

Marion County Public Schools

# Romeo Elementary School



2015-16 School Improvement Plan

## Romeo Elementary School

19550 SW 36TH ST, Dunnellon, FL 34431

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	50%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Marion County School Board on 12/8/2015.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission at Romeo Elementary is to support the Marion County Public School system in developing successful citizens every student, every day. We expect all students to graduate from high school possessing the skills and knowledge necessary to excel in their chosen post secondary path. We will provide all students with the opportunity to achieve their personal best, to build good character, to learn respect for themselves and others, to accept responsibility for their actions, while developing a love of learning as they become lifelong learners.

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

The vision at Romeo Elementary is to build on past success as it relates to student achievement and strive to find new and inventive ways to reach the learning needs of our diverse students.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

- \*Guidance Office- registration, Cumulative Folders, Skyward
- \* Staff Meetings that include all stakeholders.
- \* Parent/Teacher conferences
- \* Home/School Communication
- \*Relationship building between students, teachers, staff, parents and guardians.
- \*Keeping all stakeholders informed on the students' home and school backgrounds and history
- \*Team approach- provide supports and opportunities for interactions with peers and staff
- \*ESOL training with staff
- \*ESOL staff working with teachers, staff, students and families.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Romeo Elementary creates a safe environment by informing teachers of safety policies and procedures throughout the school year. This includes having a safety committee that is comprised of teachers and staff members from each grade level. Beyond this committee, the entire school participates in numerous safety and emergency drills through the year which allows students to understand that Romeo is a safe environment. The school also has school wide expectations that relate to respecting other students and a zero tolerance policy for bullying. These expectations and policies are taught by the teachers to the students to ensure they feel respected at all times on campus.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Romeo Elementary has school wide expectations known as the "Pioneer Promise", which states students are to Do their best, Do what is right and Treat others the way they want to be treated. This provides the goals for student behavior. Teachers then have their own classroom discipline plans that



contain rewards and consequences for breaking classroom rules and school wide expectations. If students commit major infractions or are repeat offenders of minor infractions in the classroom they will receive a referral to the Dean's office. The Dean's office follows the district Code of Student Conduct to provide consequences for student action. These policies are explained to teachers at the beginning of the year and offered as refreshers as needed. MTSS procedures are developed and implemented for students who exhibit behavior that significantly impedes the learning process.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Individual students are referred to the guidance counselor by school staff, other students, or parents. Students can also make self-referrals. Small group opportunities are available for social skills training and social/emotional learning. The guidance counselor refers students who need ongoing, intensive therapy to outside organizations. Classroom guidance is available for specific topics, eg. friendship, responsibility, etc. We have a monthly school wide character awareness program targeting characteristics such as honesty, kindness, etc. We also have special assemblies each year to promote positive social behaviors, eg. bullying. Professional development is provided for staff to assist them in meeting the needs of special populations, eg. students with disabilities, low socioeconomic groups. There is also a school wide crisis intervention plan in place to address sudden, traumatic events.

**Early Warning Systems**

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

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

- Students that have missed 10% or more of school days.
- Students that have received one or more suspensions.
- K-2 students that have received 2 or more Unsatisfactory marks and 3-5 students that have received 2 or more failing grades in academic courses.
- Students that are level 1 on statewide standardized assessments.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27	16	13	18	13	12	99
One or more suspensions	2	1	6	6	6	6	27
Course failure in ELA or Math	1	4	14	14	1	1	35
Level 1 on statewide assessment	0	0	0	24	0	0	24

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	10	11	22	10	21	77

### **Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

For students who are at risk due to attendance a problem solving conference is held with the parent(s) and the student. The counselor puts incentives in place for the student to improve his/her attendance. The school social worker and the counselor work with the parent regarding any identified problems that are keeping the student out of school. Unresolved attendance issues may be referred to the courts for truancy. Similar interventions are in place for students with excessive tardies. A school wide attendance incentive program is in place to encourage good attendance and recognize students who have good attendance. Parents are provided with information regarding the importance of good attendance in the monthly school newsletter and Skylert.

Students who have been retained are provided a curriculum that is different from the previous year. The student's progress is monitored and appropriate supplemental academic interventions are put in place. Parent/teacher conferences are held regularly to discuss the student's progress. Students who do not make adequate progress may be considered for accommodations or special services.

In order to address the problem of student mobility, Romeo Elementary follows the school district's curriculum and calendar. Students who are new to the district may be assessed to determine their academic levels. The guidance department ensures that students have the necessary school supplies. The school social worker assists families as needed in meeting basic needs.

Students with discipline issues resulting in habitual Out of School Suspension have a behavior plan written by the MTSS team to encourage acceptable in school behavior resulting in fewer out of school suspensions. Behavioral support from the Dean, behavior therapist, and Guidance Counselor are provide to classroom teachers as needed.

