Romeo Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	50%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 is pending approval by the Marion County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Romeo Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- 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 achievment 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	4	26	31	21	36	25	0	0	0	0	0	0	0	143
One or more suspensions	3	0	2	2	4	4	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	5	7	12	0	0	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	58	77	117	0	0	0	0	0	0	0	252

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	0	8	10	19	27	18	0	0	0	0	0	0	0	82

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 map. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP 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/419168.

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 communtiy 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 fosters academic achievement. Also local churches conduct weekly Good News Club meetings to build relationships between students and community members. Romeo Elementary Schools leads the district in the number of volunteer hours donated to a school.

C. Effective Leadership

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 Balius	Principal
Danielle Stevens	Parent
Jessica Barnes	Parent
Denise Pfeiffer	Parent
Chris Sims	Parent
Marcia Ableman	Parent
Kara Billig	Teacher
Linda Rygielski	Parent
Amanda Esther	Parent
Molly Drawdy	Parent
Betty Brown	Parent
Jocelyn Merced	Teacher
Maria Velez-Ramos	Teacher
Lesbia Prieto	Education Support Employee
Christine Holland	Teacher
Kara Hewitt	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Continuous Improvement Model 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 Continuous Improvement Model 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 $222.45.00. These funds were not spent last year.

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
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 American Reading program (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

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. Grade and subject area teams meet weekly after school. Teachers who are departmentalized 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 PLC which meets monthly and focuses on the evaluation rubric (MCIES). 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 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.

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. I-Ready 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, I-Ready 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 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-IRLA to develop individualized reading learning goals for K-2 students. Progress towards these reading goals are monitored weekly through assessment and 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 2 days of school the classes will be divided in half so that only one half of the students will be in class. 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 Day where community members come and share information about their career as well as the education that was needed for them to learn their career.
Romeo Elementary also reinforces Career soft skills such as Dependability, Reliability, Communication, Positive Attitude and Team Work through our PBIS program as well as the incorporation of Kagan Cooperative Learning structures in the classroom.

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.
Career Day, integration of the use of technology in classroom instruction, reinforcement of career soft skills in the classroom and through the school wide PBIS program .

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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"Â? 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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers at Romeo Elementary School consistently deliver Florida Standards based Tier 1 instruction in reading, math and science then student proficiency 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 teachers at Romeo Elementary School consistently deliver Florida Standards based Tier 1 instruction in reading, math and science then student proficiency in these areas will increase. 1a

G095851

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0
FSA Mathematics Achievement	60.0
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Student Attendance Issues

- Lack of time for teacher collaboration

- Novice understanding of the Florida Standards by teachers

- Limited access to instructional technology for teachers and students.

- Non-English speaking students enrolled at Romeo

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kindergarten Paraprofessionals

- iReady

- iReady Teacher Toolbox

- Action 100

- CPALMS

- Great Leaps

- Professional Learning Community

- Professional Development Specialist

- MCPS Curriculum Maps

- 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

- Para professionals

- Parent Liaisons

- Translators

- Parent Communication Resources- Nicky's Folders, School Dojo, Translators, School Newsletter, Classroom Newsletters

- Science Instructional Resources - Ex. Picture Perfect Science, Science Weekly, Science Fair Materials, Discovery Science Center

- Common Core Companion

- Content Area Reading Specialist

- Transportation Services

Plan to Monitor Progress Toward G1. `8`

ELA ,Math, and Science Quarterly Standards Mastery Assessments

Person Responsible
Kimberly White

Schedule
Every 6 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion
70% of all students will meet or exceed 80% mastery rates on ELA and Math Quarterly Standards Assessments.

Plan to Monitor Progress Toward G1. `8`

I Ready Diagnostic Data

Person Responsible
Kimberly White

Schedule
Triannually, from 8/10/2017 to 6/1/2018

Evidence of Completion
I Ready diagnostic reports after each administration

Plan to Monitor Progress Toward G1. `8`

I Ready Progress Monitoring

Person Responsible
Kimberly White

Schedule
Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion
I Ready student data reports

Plan to Monitor Progress Toward G1. `8`

i Ready Benchmark Assessment

Person Responsible
Kimberly White

Schedule
Triannually, from 8/10/2017 to 6/1/2018

Evidence of Completion
i ready predictability reports

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 teachers at Romeo Elementary School consistently deliver Florida Standards based Tier 1 instruction in reading, math and science then student proficiency in these areas will increase. 1

🔑 G095851

G1.B1 Student Attendance Issues 2

🔑 B258008

G1.B1.S1 The administrative team will monitor student attendance data and create individual attendance plans as needed for students and their families to foster improved attendance. 4

🔑 S273107

Strategy Rationale

By working together create a plan families will have to help in overcoming obstacles hindering student attendance. Improving student attendance will ultimately improving student performance.

