

Marion County Public Schools

Romeo Elementary School



2019-20 Schoolwide Improvement Plan

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Romeo Elementary School

19550 SW 36TH ST, Dunnellon, FL 34431

[no web address on file]

Demographics

Principal: Jennifer Houle

Start Date for this Principal: 6/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: B (54%) 2017-18: C (44%) 2016-17: C (42%) 2015-16: C (46%) 2014-15: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	51%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

The mission at Romeo Elementary is to support the Marion County Public School system in developing successful citizens. Romeo Elementary will provide all students with the opportunity to achieve their personal best, to build good character, to learn respect for themselves and others, to accept responsibility for their actions, while developing a love of learning as they become lifelong learners.

Provide the school's vision statement.

At Romeo Elementary we are always learning.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Parker, Suzette	Principal	<p>The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams. Administrators will work together to oversee all action steps and support the other members of the School Leadership Team.</p>
		<p>The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to address specific areas of need based on trends and individual students.</p>
Carsey, Candace	School Counselor	<p>The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams. Administrators will work together to oversee all action steps and support the other members of the School Leadership Team.</p>
		<p>The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to address specific areas of need based on trends and individual students.</p>
Renfro, Edward	Instructional Coach	<p>The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams. Administrators will work together to oversee all action steps and support the other members of the School Leadership Team.</p>
		<p>The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An</p>

Name	Title	Job Duties and Responsibilities
		<p>action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to address specific areas of need based on trends and individual students.</p>
Williams, Susan	Assistant Principal	<p>The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams. Administrators will work together to oversee all action steps and support the other members of the School Leadership Team.</p> <p>The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to address specific areas of need based on trends and individual students.</p>
Jeter, Lorelee	Dean	<p>The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams. Administrators will work together to oversee all action steps and support the other members of the School Leadership Team.</p> <p>The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to</p>

Name	Title	Job Duties and Responsibilities
		address specific areas of need based on trends and individual students.
Epps, Tonya	Instructional Coach	<p>The school based leadership team is comprised of members of the Synergy Teams and Problem Solving Teams. Administrators will work together to oversee all action steps and support the other members of the School Leadership Team.</p> <p>The leadership team identifies focus areas and problem solves for improvements. They set goals that are articulated in the School Improvement Plan (SIP). An action plan is created to address each goal and monitor the progress. The leadership team consistently monitors and supports student achievement data and adjusts plans based on learner needs. The leadership team works with staff to support instruction, management, and student learning. The synergy team track EWS and problem solves to address specific areas of need based on trends and individual students.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	125	121	143	100	139	0	0	0	0	0	0	0	725
Attendance below 90 percent	28	29	17	21	19	34	0	0	0	0	0	0	0	148
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	8	10	13	2	0	18	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	58	29	63	0	0	0	0	0	0	0	150

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	16	25	21	10	59	0	0	0	0	0	0	0	142

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

36

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

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	10	52	57	56	44	61	0	0	0	0	0	0	0	280
One or more suspensions	0	4	3	2	4	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	7	12	23	2	9	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	15	54	102	0	0	0	0	0	0	0	171

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	10	18	9	22	0	0	0	0	0	0	0	69

Prior Year - Updated

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	10	52	57	56	44	61	0	0	0	0	0	0	0	280
One or more suspensions	0	4	3	2	4	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	7	12	23	2	9	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	15	54	102	0	0	0	0	0	0	0	171

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	10	10	18	9	22	0	0	0	0	0	0	0	69