### **Family and Community Involvement**

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

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

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

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186826>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Romeo Elementary has a partnership with groups of retired communitiy members called "Grandparent Readers". This program brings these community members to the campus to read to children on a monthly basis and also act as mentors. These community members also support the school and events that take place on campus by volunteering and through various donations. Romeo Elementary also has partnerships with several churches to ensure that students receive food on weekends so that they can maintain healty lifestyles which in turn can help academic achievement. Also local churches conduct weekly Good News Club meetings to build relationships between students and community members.

### **Effective Leadership**

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

## School Leadership Team

### Membership:

Name	Title
Balius, Catherine	Principal
White, Kimberly	Assistant Principal
Hoehn, Imelda	Instructional Coach
Williams, Susan	Dean
Carsey, Candace	Guidance Counselor

### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Our school-based Leadership Team includes Catherine Balius—Principal, Kimberly White- Assistant Principal, Susan Williams— Dean, Candace Carsey— Guidance Counselor, Imelda Hoehn – Academic Coach and may also include classroom teachers and other various district support personnel. The basic function of this team will be to correlate strategies and materials to deficits and to carefully monitor student progress. As data becomes available, meetings may become more frequent, but monthly meeting is a minimum. The basic process of meetings:

\*Identify the Problem

\*Attempt to determine why problem is occurring

\*Design an intervention to address the problem

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

To meet the needs of all students and maximize desired outcomes teachers meet regularly with the Assistant Principal of Curriculum to review data and allocate resources to meet classroom needs. These Progress Monitoring Meetings examine the effectiveness of Tier I instruction and develop Tier II and III interventions. These meetings occur 3 times per year at a minimum. Funding is also used to provide additional paraprofessionals on campus to work with small groups of students to improve academic achievement. Additionally, Problem-Solving Team meetings are held on an as-needed basis to address needs of specific students and allocate resources based on those needs.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Jess Burton	Business/Community
Catherine Balias	Principal
Bridget Chervenack	Parent
Stacie Gunn	Parent
Viridaiana Jaimes	Parent
Heidi Alexander	Teacher
Holly Lemanski	Education Support Employee
Lorie Markham	Teacher
Phillip Nichols	Business/Community
Christian Velez	Parent
TJ Watts	Parent
Susan Williams	Teacher
Kimberly White	Teacher
Daniel Caro	Parent

## Duties

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

### *Evaluation of last year's school improvement plan*

The school improvement plan will be based on an analysis of student achievement and other school performance data. The School Advisory Council will review the CIM plan and offer suggestions for corrections or additions to the plan. The SAC Committee will review the final CIM plan and approve the plan once the corrections and additions have been made. The School's Teacher-Parent-Student Compact is also shared at the September SAC meeting and editing at the April SAC meeting.

### *Development of this school improvement plan*

The purpose of the Romeo Elementary School Advisory Council is to act as the governing body to develop procedures to ensure that all state and district goals are met. The primary function is to establish a school improvement plan that is designed to achieve improved student performance standards.

### *Preparation of the school's annual budget and plan*

The School Advisory Council will address issues related to budget, training, instructional materials, staffing, student support services, specific school safety and discipline strategies, and other matters of resource allocation, as determined by school board policy.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Funds that were allocated for school improvement totaled \$3,800. These funds were used to purchase planners for students. Student planners are used to keep students organized, to aid in students understanding of what is being covered in class as well as what they will see in the future, and the planners provide an open line of communication between parents and teachers.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Balius, Catherine	Principal
White, Kimberly	Assistant Principal
Hoehn, Imelda	Instructional Coach
McLean, Kristin	Teacher, K-12
Savage, Karen	Teacher, K-12
Viverito, Jennifer	Teacher, K-12
Guess, Rebecca	Teacher, K-12
Noller, Brenda	Teacher, K-12
Tank, Alicia	Teacher, K-12
McClain, Michael	Instructional Media
Palmer, Susan	Teacher, ESE

#### Duties

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

Our literacy team promotes literacy to all of Romeo's stakeholders. First and foremost literacy is promoted to our students through quality Tier I instruction. Our teachers are coached by administration and a variety of instructional coaches. As the Literacy Team works with teachers to improve Tier 1 instruction student literacy rates are improved. Student literacy is also promoted through the Accelerated Reader and the American Reading programs. Romeo's team trains teachers in a variety of programs for intensive intervention and enrichment instruction. Our trainings help teachers increase student skills in Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Oral Language. We promote literacy to parents through our parent resource room. In this room parents are able to check out resources that are beneficial for student achievement and parental enrichment. Additionally, we provide a forum in which teachers and administration can discuss professional literacy programs, professional development and learning communities. Our school also sponsors a "Summer Slide" project to promote student reading over the summer to prevent regression in the area of reading over the summer.

