

Romeo Elementary School



2016-17 Schoolwide Improvement Plan

Romeo Elementary School

19550 SW 36TH ST, Dunnellon, FL 34431

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	D

**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 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Romeo Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission at Romeo Elementary is to support the Marion County Public School system in developing successful citizens. 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.

b. 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.

2. School Environment

a. 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.

b. 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 safety, 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 and safe at all times on campus.

c. 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 is a PBIS school. Romeo has established school wide expectations known as the "Pioneer Promise", which states students are to be responsible, be respectful, be safe and be a leader. 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.

d. 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. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	11	16	16	10	19	0	0	0	0	0	0	0	92
One or more suspensions	4	1	1	1	4	14	0	0	0	0	0	0	0	25
Course failure in ELA or Math	0	0	0	9	0	2	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	66	72	60	0	0	0	0	0	0	0	198

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	12	7	15	21	15	20	0	0	0	0	0	0	0	90

c. 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.

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 is provided to classroom teachers as needed.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/319100>.

2. Description

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

2. 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 community 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 healthy 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Balius, Catherine	Principal
White, Kimberly	Assistant Principal
Williams, Susan	Dean
Carsey, Candace	School Counselor
Renfro, Edward	Instructional Coach

b. Duties

1. 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, Edward Renfro – 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 remediate 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

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jess Burton	Business/Community
Catherine Balias	Principal
Kimberly White	Teacher
Michael McClain	Teacher
Jennifer Viverito	Teacher
Cynthia Tripp	Teacher
Alicia Tank	Parent
Sabra Cohen	Education Support Employee
Janet Wood	Parent
Stephanie Carver	Parent
Patricia Baillageron	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The school improvement plan is written 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 May SAC meeting.

b. 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.

c. 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.

2. 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 \$6,716.00. These funds were used to purchase School Pace for the Action 100 reading program at Romeo. This program utilizes weekly formative assessment in the area of reading to differentiate reading goals for each student.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Balius, Catherine	Principal
White, Kimberly	Assistant Principal
Noller, Brenda	Teacher, K-12
Tank, Alicia	Teacher, K-12
McClain, Michael	Instructional Media
Renfro, Edward	Instructional Coach
Watts, Lachundra	Teacher, K-12
Ponds, Brenda	Teacher, K-12
Peterson, Julie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Romeo's literacy team promotes literacy of all 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 (Action 100). 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.

D. Public and Collaborative Teaching

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

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

Romeo Elementary allows teacher the opportunity to collaboratively plan as a part of their instructional day to help maintain collegial relationships. Grade levels have a common planning time while their students are at special area. 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. Kagan cooperative learning structures that promote Class Building and Team Building are also used with faculty to promote positive working relationships.

2. 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 so they may serve as peer teachers. All student teachers from the area colleges are welcome to serve their internship at Romeo Elementary. 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. New teachers are recruited through recruitment fairs offered through the district at the local level and at various Florida colleges. The principal and assistant principal of Romeo Elementary participate in these recruitment opportunities.

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

All new teachers are paired with approved Peer 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. Early career teachers are paired with teacher mentors from their grade level team who teach the same subject(s). Input regarding preference is solicited from early career teachers and mentor teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. Instruction is also differentiated by using data from E-EIRLA to develop individualized reading learning goals. Progress towards these reading goals are monitored weekly through one on one conferencing with the teacher.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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. Romeo Elementary hosts a yearly Career Fair where community members come and share information about their career as well as the education that was needed for them to learn their career.

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

N/A- Elementary

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

 G087387

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	52.0

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 all students need intervention but need enrichment instead.
- Novice understanding of the Florida Standards by teachers
- Limited access to instructional technology for teachers and students.

Resources Available to Help Reduce or Eliminate the Barriers 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
- Write Score

- School Pace - Action 100 Monitoring and Assessment
- Gynzy

Plan to Monitor Progress Toward G1. 8

AIMSweb Benchmark testing

Person Responsible

Edward Renfro

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G1. 8

I Ready Diagnostic Data

Person Responsible

Kimberly White

Schedule

Triannually, from 8/10/2016 to 5/25/2017

Evidence of Completion

I Ready diagnostic reports after each administration

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**

 **G087387**

G1.B1 Student Attendance Issues **2**

 **B232259**

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**

 **S245113**

Strategy Rationale

If parents are aware of how missing school effects their student's academic performance then they will send them to school daily.

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 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

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

S245114

Strategy Rationale

If student attendance data is monitored to determine if incentives to increase student attendance is working then adjustments can be made to the incentive program.

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 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

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

 B232260

G1.B2.S1 Two Planning Days and weekly Grade level PLC meetings to collaborate. 4

 S245115

Strategy Rationale

If teachers meet as a grade level to collaborate on using student data to develop lesson plans which differentiate instruction then student achievement will increase.