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	49%	47%	57%	49%	52%	55%
ELA Learning Gains	58%	56%	58%	50%	57%	57%
ELA Lowest 25th Percentile	48%	52%	53%	40%	53%	52%
Math Achievement	55%	51%	63%	50%	52%	61%
Math Learning Gains	61%	58%	62%	40%	54%	61%
Math Lowest 25th Percentile	61%	49%	51%	27%	43%	51%
Science Achievement	49%	47%	53%	37%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	97 (0)	125 (0)	121 (0)	143 (0)	100 (0)	139 (0)	725 (0)
Attendance below 90 percent	28 (10)	29 (52)	17 (57)	21 (56)	19 (44)	34 (61)	148 (280)
One or more suspensions	0 (0)	0 (4)	0 (3)	0 (2)	0 (4)	0 (2)	0 (15)
Course failure in ELA or Math	8 (0)	10 (7)	13 (12)	2 (23)	0 (2)	18 (9)	51 (53)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	58 (15)	29 (54)	63 (102)	150 (171)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	44%	-1%	58%	-15%
	2018	42%	46%	-4%	57%	-15%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	52%	49%	3%	58%	-6%
	2018	39%	43%	-4%	56%	-17%
Same Grade Comparison		13%				
Cohort Comparison		10%				
05	2019	50%	45%	5%	56%	-6%
	2018	52%	46%	6%	55%	-3%
Same Grade Comparison		-2%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	49%	1%	62%	-12%
	2018	54%	48%	6%	62%	-8%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	65%	54%	11%	64%	1%
	2018	43%	47%	-4%	62%	-19%
Same Grade Comparison		22%				
Cohort Comparison		11%				
05	2019	44%	45%	-1%	60%	-16%
	2018	45%	50%	-5%	61%	-16%
Same Grade Comparison		-1%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	44%	2%	53%	-7%
	2018	53%	49%	4%	55%	-2%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	61	61	29	74	72	16				
ELL	39	59	52	46	54	55	35				
BLK	57			69							
HSP	42	57	52	48	53	59	38				
MUL	68			83							
WHT	53	61	46	57	69	75	55				
FRL	45	57	46	50	59	63	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	17	30	35	15	43	44	27				
ELL	21	33	39	37	33	32	17				
BLK	33	40		25	20						
HSP	38	48	35	49	39	28	48				
MUL	63			56							
WHT	50	43	38	53	43	42	60				
FRL	41	45	36	47	39	33	48				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	54	63	23	43	29	21				
ELL	21	28	38	38	19	14	6				
BLK	44	50		40	45						
HSP	37	43	38	48	32	13	19				
MUL	60			50							
WHT	59	58	45	52	44	32	54				
FRL	45	49	42	46	39	24	31				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

English Language Arts performance of the bottom quartile was the area with lowest performance. Many of these students are our students with disabilities who are functioning one or two grade levels behind. Performance of SWD is a targeted area of improvement for our school. The implementation of research based interventions in reading with paraprofessional support targeting this group of students will help raise their performance.

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

Science Achievement was the area which demonstrated the greatest decline from the previous year. Factors contributing to this decline were lack of science based inquiry lessons. More hands on science inquiry lessons using the 5E approach will be implemented with fidelity this year. A dedicated science lab will make this goal easier for teachers to attain.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement in 3rd & 5th Grade are the areas demonstrating the greatest gap when compared to the state average. These areas are showing positive growth at our school. Many of our students are 1 or 2 grade levels behind. They are making steady learning gains, but are still not proficient on grade level material. Our teachers will focus on incorporating ongoing, formative assessment. Standards based teaching and re-teaching will be aimed directly at the needs of the individual students

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

Fourth Grade Math Achievement demonstrated the greatest improvement as a direct result of the dedication to our fourth grade teachers in incorporating ongoing, formative assessment. Standards based teaching and re-teaching were aimed directly at the needs of the individual students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern that we will continue to target is student attendance. We will continue to foster relationships with families to help them understand the importance of regular school attendance and the impacts of poor attendance on student performance.

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

1. Reading proficiency of all learners
2. Reading performance of bottom quartile
3. Math inquiry and discourse
4. Science inquiry and discourse
- 5.