#### Public and Collaborative Teaching

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

##### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The main strategy that is implemented to aid teachers to create positive relationships and collaboration is the schedule used at Romeo Elementary. Each grade level is broken into teams of two teachers. One teacher focuses on Math and Science with students, while the other focuses on Language Arts and Social Studies. Teachers only need to plan for two subject areas, which allows them to create engaging lesson plans to help instruction. With this type of schedule, all same-grade level teachers have planning at the same time. This allows for optimum time to collaborate with either their team teaching partner or

other subject area teachers. Teachers are also given the opportunity to pick their team partner which attributes to positive working relationships. Finally, positive working relationships between teachers is nurtured through a weekly PLC which focuses on collaborative planning, examining student work, lesson studies and learning walks.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Teachers are encouraged to earn Clinical Education endorsement and then welcome all student teachers from the area colleges to serve their internship at the school. Several of them have been hired at the site and in the district. New teacher orientation is given by the district. New teachers are supported by assigning them a mentor from their grade level, when possible. Ongoing Professional Development, through PLCs provide support to encourage teacher retention.

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

All new teachers are paired with Clinical Education Trained teachers at school site. The rationale is that the experienced teachers will possess strategies to help new teachers. The experienced teachers will meet with new teachers to collaborate on solutions to problems they encounter during their first year at least twice a month during PLC or data team meetings.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school uses state approved curriculum resources that have been aligned to Florida Standards. These standards closely mirror the Florida Standards and teachers will be given training to develop their skill in understanding and teaching the new Florida Standards. Teachers in K-5th grade classrooms use these state adopted materials for their Tier I instruction.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Grade level teams meet on a regular basis to look at data to determine student needs. AIMSweb testing helps identify the effectiveness of Tier I instruction and identifies students who may need additional support through Tier II or Tier III interventions. Additionally, AIMSweb is used to monitor those Tier II/III students on a regular basis to determine the effectiveness of the interventions. Students are grouped by abilities during a daily Immediate Intensive Intervention (iii) block where students receive focused instruction in areas of deficiency or they are given enrichment opportunities. Additionally, teachers provide daily small group instruction to meet the diverse needs of the students in each classroom. Diagnostic data from iReady will be used to create student learning profiles which teachers will use to differentiate instruction.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***



**Strategy:** Extended School Day

**Minutes added to school year:** 0

N/A

**Strategy Rationale**

N/A

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

N/A

**Student Transition and Readiness**

**PreK-12 Transition**

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

A VPK program is based at the school in which all of the students will feed into the regular Kindergarten program. We also have incoming Kindergarten students who have not participated in the Voluntary Prekindergarten Program. These students are encouraged to attend the summer VPK program. Efforts are made in the spring to facilitate early kindergarten registration so that incoming kindergarten students can take advantage of the summer VPK program. Flyers are sent home and the school newsletter encourages early kindergarten registration.

The Stagger Start program will be used at Romeo this year to help students develop close bonds with their new surroundings. For the first 3 days of school the classes will be divided by 3 so that only one third of the students will be in class for each of the 3 day program. This gives teachers a chance to assess these students, determine strengths and weaknesses, and to build relationships with the students prior to having the whole class in attendance.

Romeo Elementary collaborates with feeder middle schools to provide information about the middle school curriculum to incoming 6th grade students.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers and life.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A- Elementary

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

- A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.
- Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.
- Independent and collaborative research projects embedded in the curricula.
- Collaboration, communication, and critical thinking skills threaded throughout the curricula.
- Real-world, problem-based applications.
- Content rich instruction.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A - Elementary

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If instruction in all content areas is differentiated, then the number of students proficient in these areas will increase.

## Strategic Goals Detail

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

**G1.** If instruction in all content areas is differentiated, then the number of students proficient in these areas will increase. 1a

 G072549

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: English Instruction	60.0
5Es Score: Math Instruction	60.0

**Resources Available to Support the Goal** 2

- AimsWeb
- Corrective Reading
- Early Intervention in Reading
- Reading Mastery
- REWARDS
- Wonders Tier 2 Comprehension Intervention
- iReady
- iReady Teacher Toolbox
- Action 100
- CPALMS
- Great Leaps
- Professional Learning Community
- Professional Development Specialist
- MCPS Focus Calendar
- Professional Development
- Literacy Leadership Team
- Attendance Committee
- Teacher Collaboration & Data Analysis Days
- Top Score Writing Resource

**Targeted Barriers to Achieving the Goal** 3

- Student Attendance Issues
- Lack of time for teacher collaboration
- Lack of time for teachers to analyze data
- Not enough time to complete intervention lessons
- Novice understanding of the Florida Standards by teachers
- Limited access to instructional technology for teachers and students.

