District VMV Goals	School Name _____	Completion		Evidence	
		Yes 1	No 0	Satisfactory 1	Un satisfactory 0
Vision	Vision				
Mission	Mission				
Values	Values				
	Part I: Current School Status				
	A. School Information				
	1. *School-Level Information*				
	☐ School				
	☐ Principal's name				
	☐ School Advisory Council chair's name				
	2. *District-Level Information*				
	☐ District				
	☐ Superintendent's name				
	☐ Date of school board approval of SIP				
	B. School Advisory Council (SAC)				
3	1. Describe the involvement of the SAC in the development of this school improvement plan.				
3	2. Describe the activities of the SAC for the upcoming school year.				
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project.				
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the duties of SAC				
	5. If no, describe the measures being taken to comply with SAC requirements.				
	C. Highly Qualified Staff				
	1. *Administrators*				
	a) Name				
3	b) Credentials (degrees and certifications)				
3	c) Number of years as an administrator				
3	d) Number of years at the current school;				
1,2,3	e) Performance record of increasing student achievement throughout their career				
	2. *Instructional Coaches*				
	a) Name				
	b) Subject area				
	c) Credentials (degrees and certifications)				
	d) Number of years as an instructional coach				
	e) Number of years at the current school				
1,2	f) Performance record of increasing student achievement throughout their career,				
	g) Full-time or Part-time				
	h) School-based or District-based				
	3. *Instructional Staff*				
	a) # of instructional employees				
3	b) % receiving effective rating or higher				
3	c) % Highly Qualified Teacher (HQT), High, Objective, Uniform State Standard of Evaluation (HOUSSE)				
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.				
2	e) % ESOL endorsed				
2	f) % reading endorsed				
3	g) % with advanced degrees				
3	h) % National Board Certified				

	i) % first-year teachers				
	j) % with 1-5 years of experience				
	k) % with 6-14 years of experience				
	l) % with 15 or more years of experience				
	4. *Paraprofessionals*				
	a) # of paraprofessionals				
	b) % Highly Qualified Teacher, High, Objective, Uniform State Standard of Evaluation (HOUSSE)				
	5. *Teacher Recruitment and Retention Strategies*				
	a) Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible.				
	6. *Teacher Mentoring Program/Plan*				
	a) Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.				
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)				
4	1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.				
4	2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?				
4	3. Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.				
5	4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).				
4,5	5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.				
	E. Increased Learning Time/Extended Learning Opportunities				
2	Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).				
	F. Literacy Leadership Team (LLT)				
2	1. Identify the names and positions titles of the members of your school-based LLT.				
2	2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions).				
2	3. What will be the major initiatives of the LLT this year?				
	G. Every Teacher Contributes to Reading Improvement				
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.				
2	1. Describe how the school ensures every teacher contributes to the reading improvement of every student.				
	H. Preschool Transition				
	This section is required for schools with grades K-2.				
1,2	1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable.				
	I. College and Career Readiness				
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.				
1	1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?				
1	2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?				
1	3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.				
	Part II: Expected Improvements				
	For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.				
	A. Area 1: Reading				
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	b) Florida Alternate Assessment (FAA)				

1	☐ Students scoring at Levels 4, 5, and 6				
1	☐ Students scoring at or above Level 7				
	c) Learning Gains				
1	☐ Students making learning gains (FCAT 2.0 and FAA)				
1	☐ Students in lowest 25% making learning gains (FCAT 2.0)				
	d) Comprehensive English Language Learning Assessment (CELLA)				
1	☐ Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)				
1	☐ Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)				
1	☐ Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)				
	e) Annual Measurable Objectives (AMOs)				
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA				
	f) Postsecondary readiness				
	The following data shall be considered by high schools.				
	☐ *4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.*				
	Goal 1 to support target(s): (These goals may also be listed in other areas or at the end of the document)				
	Possible Data Sources to Measure Goal 1:				
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets) 1.				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				

	Plan to Implement Action 4:				
	B. Area 2: Writing				
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
1	☐ Students scoring at or above 3.5				
	b) Florida Alternate Assessment (FAA)				
1	☐ Students scoring at or above Level 4				
	Goal 2 to support target(s): (These goals may also be listed in other areas or at the end of the document)				
	Possible Data Sources to Measure Goal 2:				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	C. Area 3: Mathematics				
	1. *Elementary and Middle School Mathematics*				
	The following data shall be considered by elementary and middle schools.				
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	b) Florida Alternate Assessment (FAA)				
1	☐ Students scoring at Levels 4, 5, and 6				

1	☐ Students scoring at or above Level 7				
	c) Learning Gains				
1	☐ Students making learning gains (FCAT 2.0, EOC, and FAA)				
1	☐ Students in lowest 25% making learning gains (FCAT 2.0 and EOC)				
	d) Annual Measurable Objectives (AMOs)				
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA				
	2. **High School Mathematics**				
	The following data shall be considered by high schools.				
	a) Florida Alternate Assessment (FAA)				
1	☐ Students scoring at Levels 4, 5, and 6				
1	☐ Students scoring at or above Level 7				
	b) Annual Measurable Objectives (AMOs)				
1	☐ Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA				
	c) Learning Gains				
1	☐ Students making learning gains (EOC and FAA)				
	d) Postsecondary readiness				
1	☐ 4-year graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C.				
	3. **Middle School Acceleration**				
	The following data shall be considered by middle schools.				
1	☐ Middle school participation in high school EOC				
1	☐ Middle school performance on high school EOC				
	4. **Algebra 1 End-of-Course Assessment (EOC)**				
	The following data shall be considered for schools with students taking the Algebra I EOC.				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	5. **Geometry End-of-Course Assessment (EOC)**				
	The following data shall be considered for schools with students taking the Geometry EOC.				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	Goal 3 to support target(s):				
	Possible Data Sources to Measure Goal 3:				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				