Action Step 1 5

2 collaborative planning days scheduled for each grade level team and weekly PLC Meetings.

Person Responsible

Kimberly White

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Teacher sign-in sheets

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

Sign in sheet for attendance at PLC Collaboration

Person Responsible

Kimberly White

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Sign in sheets

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 8/10/2016 to 5/25/2017


Evidence of Completion

Reports from True North Logic

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

 B232261

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**

 S245116

Strategy Rationale

If giving teachers time to analyze data will assist them in the development of differentiated lesson plans, then student academic needs will be met thereby increasing student proficiency.

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 8/10/2016 to 5/25/2017

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

Semiannually, from 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

Evidence of Completion

True North Logic Reports on Domain 1 and 3

G1.B4 Not all students need intervention but need enrichment instead. 2

 B232262

G1.B4.S1 Implementation of a daily 45 minute intensive intervention/enrichment block for all students.

4

 S245117

Strategy Rationale

If all students are provided a daily 45 minute iii/enrichment block to remediate/enrich students then their achievement will increase.

Action Step 1 5

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

Person Responsible

Kimberly White

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

copy of the intervention schedule

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

Observation of the intervention/enrichment block

Person Responsible

Catherine Balias

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

Evidence of Completion

True North Logic Reports, MTSS Fidelity Checklists

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

 B232263

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

 S245118

Strategy Rationale

If teachers better understand the Florida Standards, then 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 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

Evidence of Completion

Title 1 Budget

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 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017


Evidence of Completion

Minutes from Collaborative Planning Meeting, True North Logic Reports

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

 B232264

G1.B6.S1 If teachers and students were provided with instructional technology student engagement in all academic subjects will increase. **4**

 S245119

Strategy Rationale

If students are provided access to instructional technology then they will be more apt to engage in the learning process thereby increasing student achievement.

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, and Chromebooks.

Person Responsible

Catherine Balius

Schedule

Annually, from 8/10/2016 to 5/25/2017

Evidence of Completion

Purchase orders

Action Step 2 **5**

Teachers will utilize online resources with their engaged classroom technology such as Teacher Toolbox, iReady and Gynzy.

Person Responsible

Catherine Balius

Schedule

On 5/25/2017

Evidence of Completion

Purchase orders

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 8/10/2016 to 5/25/2017

Evidence of Completion

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

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

Utilization of online resources will be monitored by classroom walkthroughs and teacher lesson plans.

Person Responsible

Catherine Balius

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Domain 1 and 3 walkthrough data from True North Logic