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

AIMSweb Benchmark testing

**Person Responsible**

Imelda Hoehn

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

90% of all students will meet or exceed AIMSweb benchmark goals for reading and math.

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

ELA and Math Learning Checks

**Person Responsible**

Kimberly White

**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

70% of all students will meet or exceed 80% mastery rates on ELA and Math Learning Checks.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

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

**G1.** If instruction in all content areas is differentiated, then the number of students proficient in these areas will increase. **1**

 **G072549**

**G1.B1** Student Attendance Issues **2**

 **B189225**

**G1.B1.S1** Parent communication via monthly school newsletter and phone calls regarding the importance of good attendance for students and the connection to academic success. **4**

 **S200606**

### Strategy Rationale

Parents need to be aware of how missing school can effect a student's academic performance.

### Action Step 1 **5**

Romeo Elementary will provide information to parents regarding the importance of attendance through newsletters, letters, and phone calls as well as provide professional development to teachers on strategies to improve student attendance.

### Person Responsible

Catherine Balias

### Schedule

Monthly, from 8/17/2015 to 5/27/2016

### Evidence of Completion

phone call reports generated from Skylert, newsletters

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

Analyze student attendance data

**Person Responsible**

Candace Carsey

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Attendance Reports and Synergy Team Meeting Minutes

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

Decreasing the number of student absences.

**Person Responsible**

Candace Carsey


**Schedule**

Monthly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Early Warning System report showing student attendance at less than 90%

**G1.B1.S2** Establish the Attendance Committee at Romeo to monitor attendance data and suggest incentives to increase student attendance. 4

 S200607

### Strategy Rationale

Student attendance data should be monitored to determine if incentives are increasing student attendance.

### Action Step 1 5

The attendance committee will meet monthly to analyze attendance data and coordinate attendance incentives.

#### Person Responsible

Candace Carsey

#### Schedule

Monthly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Attendance Reports, Minutes from Committee Meetings

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Analyze student attendance data.

#### Person Responsible

Candace Carsey

#### Schedule

Monthly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Attendance Reports from Skyward

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Decrease student absence rate at Romeo Elementary.

**Person Responsible**

Candace Carsey

**Schedule**

Monthly, from 8/17/2015 to 5/27/2016


**Evidence of Completion**

Early Warning System report for students having missed more than 10% of their school year.

**G1.B2 Lack of time for teacher collaboration** 2

 B189226

**G1.B2.S1 Four Collaborative Planning Days during the 2015-16 school year** 4

 S200608

**Strategy Rationale**

Allows teachers to meet as a grade level to collaborate on using student data to develop lesson plans which differentiate instruction.

**Action Step 1** 5

Collaborative Planning Days scheduled for each grade level team

**Person Responsible**

Kimberly White

**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

Teacher sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Agenda for Collaboration Day and Teacher Developed Lesson Plans

**Person Responsible**

Kimberly White

**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Agendas and lesson plans will be used as evidence that teachers collaborated to plan differentiated lessons.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Data collected from teacher walkthroughs and evaluations

**Person Responsible**

Catherine Balias

**Schedule**


Quarterly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***


Reports from True North Logic



**G1.B3** Lack of time for teachers to analyze data **2**

 B189227

**G1.B3.S1** Creation of a school schedule that creates time for teachers to analyze data at grade level collaborative planning days and weekly PLCs. **4**

 S200609

**Strategy Rationale**

Giving teachers time to analyze data will assist them in the development of differentiated lesson plans, thereby meeting student academic needs and facilitating proficiency in all academic areas.

**Action Step 1** **5**

With guidance from administration and academic coaches, teachers will analyze student data to develop differentiated lessons and measure lesson effectiveness during Collaboration Days and PLCs.

**Person Responsible**

Catherine Balius

**Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

AIMSWeb reports, iReady reports, Performance Matters Reports

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Collaboration Day Agenda

**Person Responsible**

Catherine Balius

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Teacher Sign In Sheet , agenda, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Formal and Informal Classroom Observation of Domain 1 & 3

**Person Responsible**

Catherine Balius


**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016


**Evidence of Completion**

True North Logic Reports on Domain 1 and 3

**G1.B4** Not enough time to complete intervention lessons 2

 B189228

**G1.B4.S1** A new school schedule was created increasing the ELA intervention time from 30 to 45 minutes. 4

 S200610

**Strategy Rationale**

Extending the intervention time will allow intervention providers to complete a full lesson each day thereby increasing student achievement in the area of reading.

