, ESOL paraprofessionals, and office personnel, to facilitate clear communication for non-English-speaking parents.

To promote meaningful family engagement, meetings are offered at flexible times, including morning, afternoon, and evening hours when needed. A Title I-funded Parent/Family Engagement Liaison supports additional outreach and extended availability. Parent-teacher conferences and ESE/IEP meetings are offered both in person and virtually through Microsoft Teams or Zoom to accommodate family needs.

Vanguard High School prioritizes accessible and responsive communication by maintaining a live receptionist to assist families directly, and by ensuring that teachers, staff, and administrators are available through phone, email, and in-person meetings throughout the school day.

5. BARRIERS

1. Will the school offer transportation as such services relate to preventing parent and family engagement barriers?
    a. If yes, please describe.
2. Will the school offer childcare, as such services relate to preventing parent and family engagement barriers?
    a. If yes, please describe.

No, transportation will not be offered. Childcare can be offered during parent and family engagement events. We will offer student-volunteers to monitor children if families need this service.

6. SCHOOL-PARENT COMPACT

Describe how the school:

1) and families will jointly develop a School-Parent Compact.
2) will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement in the School-Parent Compact.
3) will build and develop a partnership with families to help children achieve challenging State academic standards.

The Vanguard High School School-Parent Compact is developed jointly with parents and community stakeholders in alignment with Title I, Part A requirements. Input is gathered through School Advisory Council (SAC) meetings, including feedback from members and participants, as well as data from annual parent and student surveys.

The compact clearly outlines shared responsibilities for student academic success, including the roles of the school, parents, and students. It is distributed to all families at the beginning of the school year and to newly enrolled students throughout the year to ensure ongoing access and understanding.

Vanguard High School is committed to supporting the compact through ongoing, meaningful two-way communication with families. The school provides regular updates through multiple communication methods, including newsletters, to share important information about academic progress, state assessments, and available resources.

Additionally, Vanguard offers a variety of parent and family engagement events focused on building capacity to support student learning, particularly in rigorous coursework and Florida state assessments.

7. COORDINATION OF FUNDS

Describe how the school will coordinate and integrate parent and family engagement programs, activities, and strategies with early childhood programs (*applicable to elementary schools*), college and career-ready resources or organizations (*applicable to middle and high schools*), parent resource centers, or other programs.

Vanguard High School coordinates Title I, Part A resources with community partners and postsecondary institutions to support college and career readiness for students and families. The school will implement at least one Parent and Family Engagement event focused on college and career pathways, providing families with information on postsecondary options and workforce opportunities.

Through collaboration with the College of Central Florida, Marion Technical College, local businesses, and trade organizations, Vanguard ensures alignment of resources and services to enhance family engagement and student transition planning. These coordinated efforts support informed decision-making and promote student success beyond high school.

8. BUILDING CAPACITY OF PARENTS

Describe how the school will provide parents with the following:

1) A description and explanation of the curriculum and resources.
2) Individual student academic assessment results and interpretation of those results.
3) A description and explanation of the assessments used to measure student progress and achievement levels of the challenging State academic standards.

Vanguard High School is committed to building the capacity of parents to support their child's academic achievement in alignment with Title I, Part A requirements. The school provides multiple opportunities for families to understand curriculum, academic standards, assessments, and achievement expectations through the Annual Title I Meeting, School Advisory Council (SAC) meetings, Freshman Preview, New Family Orientation, Open House, and the school website.

Parents are provided with timely information on student academic progress and assessment results, along with guidance on how to interpret this data, through the district assessment portal, teacher communication, parent-teacher conferences, and school-based events. Additionally, Vanguard hosts targeted workshops focused on graduation requirements, state assessments, and strategies to support student learning at home, particularly for students enrolled in state-tested courses.

The school ensures ongoing, two-way communication by sharing curriculum updates and instructional information through teacher websites, email, and school communications. Information is also provided in alternative formats, including translation into Spanish and access to bilingual staff, to ensure meaningful access for all families.

For families unable to attend events, resources and information are shared through the school website and ongoing communications to promote continuous engagement and support for student success.

9. Please include 4 Parent/Family Workshops/Opportunities (1 per quarter), 2 of which could be Academic Conference Team events.