	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	D. Area 4: Science				
	1. *Elementary and Middle School Science*				
	The following data shall be considered by elementary and middle schools.				
	a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	b) Florida Alternate Assessment (FAA)				
1	☐ Students scoring at Levels 4, 5, and 6				
1	☐ Students scoring at or above Level 7				
	2. **High School Science**				
	The following data shall be considered by high schools.				
	a) Florida Alternate Assessment (FAA)				
1	☐ Students scoring at Levels 4, 5, and 6				
1	☐ Students scoring at or above Level 7				
	3. **Biology 1 End-of-Course Assessment (EOC)**				
	The following data shall be considered for schools with students taking the Biology 1 EOC.				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	E. Area 5: Science, Technology, Engineering, and Mathematics (STEM)				
1	☐ # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)				
1	☐ Participation in STEM-related experiences provided for students				
	The following data shall be considered by high schools.				
1	☐ Students enrolling in one or more *accelerated* STEM-related courses				
1	☐ Completion rate (%) for students enrolled in *accelerated* STEM-related courses				
1	☐ Students taking one or more advanced placement exams for STEM-related courses				
1	☐ Passing rate (%) for students who take advanced placement exams for STEM-related courses				
1	☐ CTE-STEM program concentrators				
1	☐ Students taking CTE-STEM industry certification exams				
1	☐ Passing rate (%) for students who take CTE-STEM industry certification exams				
	Goal 4 to support target(s):				

	Possible Data Sources to Measure Goal 4:				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) **1.**				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	The following data shall be considered by middle and high schools.				
1	☐ Students enrolling in one or more CTE courses				
1	☐ Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses				
1	☐ Completion rate (%) for CTE students enrolled in *accelerated* courses				
1	☐ Students taking CTE industry certification exams				
1	☐ Passing rate (%) for students who take CTE industry certification exams				
1	☐ CTE program concentrators				
3	☐ CTE teachers holding appropriate industry certifications				
	G. Area 7: Social Studies				
	1. *Civics End-of-Course Assessment (EOC)*				
	The following data shall be considered for schools with students taking the Civics EOC.				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				
	2. *U.S. History End-of-Course Assessment (EOC)*				
	The following data shall be considered for schools with students taking the U.S. History EOC.				
1	☐ Students scoring at Achievement Level 3				
1	☐ Students scoring at or above Achievement Level 4				

	Goal 5 (add other goals as needed) to support target(s):				
	Possible Data Sources to Measure Goal 5:				
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1.				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
	H. Area 8: Early Warning Systems				
	1. *Attendance*				
3	☐ Students tardy 10 percent or more, as defined by district attendance policy				
3	☐ Students absent 10 percent or more, as defined by district attendance policy				
	2. *Suspension*				
3	☐ Students with one or more referrals				
3	☐ Students with five or more referrals				
3	☐ Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.				
3	☐ Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S.				
3	☐ Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.				
3	☐ Students with five or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S.				
3	☐ Students with ten or more in-school or out-of-school suspension days				
3	☐ Students referred for alternative school placement				
3	☐ Students expelled				
	3. *Retention*				

1	Students retained				
1	Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S.				
1	o Students in 3rd grade with one or more course failures on first attempt in core-curricula courses o Students in 6th grade with one or more course failures on first attempt in core-curricula courses o Students in 9th grade with one or more course failures on first attempt in core-curricula courses				
1	Students off track for graduation based on credits required to date for their cohort				
	4. *Dropout Prevention*				
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/.				
1	Students dropping out of school, as defined in s.1003.01(9), F.S.				
1	Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)				
1	Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.				
1	Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)				
	I. Area 9: Parent Involvement				
	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).				
3,4	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities).				
	J. Area 10: Additional Targets				
1-5	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.				
	K. Problem-Solving				
1-5	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.				
1-5	Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses.				
1-5	Step 2: Brainstorm barriers that could prevent the school from achieving each goal.				
1-5	Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable).				
1-5	Step 4: Brainstorm which resources are available that could be used to address each targeted barrier.				
1-5	Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier.				
1-5	Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies.				
1-5	Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when).				
1-5	Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when).				
	Part III: Professional Development				
	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.				
1-5	Related goal				
	Topic, focus, and content				
	Facilitator or leader				
	Participants (e.g., Professional Learning Community, grade level, schoolwide)				
	Target dates or schedule (e.g., professional development day, once a month)				
	Strategies for follow-up and monitoring				
	Person responsible for monitoring				
	Part IV: Coordination and Integration				
4	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.				
	Part V: Budget				
	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:				

4	☐ Related goal				
4	☐ Strategy				
4	☐ Type of resource (i.e., evidence-based programs or materials, professional development, technology, or other)				
4	☐ Description of resources				
4	☐ Funding source				
4	☐ Amount needed				
MOU	Goals Related to Bradley MOU and/or Additional Goals				
	Goal # to support target(s):				
	Possible Data Sources to Measure Goal 5:				
	Data Indicator(s) – corresponding to goal 1.				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal # (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				
MOU	Goals Related to Bradley MOU and/or Additional Goals				
	Goal # to support target(s):				
	Possible Data Sources to Measure Goal #:				

	Data Indicator(s) – corresponding to goal 1.				
	2.				
	3.				
	Action Plans (strategies) to Accomplish Goal # (reduce or eliminate barriers)				
	Action 1-				
	Action 2-				
	Action 3-				
	Action 4-				
	Plan to Implement Action 1:				
	Plan to Implement Action 2:				
	Plan to Implement Action 3:				
	Plan to Implement Action 4:				