**Action Step 1** 5

Create a school schedule which allows for a 45 minute intervention block for every grade level.

**Person Responsible**

Kimberly White

**Schedule**

On 5/27/2016

**Evidence of Completion**

copy of the intervention schedule

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Observation of the intervention block

**Person Responsible**

Catherine Balias

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

MTSS Intervention Fidelity Checklist

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Formal and informal classroom observation data

**Person Responsible**

Catherine Balias


**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016


***Evidence of Completion***

True North Logic Reports, MTSS Fidelity Checklists

**G1.B5** Novice understanding of the Florida Standards by teachers **2**

 B189229

**G1.B5.S1** Teachers are provided with professional development on unwrapping the Florida Standards and are given weekly PLC time and a quarterly planning day to unwrap the standards and plan effective lesson based on the standards. **4**

 S200611

**Strategy Rationale**

If teachers better understand the Florida Standards they will create effective lesson plans that will facilitate student achievement in all academic areas.

**Action Step 1** **5**

Teachers will spend time unwrapping the Florida Standards and planning targeted lessons based on the standards.

**Person Responsible**

Catherine Balius

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

sign in sheets, teacher lesson plans, weekly newsletter for staff

**Action Step 2** **5**

The Principal and Leadership team will budget and allocate Title 1 funds to meet the instructional needs of the students at Romeo Elementary.

**Person Responsible**

Catherine Balius

**Schedule**

Daily, from 8/3/2015 to 6/30/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Teachers progress towards their understanding of the Florida Standards will be discussed at Administrative Meetings to determine who needs support.

**Person Responsible**

Catherine Balius

**Schedule**

Biweekly, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

Staff newsletter, classroom walkthrough data

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Progress towards the effectiveness will be monitored through feedback from teachers during the unwrapping process and formal and informal classroom observation data.

**Person Responsible**

Catherine Balius


**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016


***Evidence of Completion***

Minutes from Collaborative Planning Meeting, True North Logic Reports

**G1.B6** Limited access to instructional technology for teachers and students. **2**

 B189230

**G1.B6.S1** If teachers and students were provided with instructional technology student engagement in the learning focus skill would increase. **4**

 S200612

**Strategy Rationale**

Students who are interested by the interactive nature of technology will be more apt to engage in the learning process.

**Action Step 1** **5**

A technology plan will be developed to install Engaged Classrooms at Romeo as well as provide students additional access to technology through the purchase of instructional technology tools, ex. tablets, ipads, laptops..

**Person Responsible**

Catherine Balius

**Schedule**

Annually, from 8/17/2015 to 5/27/2016

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** **6**

The ordering and installation of instructional technology will be monitored through invoices. Professional Development will be monitored through agendas, sign in sheets, and/or lesson plans.

**Person Responsible**

Catherine Balius

**Schedule**

Monthly, from 9/30/2015 to 5/27/2016

***Evidence of Completion***

Sign in sheets for Professional Development, invoices, classroom walkthrough data

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

Formal and Informal Classroom walkthroughs

**Person Responsible**

Catherine Balius

**Schedule**

Quarterly, from 8/17/2015 to 5/27/2016

**Evidence of Completion**

True North Logic Reports addressing student engagement and teacher use of technology.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Romeo Elementary will provide information to parents regarding the importance of attendance through newsletters, letters, and phone calls as well as provide professional development to teachers on strategies to improve student attendance.	Balius, Catherine	8/17/2015	phone call reports generated from Skylert, newsletters	5/27/2016 monthly
G1.B1.S2.A1	The attendance committee will meet monthly to analyze attendance data and coordinate attendance incentives.	Carsey, Candace	8/17/2015	Attendance Reports, Minutes from Committee Meetings	5/27/2016 monthly
G1.B2.S1.A1	Collaborative Planning Days scheduled for each grade level team	White, Kimberly	8/17/2015	Teacher sign-in sheets	5/27/2016 every-6-weeks
G1.B3.S1.A1	With guidance from administration and academic coaches, teachers will analyze student data to develop differentiated lessons and measure lesson effectiveness during Collaboration Days and PLCs.	Balius, Catherine	8/17/2015	AIMSWeb reports, iReady reports, Performance Matters Reports	5/27/2016 every-6-weeks
G1.B4.S1.A1	Create a school schedule which allows for a 45 minute intervention block for every grade level.	White, Kimberly	8/17/2015	copy of the intervention schedule	5/27/2016 one-time
G1.B5.S1.A1	Teachers will spend time unwrapping the Florida Standards and planning targeted lessons based on the standards.	Balius, Catherine	8/17/2015	sign in sheets, teacher lesson plans, weekly newsletter for staff	5/27/2016 weekly
G1.B6.S1.A1	A technology plan will be developed to install Engaged Classrooms at Romeo as well as provide students additional access to technology through the purchase of instructional technology tools, ex. tablets, ipads, laptops..	Balius, Catherine	8/17/2015		5/27/2016 annually
G1.B5.S1.A2	The Principal and Leadership team will budget and allocate Title 1 funds to meet the instructional needs of the students at Romeo Elementary.	Balius, Catherine	8/3/2015		6/30/2016 daily