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

Formal and Informal Classroom walkthroughs

Person Responsible

Catherine Balius

Schedule

Quarterly, from 8/10/2016 to 5/25/2017








Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M330147	AIMSweb Benchmark testing	Renfro, Edward	8/10/2016	90% of all students will meet or exceed AIMSweb benchmark goals for reading and math.	5/25/2017 quarterly
G1.MA2 M330148	ELA and Math Learning Checks	White, Kimberly	8/10/2016	70% of all students will meet or exceed 80% mastery rates on ELA and Math Learning Checks.	5/25/2017 every-6-weeks
G1.MA3 M330149	I Ready Diagnostic Data	White, Kimberly	8/10/2016	I Ready diagnostic reports after each administration	5/25/2017 triannually
G1.B1.S1.MA1 M330132	Decreasing the number of student absences.	Carsey, Candace	8/10/2016	Early Warning System report showing student attendance at less than 90%	5/25/2017 monthly
G1.B1.S1.MA1 M330133	Analyze student attendance data	Carsey, Candace	8/10/2016	Attendance Reports and Synergy Team Meeting Minutes	5/25/2017 monthly
G1.B1.S1.A1 A317325	Romeo Elementary will provide information to parents regarding the importance of attendance through...	Balius, Catherine	8/10/2016	phone call reports generated from Skylert, newsletters	5/25/2017 monthly
G1.B2.S1.MA1 M330136	Data collected from teacher walkthroughs and evaluations	Balius, Catherine	8/10/2016	Reports from True North Logic	5/25/2017 quarterly
G1.B2.S1.MA1 M330137	Sign in sheet for attendance at PLC Collaboration	White, Kimberly	8/10/2016	Sign in sheets	5/25/2017 weekly
G1.B2.S1.A1 A317327	2 collaborative planning days scheduled for each grade level team and weekly PLC Meetings.	White, Kimberly	8/10/2016	Teacher sign-in sheets	5/25/2017 weekly
G1.B3.S1.MA1 M330138	Formal and Informal Classroom Observation of Domain 1 & 3	Balius, Catherine	8/10/2016	True North Logic Reports on Domain 1 and 3	5/25/2017 quarterly
G1.B3.S1.MA1 M330139	Collaboration Day Agenda	Balius, Catherine	8/10/2016	Teacher Sign In Sheet , agenda, lesson plans	5/25/2017 semiannually
G1.B3.S1.A1 A317328	With guidance from administration and academic coaches, teachers will analyze student data to...	Balius, Catherine	8/10/2016	AIMSWeb reports, iReady reports, Performance Matters Reports	5/25/2017 every-6-weeks
G1.B4.S1.MA1 M330140	Formal and informal classroom observation data	Balius, Catherine	8/10/2016	True North Logic Reports, MTSS Fidelity Checklists	5/25/2017 quarterly
G1.B4.S1.MA1 M330141	Observation of the intervention/enrichment block	Balius, Catherine	8/10/2016	MTSS Intervention Fidelity Checklist	5/25/2017 quarterly
G1.B4.S1.A1 A317329	Create a school schedule which allows for a 45 minute intervention/enrichment block for every grade...	White, Kimberly	8/10/2016	copy of the intervention schedule	5/25/2017 quarterly
G1.B5.S1.MA1 M330142	Progress towards the effectiveness will be monitored through feedback from teachers during the...	Balius, Catherine	8/10/2016	Minutes from Collaborative Planning Meeting, True North Logic Reports	5/25/2017 quarterly
G1.B5.S1.MA1 M330143	Teachers progress towards their understanding of the Florida Standards will be discussed at...	Balius, Catherine	8/10/2016	Staff newsletter, classroom walkthrough data	5/25/2017 biweekly
G1.B5.S1.A1 A317330	Teachers will spend time unwrapping the Florida Standards and planning targeted lessons based on...	Balius, Catherine	8/10/2016	sign in sheets, teacher lesson plans, weekly newsletter for staff	5/25/2017 weekly
G1.B5.S1.A2 A317331	The Principal and Leadership team will budget and allocate Title 1 funds to meet the instructional...	Balius, Catherine	8/10/2016	Title 1 Budget	5/25/2017 daily
G1.B6.S1.MA1 M330144	Formal and Informal Classroom walkthroughs	Balius, Catherine	8/10/2016	True North Logic Reports addressing student engagement and teacher use of technology.	5/25/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B6.S1.MA1  M330145	The ordering and installation of instructional technology will be monitored through invoices....	Balius, Catherine	8/10/2016	Sign in sheets for Professional Development, invoices, classroom walkthrough data	5/25/2017 monthly
G1.B6.S1.MA3  M330146	Utilization of online resources will be monitored by classroom walkthroughs and teacher lesson...	Balius, Catherine	8/10/2016	Domain 1 and 3 walkthrough data from True North Logic	5/25/2017 quarterly
G1.B6.S1.A1  A317332	A technology plan will be developed to install Engaged Classrooms at Romeo as well as provide...	Balius, Catherine	8/10/2016	Purchase orders	5/25/2017 annually
G1.B6.S1.A2  A317333	Teachers will utilize online resources with their engaged classroom technology such as Teacher...	Balius, Catherine	8/10/2016	Purchase orders	5/25/2017 one-time
G1.B1.S2.MA1  M330134	Decrease student absence rate at Romeo Elementary.	Carsey, Candace	8/10/2016	Early Warning System report for students having missed more than 10% of their school year.	5/25/2017 monthly
G1.B1.S2.MA1  M330135	Analyze student attendance data.	Carsey, Candace	8/10/2016	Attendance Reports from Skyward	5/25/2017 monthly
G1.B1.S2.A1  A317326	The attendance committee will meet monthly to analyze attendance data and coordinate attendance...	Carsey, Candace	8/10/2016	Attendance Reports, Minutes from Committee Meetings	5/25/2017 monthly

V. 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.B2 Lack of time for teacher collaboration

G1.B2.S1 Two Planning Days and weekly Grade level PLC meetings to collaborate.

PD Opportunity 1

2 collaborative planning days scheduled for each grade level team and weekly PLC Meetings.

Facilitator

Kimberly White

Participants

All classroom teachers

Schedule

Weekly, from 8/10/2016 to 5/25/2017

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, Edward Renfro, Kelly Ashberger

Participants

Classroom Teachers and ESE Support Facilitators

Schedule

Every 6 Weeks, from 8/10/2016 to 5/25/2017

G1.B4 Not all students need intervention but need enrichment instead.

G1.B4.S1 Implementation of a daily 45 minute intensive intervention/enrichment block for all students.