Action Step 1 5

We will work with families to develop an action plan to improve student attendance.

Person Responsible

Candace Carsey

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Conference notes describing a plan to improve student attendance

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

Attendance data discussed at weekly administrative team meetings .

Person Responsible

Candace Carsey

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Attendance Reports

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

Attendance reports at the student level indicate if attendance action plans are improving student attendance.

Person Responsible

Candace Carsey

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Attendance Reports

G1.B2 Lack of time for teacher collaboration 2

🔑 B258009

G1.B2.S1 Collaborative Planning Days and weekly grade level collaborative planning. 4

🔑 S273108

Strategy Rationale

If teachers collaborate on Florida Standards based lesson plans in ELA, Math and Science the resulting targeted Tier 1 instruction will result in improved student performance.

Action Step 1 5

Teachers will participate in Collaborative Planning days and weekly collaborative planning meetings.

Person Responsible

Kimberly White

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Teacher sign-in sheets, copy of a completed collaborative planning form

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

Classroom walkthroughs

Person Responsible

Kimberly White

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

walkthrough forms

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

Student achievement data in ELA, Math and Science

Person Responsible

Kim White

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

I-Ready reports, ELA, Math and Science Quarterly Assessments

G1.B3 Novice understanding of the Florida Standards by teachers 2

🔑 B258010

G1.B3.S1 If teachers are provided with time to collaborate, resources and personnel (paraprofessionals) to help them fully understand and effectively teach the Florida Standards instruction will result in higher student proficiency. 4

🔑 S273109

Strategy Rationale

If teachers have resources aligned to the Florida Standards, classroom assistance to provide differentiated instruction, and time to collaborate on lesson plans then they will create and teach effective lessons that will facilitate student achievement in all academic areas.

Action Step 1 5

Teachers will be provided with resources (Write Score, Action 100, Picture Perfect Science, Common Core Companion, Teacher Toolbox, Science Weekly, etc. Resources from Step 2) and coaching (Content Area Reading Specialist) to help them deeply understand the Florida Standards and plan targeted lessons based on the standards.

Person Responsible

Kimberly White

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

sign in sheets, teacher lesson plans, weekly newsletter for staff, completed collaborative planning form, CAS Schedule

Action Step 2 5

Title 1 funds will be allocated per CIM and PIP plan. (See Resource List in Step 2)

Person Responsible

Catherine Balius

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

Title 1 Budget

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

Classroom walkthroughs, student performance data

Person Responsible

Kimberly White

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

classroom walkthrough data, Quarterly Standards Mastery Student Performance Data, i-Ready Predictability Report

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

Quarterly Standards Mastery Assessments and I-Ready Benchmark Assessments showing mastery of grade level standards.

Person Responsible

Kimberly White

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Quarterly Standards Mastery Student Performance Data, i-Ready Predictability Report.

G1.B4 Limited access to instructional technology for teachers and students. 2

🔑 B258011

G1.B4.S1 If teachers and students are provided with instructional technology student performance in all academic subjects will increase. 4

🔑 S273110

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

Teachers and students will be provided with technology hardware and software to utilize during instruction. (Gynzy, Chromebooks, Engaged Classrooms, I-Ready, Teacher Toolbox, School Pace, Headphones- See Resources Step 2)

Person Responsible

Kimberly White

Schedule

Annually, from 8/10/2017 to 6/1/2018

Evidence of Completion

lesson plans

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

Classroom walkthroughs

Person Responsible

Kimberly White

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Walkthrough forms , teacher lesson plans

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

Formal and Informal Classroom walkthroughs

Person Responsible

Kimberly White

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

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

Student Performance Data

Person Responsible

Kimberly White

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

I Ready reports (Student Growth, Predictability)

G1.B5 Non-English speaking students enrolled at Romeo 2

🔑 B258012

G1.B5.S1 ESOL Para professionals will provide translation services to assist Romeo Elementary School in communicating with our non-English speaking families. 4

🔑 S273111

Strategy Rationale

Better communication with families in their native language will result in improved family engagement thereby resulting in increased academic performance by ESOL students.

Action Step 1 5

Provide translation services to non-English speaking parents.

Person Responsible

Kimberly White

Schedule

On 8/8/2017

Evidence of Completion

time sheets of ESOL paras , copies of translated documents

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

Leadership team discussion for planning and follow up, scheduling of translators at all Parent Engagement events

Person Responsible

Kimberly White

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

time sheets, schedule, Administrative team minutes

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

ESOL student proficiency in the areas of reading, math and science will increase as a result of communication with non-English speaking parents.