Title	Purpose	Quarter Date(s)/Time(s)
New To Vanguard Parent Information Night (Orientation)	Families new to VHS will be provided with valuable information to support their students as they prepare for the start of school. Tables will be set up for parents to learn about the various opportunities available to both students and families. Back-to-school materials will be provided to interested families. Training on Skyward Family Access, Canvas, and digital textbooks will be offered.	Thursday, August 6, 2026 5:30 pm

Title 1 Annual Meeting	Families will be provided with information and an explanation of the Title 1 Program and how it can help their child succeed. Graduation requirements will be discussed. They will learn about the upcoming events scheduled to increase the capacity of students and families.	Thursday, August 6, 2026 Knights Union @ 6:30 pm
Open House – "Knight Life"	Families will be able to meet the teachers and receive information about the classes their child is in. Opportunities will be presented for families to learn more about our school and how to become more involved.	Tuesday, September 15, 2026 Campus Wide @ 6:00 pm
Fall College Application & Scholarship Night	Families will have the opportunity to learn about the process of applying to colleges and universities. They will be provided resources to assist in researching and applying for scholarships including information about FAFSA.	Tuesday, October 13, 2026 Media Center 6:00 pm
Academics, Assessments, and Graduation	Families will learn what is required to graduate from Vanguard High School and learn how to monitor their student's progress. They will be provided resources to assist in preparing their students for high-stakes tests such as FAST, BEST, AP, IB, AICE along with SAT, ACT, and CLT.	Thursday, November 5, 2026 Media Center - 6:00 pm
Magnet Info Night The IB at Vanguard High School Information Night	Students and families will learn all about the International Baccalaureate Program. They will receive information about the features and benefits of the program.	Thursday, January 21, 2027 Knights Union – 6:00 pm
Magnet Info Night Future Educator Academy Information Night	Students and families will learn about the Future Educator Career Academy at Vanguard High School. They will receive information about the features and benefits of the program.	Thursday, January 21, 2027 Media Center – 6:00 pm
Future Knights Scheduling Night	Families will learn about the curriculum offered at VHS, including career courses, required courses, and advanced courses. Families will be allowed to complete a course request form to be used for future scheduling	Thursday, January 28, 2027 Knights Union – 6:00 pm
Spring College Application & Scholarship Night	Families will be provided resources to assist in preparing their students for high-stakes tests such as state assessments (FAST & BEST), AP, IB, AICE, along with SAT, ACT, and CLT.	Thursday, February 18, 2027 Media Center – 6:00 pm
Spring Progress Monitoring Night	Families will review their student's progress in ELA/Math and receive resources to help them support their student's learning in preparation for the state assessment.	Thursday, March 4, 2027 Media Center – 6:00 pm
Parent-Teacher Conferences	Families can meet with school personnel to discuss specific concerns or performance.	Ongoing throughout the school year.

SAC Meetings	Ongoing events for families and other stakeholders to get involved in the school planning and decision-making.	August 31, 2026 at 6:00 pm November 9, 2026 at 6:00 pm January 11, 2027 at 6:00 pm March 8, 2027 at 6:00 pm April 12, 2027 at 6:00 pm

The activities listed may be updated after publishing.

10. BUILDING CAPACITY OF SCHOOL STAFF

Describe how the school will train teachers, specialized instructional support personnel, other school leaders, and other staff, with the assistance of parents in the following:

1) The value and utility of contributions of parents.
2) How to reach out to, communicate with, and work with parents as equal partners.
3) To implement and coordinate parent programs and build ties between home and school.
4) To provide information in a format, to the extent practicable, in a language the parents can understand.
5) To respond to parent requests for parent and family engagement activities.

Vanguard High School is committed to building the capacity of staff to effectively engage families in support of student academic achievement, in alignment with Title I, Part A requirements. The school provides ongoing professional learning during pre-school training and monthly collaborative sessions focused on the value of family engagement and strategies for developing strong school-family partnerships.

Staff receive training on effective, culturally responsive communication practices, including the use of clear, parent-friendly language, reducing educational jargon, and providing understandable explanations of curriculum, assessments, and student progress. Professional learning also includes effective use of communication tools such as Canvas, email, and other platforms to ensure timely, two-way communication with families.

Vanguard utilizes parent feedback to continually improve communication practices and shares these insights with staff throughout the year. Training is also provided on communicating key

student information, including course performance, IEP and 504 plans, and available school and district resources.

To support communication with diverse families, staff are trained on accessing and utilizing translation resources, including bilingual personnel such as ESOL paraprofessionals and office staff. The Title I-funded Parent and Family Engagement Liaison works collaboratively with faculty to support outreach efforts and ensure staff are informed of engagement opportunities to share with families.

This plan aligns with Goals 2.B, 5.A, and 5.B of Achieve 2026 - Strategic Plan.

Enter the date *(month/day/year)* this plan was finalized:	
Enter the date *(month/day/year)* this plan was revised:	

School Advisory Council

The School Advisory Council (SAC) is a team of people representing various segments of the community parents, teachers, students, administrators, support staff, business/industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

- ☐ Yes, I am interested and wish to join the School Advisory Council.
- ☐ Please contact me so I can learn more about joining the School Advisory Council.
- ☐ Please send me notifications about future meetings and updates.

Name: _____

Child's Name and Grade: _____

Address: _____

Phone Number: _____

Email address: _____

Share Your Thoughts

We want to hear from you. If you have any suggestions or if there is any part of the Parent and Family Engagement Plan that you feel is not satisfactory, please use the space below to provide us with your comments in the space provided and leave this form in the school's main office.

Name: _____

Phone Number: _____

Email address: _____

_____

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