**Marion - 0621 - Romeo Elementary School - 2015-16 SIP**  
*Romeo Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	AIMSweb Benchmark testing	Hoehn, Imelda	8/17/2015	90% of all students will meet or exceed AIMSweb benchmark goals for reading and math.	5/27/2016 quarterly
G1.MA2	ELA and Math Learning Checks	White, Kimberly	8/17/2015	70% of all students will meet or exceed 80% mastery rates on ELA and Math Learning Checks.	5/27/2016 every-6-weeks
G1.B1.S1.MA1	Decreasing the number of student absences.	Carsey, Candace	8/17/2015	Early Warning System report showing student attendance at less than 90%	5/27/2016 monthly
G1.B1.S1.MA1	Analyze student attendance data	Carsey, Candace	8/17/2015	Attendance Reports and Synergy Team Meeting Minutes	5/27/2016 monthly
G1.B2.S1.MA1	Data collected from teacher walkthroughs and evaluations	Balius, Catherine	8/17/2015	Reports from True North Logic	5/27/2016 quarterly
G1.B2.S1.MA1	Agenda for Collaboration Day and Teacher Developed Lesson Plans	White, Kimberly	8/17/2015	Agendas and lesson plans will be used as evidence that teachers collaborated to plan differentiated lessons.	5/27/2016 every-6-weeks
G1.B3.S1.MA1	Formal and Informal Classroom Observation of Domain 1 & 3	Balius, Catherine	8/17/2015	True North Logic Reports on Domain 1 and 3	5/27/2016 quarterly
G1.B3.S1.MA1	Collaboration Day Agenda	Balius, Catherine	8/17/2015	Teacher Sign In Sheet , agenda, lesson plans	5/27/2016 quarterly
G1.B4.S1.MA1	Formal and informal classroom observation data	Balius, Catherine	8/17/2015	True North Logic Reports, MTSS Fidelity Checklists	5/27/2016 quarterly
G1.B4.S1.MA1	Observation of the intervention block	Balius, Catherine	8/17/2015	MTSS Intervention Fidelity Checklist	5/27/2016 quarterly
G1.B5.S1.MA1	Progress towards the effectiveness will be monitored through feedback from teachers during the unwrapping process and formal and informal classroom observation data.	Balius, Catherine	8/17/2015	Minutes from Collaborative Planning Meeting, True North Logic Reports	5/27/2016 quarterly
G1.B5.S1.MA1	Teachers progress towards their understanding of the Florida Standards will be discussed at Administrative Meetings to determine who needs support.	Balius, Catherine	8/17/2015	Staff newsletter, classroom walkthrough data	5/27/2016 biweekly
G1.B6.S1.MA1	Formal and Informal Classroom walkthroughs	Balius, Catherine	8/17/2015	True North Logic Reports addressing student engagement and teacher use of technology.	5/27/2016 quarterly
G1.B6.S1.MA1	The ordering and installation of instructional technology will be monitored through invoices. Professional Development will be monitored through agendas, sign in sheets, and/or lesson plans.	Balius, Catherine	9/30/2015	Sign in sheets for Professional Development, invoices, classroom walkthrough data	5/27/2016 monthly
G1.B1.S2.MA1	Decrease student absence rate at Romeo Elementary.	Carsey, Candace	8/17/2015	Early Warning System report for students having missed more than 10% of their school year.	5/27/2016 monthly
G1.B1.S2.MA1	Analyze student attendance data.	Carsey, Candace	8/17/2015	Attendance Reports from Skyward	5/27/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G1.** If instruction in all content areas is differentiated, then the number of students proficient in these areas will increase.

### **G1.B1** Student Attendance Issues

**G1.B1.S1** Parent communication via monthly school newsletter and phone calls regarding the importance of good attendance for students and the connection to academic success.

#### **PD Opportunity 1**

Romeo Elementary will provide information to parents regarding the importance of attendance through newsletters, letters, and phone calls as well as provide professional development to teachers on strategies to improve student attendance.