Part III: Planning for Improvement

Areas of Focus:**#1**

Title	Tier 1 Instruction: Student discourse & questioning
Rationale	Student achievement in math will increase 3% as measured by proficiency data on the FSA Reading and Math Assessment. Students in grades K-2 will show an increase in reading and math achievement as measured by a 5% increase of students performing on grade level in math from AP1 to AP3 in iReady.
State the measurable outcome the school plans to achieve	<p>If teachers incorporate more student discourse and higher order questions in their instruction then student achievement on FSA in both Reading and Math will increase by 3% across grade levels in both content areas. Students in grades K-2 will show an increase in reading and math achievement as measured by a 5% increase of students performing on grade level in math from AP1 to AP3 in iReady.</p> <p>3rd Grade: ELA from 43% to 46% MA from 50% to 53%</p> <p>4th Grade: ELA from 52% to 55% MA from 65% to 70%</p> <p>5th Grade: ELA from 50% to 53% MA from 44% to 47%</p> <p>AP1 data to be populated as it becomes available</p>
Person responsible for monitoring outcome	Susan Williams (susan.williams@marion.k12.fl.us)
Evidence-based Strategy	The Florida Educator Accomplished Practices point to the development of lessons using standards aligned content with the appropriate level of rigor and the employment of high impact instructional strategies. The focus of our work will center around strategies outlined by both Hattie and Marzano.
Rationale for Evidence-based Strategy	Romeo Elementary student proficiency and learning gains in reading and math on the FSA over the past 2 years indicate that continued development and focus on Tier 1 instruction are necessary to continue the positive trends in achievement and academic growth demonstrated by our student learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher PD for incorporation and writing of higher order questions 2. Book Study, "The Fundamental 5" 3. Weekly math and/or reading collaborative planning 4. Reading Interventions that are both research based and based on individual student needs 5. Teacher led PD for both Kagan strategies and other high yield instructional strategies
Person Responsible	Suzette Parker (suzette.parker@marion.k12.fl.us)

#2	
Title	Tier 1 Instruction: Standards Based Planning and Assessment
Rationale	Student achievement in math will increase 3% as measured by proficiency data on the FSA Reading and Math Assessment. Students in grades K-2 will show an increase in reading and math achievement as measured by a 5% increase of students performing on grade level in math from AP1 to AP3 in iReady.
State the measurable outcome the school plans to achieve	<p>If teachers use formative assessment to plan and deliver Florida Standards aligned instruction in Reading and Math, then student achievement on FSA in both Reading and Math will increase 3% as measured by proficiency data on the FSA Reading and Math Assessment. Students in grades K-2 will show an increase in reading and math achievement as measured by a 5% increase of students performing on grade level in math from AP1 to AP3 in iReady.</p> <p>3rd Grade: ELA from 43% to 46% MA from 50% to 53% 4th Grade: ELA from 52% to 55% MA from 65% to 70% 5th Grade: ELA from 50% to 53% MA from 44% to 47%</p> <p>AP1 data to be populated as it becomes available</p>
Person responsible for monitoring outcome	Susan Williams (susan.williams@marion.k12.fl.us)
Evidence-based Strategy	The Florida Educator Accomplished Practices point to the development of lessons using standards aligned content with the appropriate level of rigor and the employment of high impact instructional strategies. The focus of our work will center around strategies outlined by both Hattie and Marzano.
Rationale for Evidence-based Strategy	Romeo Elementary student proficiency and learning gains in reading and math on the FSA over the past 2 years indicate that continued development and focus on Tier 1 instruction are necessary to continue the positive trends in achievement and academic growth demonstrated by our student learning.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher PD for ongoing formative assessment and backward design 2. Book Study, "The Fundamental 5" 3. Weekly math and/or reading collaborative planning 4. Reading Interventions that are both research based and based on individual student needs 5. Teacher led PD for both Kagan strategies and other high yield instructional strategies
Person Responsible	Suzette Parker (suzette.parker@marion.k12.fl.us)

#3	
Title	Home-School Partnership
Rationale	All students in grades K-5 will show an increase in reading and math achievement as measured by a 5% increase of students performing on grade level in reading and math from AP1 to AP3 in iReady.
State the measurable outcome the school plans to achieve	<p>If we provide parents and families capacity building strategies that address and promote positive home environments, then students will arrive at school with capacity to learn as demonstrated by a 3% increase in student achievement on FSA (grades 3-5) and 5% increase of students (grades K-2) performing on grade level in reading and math from AP1 to AP3 in iReady.</p> <p>3rd Grade: ELA from 43% to 46% MA from 50% to 53% 4th Grade: ELA from 52% to 55% MA from 65% to 70% 5th Grade: ELA from 50% to 53% MA from 44% to 47%</p> <p>AP1 data to be populated as it becomes available</p>
Person responsible for monitoring outcome	Suzette Parker (suzette.parker@marion.k12.fl.us)
Evidence-based Strategy	Implementation of a family school framework which fosters 2 way communication and cooperation between schools and families. Initial implementation will utilize the Family-School Partnership template outlined at http://www.familyschool.org
Rationale for Evidence-based Strategy	Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family.
Action Step	
Description	<ol style="list-style-type: none"> 1. Class Dojo messages to parents bi-weekly 2. Strong Fathers-Strong Families Events 3. Skylert Messages and Newsletters 4. Parent Engagement Events 5. Daily Announcements link to parents daily on Dojo
Person Responsible	Suzette Parker (suzette.parker@marion.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Romeo Elementary plans to encourage sustainable and effective partnerships between all members of the school community, including teachers, families, and students. These partnerships should:

- view each partner as making equally valuable contributions, while respecting different contributions;
- respect student needs and preferences;
- address barriers to involvement in schools by families, in particular Indigenous families, and actively help previously uninvolved families to become involved;
- create better programs, opportunities and learning for students;
- give families appropriate opportunities to contribute to school decision-making and governance; and
- contribute to professional satisfaction for principals and teachers.

Our site-based Parent & Family Engagement Plan (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Title I Annual Meeting
Distance Monthly Capacity Building
Parent Conference Night
Strong Families Science Night
Strong Fathers Reading
Strong Families Math

PFEP Goal: If Romeo Elementary School provides capacity-building strategies to parents and families that address and promote positive home environments then students will arrive at school with the capacity to learn as measured by i-Ready diagnostic data.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.

Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence

Helping Children Cope With Traumatic Events

Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide

Prevención del Suicidio Juvenil: Consejos para Padres y Educadores?

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 in both Kindergarten and pre-kindergarten to help students develop close bonds with their new surroundings. For the first 3 days of school the classes will be divided in third so that only one third 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.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

Romeo Elementary collaborates with feeder middle schools to provide information about the middle school curriculum to incoming 6th grade students. 5th grade students take a field trip to the middle school where they get an orientation and learn about middle school expectations.

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.

Administrative Team Meetings-Person Responsible: Principal, Held weekly

Collaborative planning- Person Responsible: Content Area Specialist , Held weekly

Progress Monitoring Meetings - Person Responsible: Assistant Principal, held 3 times yearly

Child Study Team Meetings- Person Responsible: Guidance Counselor, held as needed

Child Study Team Meetings (Attendance Issues) Person Responsible: Guidance Counselor & Social Worker , help quarterly and follow up meetings with parents as needed.

Students at Romeo have access to technology in order to prepare them for college and career opportunities.

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.

Providing differentiated instruction for students at all levels is a best practice to meet students' needs in mastering the Florida Standards (FS)/Next Generation Sunshine State Standards (NGSSS).

Instructionally sound strategies for grouping students will be used to enhance the academic achievement of all students. Any grouping of students shall provide opportunities for the regrouping of students during a portion of the school day (i.e., within the general education classroom, during specials, lunch, or other portion of the school week).

Ability groups are organized according to accelerated needs such as higher-level coursework or remedial needs of individual students. Ability group configurations are flexible and continually monitored for student progress and movement.

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. Progress Monitoring Meetings examine the effectiveness of Tier I instruction and develop Tier II and III interventions.

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

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 will continue to participate in the MCPS Soft Skills initiative. We promote the top five soft skills as identified by Marion County business and industry leaders. The five soft skills of emphasis are:

1. Dependability and Reliability (to include attendance and punctuality – 98% attendance is the expectation)
2. Work Ethic
3. Communication (to include all communication, both personal and professional)
4. Positive Attitude
5. Team Work

Additionally, our guidance counselor spends time discussing careers and implementing interest surveys to our 5th grade students. Local communities and businesses support career awareness during our school career fair which occurs in the Fall.

The district of 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 level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis. At the elementary level, this is established through STEM and STEAM curriculum, off and on campus field trips, and business and community volunteers.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Tier 1 Instruction: Student discourse & questioning	\$0.00
2	III.A.	Areas of Focus: Tier 1 Instruction: Standards Based Planning and Assessment	\$0.00

3	III.A.	Areas of Focus: Home-School Partnership	\$0.00
Total:			\$0.00