Person Responsible

Kimberly White

Schedule

Daily, from 8/10/2017 to 6/1/2018

Evidence of Completion

FSA data in reading and math, FCAT 5th grade science data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B5.S1.A1 A366539	Provide translation services to non-English speaking parents.	White, Kimberly	8/3/2017	time sheets of ESOL paras , copies of translated documents	8/8/2017 one-time
G1.MA1 M392910	ELA ,Math, and Science Quarterly Standards Mastery Assessments	White, Kimberly	8/10/2017	70% of all students will meet or exceed 80% mastery rates on ELA and Math Quarterly Standards Assessments.	6/1/2018 every-6-weeks
G1.MA2 M392911	I Ready Diagnostic Data	White, Kimberly	8/10/2017	I Ready diagnostic reports after each administration	6/1/2018 triannually
G1.MA3 M392912	I Ready Progress Monitoring	White, Kimberly	8/10/2017	I Ready student data reports	6/1/2018 monthly
G1.MA4 M392913	i Ready Benchmark Assessment	White, Kimberly	8/10/2017	i ready predictability reports	6/1/2018 triannually
G1.B1.S1.MA1 M392899	Attendance reports at the student level indicate if attendance action plans are improving student...	Carsey, Candace	8/10/2017	Attendance Reports	6/1/2018 monthly
G1.B1.S1.MA1 M392900	Attendance data discussed at weekly administrative team meetings .	Carsey, Candace	8/10/2017	Attendance Reports	6/1/2018 monthly
G1.B1.S1.A1 A366534	We will work with families to develop an action plan to improve student attendance.	Carsey, Candace	8/10/2017	Conference notes describing a plan to improve student attendance	6/1/2018 monthly
G1.B2.S1.MA1 M392901	Student achievement data in ELA, Math and Science	White, Kim	8/10/2017	I-Ready reports, ELA, Math and Science Quarterly Assessments	6/1/2018 quarterly
G1.B2.S1.MA1 M392902	Classroom walkthroughs	White, Kimberly	8/10/2017	walkthrough forms	6/1/2018 weekly
G1.B2.S1.A1 A366535	Teachers will participate in Collaborative Planning days and weekly collaborative planning...	White, Kimberly	8/10/2017	Teacher sign-in sheets, copy of a completed collaborative planning form	6/1/2018 weekly
G1.B3.S1.MA1 M392903	Quarterly Standards Mastery Assessments and I-Ready Benchmark Assessments showing mastery of grade...	White, Kimberly	8/10/2017	Quarterly Standards Mastery Student Performance Data, i-Ready Predictability Report.	6/1/2018 quarterly
G1.B3.S1.MA1 M392904	Classroom walkthroughs, student performance data	White, Kimberly	8/10/2017	classroom walkthrough data, Quarterly Standards Mastery Student Performance Data, i-Ready Predictability Report	6/1/2018 quarterly
G1.B3.S1.A1 A366536	Teachers will be provided with resources (Write Score, Action 100, Picture Perfect Science, Common...	White, Kimberly	8/10/2017	sign in sheets, teacher lesson plans, weekly newsletter for staff, completed collaborative planning form, CAS Schedule	6/1/2018 weekly
G1.B3.S1.A2 A366537	Title 1 funds will be allocated per CIM and PIP plan. (See Resource List in Step 2)	Balius, Catherine	8/10/2017	Title 1 Budget	6/1/2018 daily
G1.B4.S1.MA1 M392905	Formal and Informal Classroom walkthroughs	White, Kimberly	8/10/2017	True North Logic Reports addressing student engagement and teacher use of technology,	6/1/2018 quarterly
G1.B4.S1.MA4 M392906	Student Performance Data	White, Kimberly	8/10/2017	I Ready reports (Student Growth, Predictability)	6/1/2018 quarterly
G1.B4.S1.MA1 M392907	Classroom walkthroughs	White, Kimberly	8/10/2017	Walkthrough forms , teacher lesson plans	6/1/2018 quarterly
G1.B4.S1.A1 A366538	Teachers and students will be provided with technology hardware and software to utilize during...	White, Kimberly	8/10/2017	lesson plans	6/1/2018 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1 🔑 M392908	ESOL student proficiency in the areas of reading, math and science will increase as a result of...	White, Kimberly	8/10/2017	FSA data in reading and math, FCAT 5th grade science data	6/1/2018 daily
G1.B5.S1.MA1 🔑 M392909	Leadership team discussion for planning and follow up, scheduling of translators at all Parent...	White, Kimberly	8/10/2017	time sheets, schedule, Administrative team minutes	6/1/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers at Romeo Elementary School consistently deliver Florida Standards based Tier 1 instruction in reading, math and science then student proficiency in these areas will increase.