##### **Facilitator**

Catherine Balius, Kimberly White, Lissette Baker, Candace Carsey

##### **Participants**

Students and Parents

##### **Schedule**

Monthly, from 8/17/2015 to 5/27/2016

### **G1.B2** Lack of time for teacher collaboration

**G1.B2.S1** Four Collaborative Planning Days during the 2015-16 school year

#### **PD Opportunity 1**

Collaborative Planning Days scheduled for each grade level team

##### **Facilitator**

Kimberly White

##### **Participants**

All classroom teachers

##### **Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

### **G1.B3** Lack of time for teachers to analyze data

**G1.B3.S1** Creation of a school schedule that creates time for teachers to analyze data at grade level collaborative planning days and weekly PLCs.

#### **PD Opportunity 1**

With guidance from administration and academic coaches, teachers will analyze student data to develop differentiated lessons and measure lesson effectiveness during Collaboration Days and PLCs.

##### **Facilitator**

Catherine Balius, Kimberly White., Marie Hoehn, Kelly Ashberger

##### **Participants**

Classroom Teachers and ESE Support Facilitators

##### **Schedule**

Every 6 Weeks, from 8/17/2015 to 5/27/2016

### **G1.B4** Not enough time to complete intervention lessons

**G1.B4.S1** A new school schedule was created increasing the ELA intervention time from 30 to 45 minutes.

#### **PD Opportunity 1**

Create a school schedule which allows for a 45 minute intervention block for every grade level.

##### **Facilitator**

Marie Hoehn, district trainers

##### **Participants**

Teachers requiring training in the intervention resource they are using with students.

##### **Schedule**

On 5/27/2016

**G1.B5** Novice understanding of the Florida Standards by teachers

**G1.B5.S1** Teachers are provided with professional development on unwrapping the Florida Standards and are given weekly PLC time and a quarterly planning day to unwrap the standards and plan effective lesson based on the standards.

**PD Opportunity 1**

Teachers will spend time unwrapping the Florida Standards and planning targeted lessons based on the standards.

**Facilitator**

Marie Hoehn, Kimberly White, Catherine Balius, Kelly Ashberger

**Participants**

All instructional personnel

**Schedule**

Weekly, from 8/17/2015 to 5/27/2016

**PD Opportunity 2**

The Principal and Leadership team will budget and allocate Title 1 funds to meet the instructional needs of the students at Romeo Elementary.

**Facilitator**

Leadership Team

**Participants**

Teachers and Staff at Romeo Elementary

**Schedule**

Daily, from 8/3/2015 to 6/30/2016

**G1.B6** Limited access to instructional technology for teachers and students.

**G1.B6.S1** If teachers and students were provided with instructional technology student engagement in the learning focus skill would increase.

**PD Opportunity 1**

A technology plan will be developed to install Engaged Classrooms at Romeo as well as provide students additional access to technology through the purchase of instructional technology tools, ex. tablets, ipads, laptops..

**Facilitator**

Catherine Balius, Kimberly White, Marie Hoehn, Kelly Ashberger

**Participants**

Instructional Personnel, Non-Instructional Personnel, students

**Schedule**

Annually, from 8/17/2015 to 5/27/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Romeo Elementary will provide information to parents regarding the importance of attendance through newsletters, letters, and phone calls as well as provide professional development to teachers on strategies to improve student attendance.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Title I Part A		\$0.00
			Notes: Notes- money for paper to print newsletters , funds for professional development for teachers. Stipends for teachers and para-professionals who provide professional development to parents.			
2	G1.B1.S2.A1	The attendance committee will meet monthly to analyze attendance data and coordinate attendance incentives.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Other		\$0.00
			Notes: Notes- funds to purchase incentive items and school wide reward activities for students with good attendance. Funds may be used for professional development and stipend for teachers and non-instructional personnel to provide PD to parents as needed.			
3	G1.B2.S1.A1	Collaborative Planning Days scheduled for each grade level team				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Title I Part A		\$0.00
			Notes: Funds for substitute teachers if needed and professional development supplies, such as resources or a trainer.			
4	G1.B3.S1.A1	With guidance from administration and academic coaches, teachers will analyze student data to develop differentiated lessons and measure lesson effectiveness during Collaboration Days and PLCs.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Title I Part A		\$0.00
			Notes: Notes- funds for substitute teachers or professional development providers and material as needed.			
5	G1.B4.S1.A1	Create a school schedule which allows for a 45 minute intervention block for every grade level.				\$0.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Title I Part A		\$0.00
			<i>Notes: Substitutes for teachers who attend training related to iii programs.</i>			
<b>6</b>	<b>G1.B5.S1.A1</b>	<b>Teachers will spend time unwrapping the Florida Standards and planning targeted lessons based on the standards.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Title I Part A		\$0.00
			<i>Notes: Notes- Funds for substitutes, professional development providers, stipends, and materials.</i>			
<b>7</b>	<b>G1.B5.S1.A2</b>	<b>The Principal and Leadership team will budget and allocate Title 1 funds to meet the instructional needs of the students at Romeo Elementary.</b>				<b>\$195,303.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0621 - Romeo Elementary School	Title I Part A		\$51,347.00
			<i>Notes: Notes</i>			
	5100	210-Retirement	0621 - Romeo Elementary School	Title I Part A		\$4,623.00
			<i>Notes: Notes</i>			
	5100	220-Social Security	0621 - Romeo Elementary School	Title I Part A		\$3,185.00
			<i>Notes: Notes</i>			
	5100	230-Group Insurance	0621 - Romeo Elementary School	Title I Part A		\$14,400.00
			<i>Notes: Notes</i>			
	5100	231-Health and Hospitalization	0621 - Romeo Elementary School	Title I Part A		\$360.00
			<i>Notes: Notes</i>			
	5100	240-Workers Compensation	0621 - Romeo Elementary School	Title I Part A		\$665.00
			<i>Notes: Notes</i>			
	5100	239-Other	0621 - Romeo Elementary School	Title I Part A		\$746.00
			<i>Notes: Notes-medicare</i>			
	5100	310-Professional and Technical Services	0621 - Romeo Elementary School	Title I Part A		\$1,250.00