PD Opportunity 1

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

Facilitator

Edward Renfro, district trainers

Participants

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

Schedule

Quarterly, from 8/10/2016 to 5/25/2017

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 semi annual 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

Edward Renfro, Kimberly White, Catherine Balias, Stacie Crowder

Participants

All instructional personnel

Schedule

Weekly, from 8/10/2016 to 5/25/2017

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 8/10/2016 to 5/25/2017

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 all academic subjects will 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, and Chromebooks.

Facilitator

Catherine Balius, Kimberly White, Edward Renfro, Stacie Crowder

Participants

Instructional Personnel, Non-Instructional Personnel, students

Schedule

Annually, from 8/10/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

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	2016-17
			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	2016-17
			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	2 collaborative planning days scheduled for each grade level team and weekly PLC Meetings.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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	2016-17
			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/enrichment block for every grade level.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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			0621 - Romeo Elementary School	Title I, Part A		\$0.00
			<i>Notes: Substitutes for teachers who attend training related to iii programs.</i>			
6	G1.B5.S1.A1	Teachers will spend time unwrapping the Florida Standards and planning targeted lessons based on the standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0621 - Romeo Elementary School	Title I, Part A		\$0.00
			<i>Notes: Notes- Funds for substitutes, professional development providers, stipends, and materials.</i>			
7	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.				\$160,087.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0621 - Romeo Elementary School	Title I, Part A		\$51,022.00
			<i>Notes: Notes</i>			
	5100	210-Retirement	0621 - Romeo Elementary School	Title I, Part A		\$4,594.00
			<i>Notes: Notes</i>			
	5100	220-Social Security	0621 - Romeo Elementary School	Title I, Part A		\$3,165.00
			<i>Notes: Notes</i>			
	5100	230-Group Insurance	0621 - Romeo Elementary School	Title I, Part A		\$16,770.00
			<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		\$988.00
			<i>Notes: Notes</i>			
	5100	239-Other	0621 - Romeo Elementary School	Title I, Part A		\$819.00
			<i>Notes: Notes-medicare</i>			
	5100	310-Professional and Technical Services	0621 - Romeo Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Notes</i>			
	5100	590-Other Materials and Supplies	0621 - Romeo Elementary School	Title I, Part A		\$24,640.00
			<i>Notes: Notes</i>			

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	6150	160-Other Support Personnel	0621 - Romeo Elementary School	Title I, Part A		\$5,239.00
			<i>Notes: Notes</i>			
	6150	210-Retirement	0621 - Romeo Elementary School	Title I, Part A		\$472.00
			<i>Notes: Notes</i>			
	6150	220-Social Security	0621 - Romeo Elementary School	Title I, Part A		\$326.00
			<i>Notes: Notes</i>			
	6150	240-Workers Compensation	0621 - Romeo Elementary School	Title I, Part A		\$93.00
			<i>Notes: Notes</i>			
	6150	239-Other	0621 - Romeo Elementary School	Title I, Part A		\$78.00
			<i>Notes: Notes-medicare</i>			
	6150	510-Supplies	0621 - Romeo Elementary School	Title I, Part A		\$6,860.00
			<i>Notes: Notes</i>			
	5100	360-Rentals	0621 - Romeo Elementary School	Title I, Part A		\$8,900.00
	5100	390-Other Purchased Services	0621 - Romeo Elementary School	Title I, Part A		\$2,629.00
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0621 - Romeo Elementary School	Title I, Part A		\$6,450.00
	5100	644-Computer Hardware Non-Capitalized	0621 - Romeo Elementary School	Title I, Part A		\$8,935.00
	5100	750-Other Personal Services	0621 - Romeo Elementary School	Title I, Part A		\$5,320.00
	6150	310-Professional and Technical Services	0621 - Romeo Elementary School	Title I, Part A		\$400.00
	6150	390-Other Purchased Services	0621 - Romeo Elementary School	Title I, Part A		\$3,731.00
	6300	120-Classroom Teachers	0621 - Romeo Elementary School	Title I, Part A		\$1,346.00
	6300	210-Retirement	0621 - Romeo Elementary School	Title I, Part A		\$122.00
	6300	220-Social Security	0621 - Romeo Elementary School	Title I, Part A		\$84.00
	6300	232-Life Insurance	0621 - Romeo Elementary School	Title I, Part A		\$24.00
	6300	239-Other	0621 - Romeo Elementary School	Title I, Part A		\$20.00
			<i>Notes: medicare</i>			

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	6400	590-Other Materials and Supplies	0621 - Romeo Elementary School	Title I, Part A		\$1,700.00
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, and Chromebooks.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0621 - Romeo Elementary School	Title I, Part A		\$0.00
			<i>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.</i>			
9	G1.B6.S1.A2	Teachers will utilize online resources with their engaged classroom technology such as Teacher Toolbox, iReady and Gynzy.				\$0.00
					Total:	\$160,087.00