G1.B2 Lack of time for teacher collaboration

G1.B2.S1 Collaborative Planning Days and weekly grade level collaborative planning.

PD Opportunity 1

Teachers will participate in Collaborative Planning days and weekly collaborative planning meetings.

Facilitator

Kimberly White

Participants

All classroom teachers

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G1.B3 Novice understanding of the Florida Standards by teachers

G1.B3.S1 If teachers are provided with time to collaborate, resources and personnel (paraprofessionals) to help them fully understand and effectively teach the Florida Standards instruction will result in higher student proficiency.

PD Opportunity 1

Teachers will be provided with resources (Write Score, Action 100, Picture Perfect Science, Common Core Companion, Teacher Toolbox, Science Weekly, etc. Resources from Step 2) and coaching (Content Area Reading Specialist) to help them deeply understand the Florida Standards and plan targeted lessons based on the standards.

Facilitator

Edward Renfro, Kimberly White, Catherine Balius, Stacie Crowder

Participants

All instructional personnel

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G1.B4 Limited access to instructional technology for teachers and students.

G1.B4.S1 If teachers and students are provided with instructional technology student performance in all academic subjects will increase.

PD Opportunity 1

Teachers and students will be provided with technology hardware and software to utilize during instruction. (Gynzy, Chromebooks, Engaged Classrooms, I-Ready, Teacher Toolbox, School Pace, Headphones- See Resources Step 2)

Facilitator

Catherine Balius, Kimberly White, Edward Renfro,

Participants

Instructional Personnel

Schedule

Annually, from 8/10/2017 to 6/1/2018

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	We will work with families to develop an action plan to improve student attendance.				$0.00
2	G1.B2.S1.A1	Teachers will participate in Collaborative Planning days and weekly collaborative planning meetings.				$0.00
3	G1.B3.S1.A1	Teachers will be provided with resources (Write Score, Action 100, Picture Perfect Science, Common Core Companion, Teacher Toolbox, Science Weekly, etc. Resources from Step 2) and coaching (Content Area Reading Specialist) to help them deeply understand the Florida Standards and plan targeted lessons based on the standards.				$0.00
4	G1.B3.S1.A2	Title 1 funds will be allocated per CIM and PIP plan. (See Resource List in Step 2)				$481,275.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	0621 - Romeo Elementary School	Title I, Part A		$154,929.00
			Notes: Paras and substitutes for collaborative planning			
	5100	210-Retirement	0621 - Romeo Elementary School	Title I, Part A		$13,948.00
			Notes: Notes Kindergarten Paras and substitutes for collaborative planning			
	5100	220-Social Security	0621 - Romeo Elementary School	Title I, Part A		$9,611.00
			Notes: Notes Kindergarten Paras and substitutes for collaborative planning			
	5100	230-Group Insurance	0621 - Romeo Elementary School	Title I, Part A		$58,203.00
			Notes: Notes Kindergarten Paras and substitutes for collaborative planning			
	5100	232-Life Insurance	0621 - Romeo Elementary School	Title I, Part A		$1,080.00
			Notes: Notes Kindergarten Paras and substitutes for collaborative planning			
	5100	240-Workers Compensation	0621 - Romeo Elementary School	Title I, Part A		$2,810.00
			Notes: Notes Kindergarten Paras and substitutes for collaborative planning			
	5100	239-Other	0621 - Romeo Elementary School	Title I, Part A		$2,331.00
			Notes: Notes Kindergarten Paras and substitutes for collaborative planning			
	5100	590-Other Materials and Supplies	0621 - Romeo Elementary School	Title I, Part A		$18,431.00
			Notes: Notes- Action 100 Supplemental Materials & Picture Perfect Science			