<b>Budget Data</b>						
			<i>Notes: Notes</i>			
	5100	590-Other Materials and Supplies	0621 - Romeo Elementary School	Title I Part A		\$31,377.00
			<i>Notes: Notes</i>			
	5900	120-Classroom Teachers	0621 - Romeo Elementary School	Title I Part A		\$37,526.00
			<i>Notes: Notes</i>			
	5900	210-Retirement	0621 - Romeo Elementary School	Title I Part A		\$3,378.00
			<i>Notes: Notes</i>			
	5900	220-Social Security	0621 - Romeo Elementary School	Title I Part A		\$2,327.00
			<i>Notes: Notes</i>			
	5900	230-Group Insurance	0621 - Romeo Elementary School	Title I Part A		\$2,736.00
			<i>Notes: Notes</i>			
	5900	231-Health and Hospitalization	0621 - Romeo Elementary School	Title I Part A		\$69.00
			<i>Notes: Notes</i>			
	5900	240-Workers Compensation	0621 - Romeo Elementary School	Title I Part A		\$485.00
			<i>Notes: Notes</i>			
	5900	239-Other	0621 - Romeo Elementary School	Title I Part A		\$545.00
			<i>Notes: Notes-medicare</i>			
	6150	160-Other Support Personnel	0621 - Romeo Elementary School	Title I Part A		\$3,732.00
			<i>Notes: Notes</i>			
	6150	210-Retirement	0621 - Romeo Elementary School	Title I Part A		\$336.00
			<i>Notes: Notes</i>			
	6150	220-Social Security	0621 - Romeo Elementary School	Title I Part A		\$232.00
			<i>Notes: Notes</i>			
	6150	240-Workers Compensation	0621 - Romeo Elementary School	Title I Part A		\$49.00
			<i>Notes: Notes</i>			
	6150	239-Other	0621 - Romeo Elementary School	Title I Part A		\$55.00
			<i>Notes: Notes-medicare</i>			

Budget Data						
	6150	510-Supplies	0621 - Romeo Elementary School	Title I Part A		\$373.00
			Notes: Notes			
	6400	100-Salaries	0621 - Romeo Elementary School	Title I Part A		\$28,310.00
			Notes: Notes			
	6400	210-Retirement	0621 - Romeo Elementary School	Title I Part A		\$2,548.00
			Notes: Notes			
	6400	220-Social Security	0621 - Romeo Elementary School	Title I Part A		\$1,756.00
			Notes: Notes			
	6400	230-Group Insurance	0621 - Romeo Elementary School	Title I Part A		\$2,064.00
			Notes: Notes			
	6400	232-Life Insurance	0621 - Romeo Elementary School	Title I Part A		\$52.00
			Notes: Notes			
	6400	240-Workers Compensation	0621 - Romeo Elementary School	Title I Part A		\$366.00
			Notes: Notes			
	6400	239-Other	0621 - Romeo Elementary School	Title I Part A		\$411.00
			Notes: Notes-medicare			
8	G1.B6.S1.A1	A technology plan will be developed to install Engaged Classrooms at Romeo as well as provide students additional access to technology through the purchase of instructional technology tools, ex. tablets, ipads, laptops..				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0621 - Romeo Elementary School	Title I Part A		\$0.00
			Notes: Notes- funds used towards the purchase of instructional technology hardware for classroom and student use. Funds use for professional development to train teachers on how to best use instructional technology.			
					Total:	\$195,303.00