	6150	160-Other Support Personnel	0621 - Romeo Elementary School	Title I, Part A		$7,237.00
			Notes: Notes- Parent Liaisons, babysitters for Parent Night, ESOL paras translating documents during pre-planning			
	6150	210-Retirement	0621 - Romeo Elementary School	Title I, Part A		$654.00
			Notes: Notes			
	6150	220-Social Security	0621 - Romeo Elementary School	Title I, Part A		$451.00
			Notes: Notes			
	6150	240-Workers Compensation	0621 - Romeo Elementary School	Title I, Part A		$128.00
			Notes: Notes			
	6150	239-Other	0621 - Romeo Elementary School	Title I, Part A		$107.00
			Notes: Notes-medicare			
	6150	510-Supplies	0621 - Romeo Elementary School	Title I, Part A		$3,000.00
			Notes: Notes- Take Home Communication Folders (Nicky's Folders) & Paper to print school and classroom newsletters			
	5100	390-Other Purchased Services	0621 - Romeo Elementary School	Title I, Part A		$3,000.00
			Notes: Write Score- 4th and 5th grade students will write 2x's To improve proficiency in ELA Writing Standards.			
	5100	644-Computer Hardware Non-Capitalized	0621 - Romeo Elementary School	Title I, Part A		$76,280.00
			Notes: Engaged Classroom, Chromebooks, Headphones			
	6150	310-Professional and Technical Services	0621 - Romeo Elementary School	Title I, Part A		$500.00
			Notes: Discovery Science Center - Snapshots in science and the StarLab at a Parent Engagement Activity			
	6150	390-Other Purchased Services	0621 - Romeo Elementary School	Title I, Part A		$1,910.00
			Notes: 3-5th grade STEM planners to facilitate communication with parents and families.			
	6300	120-Classroom Teachers	0621 - Romeo Elementary School	Title I, Part A		$1,500.00
			Notes: Administrative Team Pre-School data analysis, pre-planning and writing the CIM document			
	6300	210-Retirement	0621 - Romeo Elementary School	Title I, Part A		$135.00
	6300	220-Social Security	0621 - Romeo Elementary School	Title I, Part A		$93.00
	6300	232-Life Insurance	0621 - Romeo Elementary School	Title I, Part A		$27.00
	6300	239-Other	0621 - Romeo Elementary School	Title I, Part A		$22.00

			Notes: medicare			
	6400	120-Classroom Teachers	0621 - Romeo Elementary School	Title, I Part A		$46,568.00
			Notes: CRS - (Reading Coach)			
	6400	210-Retirement	0621 - Romeo Elementary School	Title, I Part A		$4,192.00
	6400	230-Group Insurance	0621 - Romeo Elementary School	Title, I Part A		$2,888.00
	6400	232-Life Insurance	0621 - Romeo Elementary School	Title, I Part A		$150.00
	6400	240-Workers Compensation	0621 - Romeo Elementary School	Title, I Part A		$880.00
	6400	239-Other	0621 - Romeo Elementary School	Title, I Part A		$730.00
			Notes: medicare			
	6400	590-Other Materials and Supplies	0621 - Romeo Elementary School	Title, I Part A		$1,700.00
			Notes: Common Core Companion for Collaborative Planning PLC			
	6400	140-Substitute Teachers	0621 - Romeo Elementary School	Title, I Part A		$3,710.00
			Notes: Substitutes for grade level collaborative Planning			
	7800	100-Salaries	0621 - Romeo Elementary School	Title, I Part A		$1,020.00
			Notes: Bus driver salaries to transport families to a parent engagement activity in the evening			
	7800	210-Retirement	0621 - Romeo Elementary School	Title, I Part A		$82.00
	7800	220-Social Security	0621 - Romeo Elementary School	Title, I Part A		$64.00
	7800	240-Workers Compensation	0621 - Romeo Elementary School	Title, I Part A		$18.00
	7800	239-Other	0621 - Romeo Elementary School	Title, I Part A		$15.00
			Notes: medicare			
	7800	460-Diesel Fuel	0621 - Romeo Elementary School	Title, I Part A		$500.00
	5100	360-Rentals	0621 - Romeo Elementary School	Title, I Part A		$27,565.00
			Notes: Teacher Toolbox, Gnyzy, e-Irla (Action 100) i-Ready online math and reading			
	5100	510-Supplies	0621 - Romeo Elementary School	Title, I Part A		$24,846.00
			Notes: Paper to print Teacher Toolbox student materials, Science Fair Display Boards, Science Weekly, Supplemental Academic Supplies			

	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0621 - Romeo Elementary School	Title, I Part A		$1,500.00
			Notes: Smart Board			
	6400	310-Professional and Technical Services	0621 - Romeo Elementary School	Title, I Part A		$3,000.00
			Notes: i-Ready training			
	5100	140-Substitute Teachers	0621 - Romeo Elementary School	Title, I Part A		$5,460.00
5	**G1.B4.S1.A1**	**Teachers and students will be provided with technology hardware and software to utilize during instruction. (Gynzy, Chromebooks, Engaged Classrooms, I-Ready, Teacher Toolbox, School Pace, Headphones- See Resources Step 2)**				**$0.00**
6	**G1.B5.S1.A1**	**Provide translation services to non-English speaking parents.**				**$0.00**
					Total:	**$481,275.00**