Marion County Public Schools

ROMEO ELEMENTARY SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. 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 through building good character, learning to respect themselves and others, accepting responsibility for their actions, and developing a perpetual love of learning.

Provide the school's vision statement

Romeo Elementary provides all children with the opportunity to explore and develop to their fullest potential.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Houle

jennifer.houle@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

The school principal serves as the instructional leader by providing professional learning opportunities for teachers aligned to standards based instruction. The principal also facilitates the school's collaborative planning sessions and builds opportunities for teachers to participate in instructional rounds to foster professional growth and development. The principal provides feedback to teachers to improve standards-based instruction. She also tracks district and school data. The principal also

oversees the leadership team and delegates tasks such as coaching, data collection, and specified collaborative planning processes, and other duties as assigned.

Leadership Team Member #2

Employee's Name
Tiffany Drummond

Tiffany.Drummond@marion.k12.fl.us

Position Title
Assistant Principal

Job Duties and Responsibilities

The assistant principal works with the leadership team to support teachers in both planning and implementing instruction aligned to the standards. the assistant principal also facilitates the school's collaborative planning sessions and supports opportunities for teachers to participate in instructional rounds to foster professional growth and development. The assistant principal provides feedback to teachers to improve standards-based instruction and disaggregates data. She also assist teachers in understanding how to use data from summative and formative assessments to plan instruction. She is the leader in managing instructional materials for teachers. The assistant principal supports our ESOL students by training and scheduling ESOL paraprofessionals effectively to support students.

Leadership Team Member #3

Employee's Name
Stacie Crowder

stacie.crowder@marion.k12.fl.us

Position Title
Content Area Specialist-Math and Science

Job Duties and Responsibilities

Mrs. Crowder is the math and science coach or content area specialist (CAS). She models standards-based math and science lessons for teachers and assists teachers in the implementation of standards based lessons. The Math/Science CAS also assists in progress monitoring both instruction and student progress in the areas of math and science while providing support in the implementation of professional development initiatives. In addition, she supports math interventions and assists in monitoring the fidelity of these interventions. The math/science CAS also designs and implements targeted professional development for teachers in the areas of math and science. She serves as a resource and point person for collaborative planning in both the areas of math and science. The math/science CAS also works alongside district science program specialists to assist teachers in

planning and implementing hands-on science lessons.

Leadership Team Member #4

Employee's Name
Elizabeth Lazar

elizabeth.lazar@marion.k12.fl.us

Position Title
Content Area Specialist-Reading

Job Duties and Responsibilities

Dr. Lazar is the literacy coach or content area specialist (CAS) for reading. She models standards-based reading lessons for teachers and assists teachers in the implementation of standards-based lessons. The literacy CAS also progress monitors both instruction and student progress in the area of reading while providing support in the implementation of professional development initiatives. In addition, she supports reading interventions and assists in monitoring the fidelity of interventions. The literacy CAS also designs and implements targeted professional development for teachers in the area of reading. She serves as a resource and point person for collaborative planning in both the areas of ELA and social studies.

Leadership Team Member #5

Employee's Name
Billy Farrow

Billy.Farrow@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

The Student Services Manager supports systems that facilitate a safe and orderly environment where all students can learn safely. She monitors discipline data, provides follow-up mentoring for students, leads our PBIS team, and ensures students feel safe. The Student Services Manager provides behavior instruction and often models classroom management practices for teachers who need assistance in this area.

Leadership Team Member #6

Employee's Name
Maria Wagner

Maria.Wagner@Marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor develops a cohesive guidance plan to support school initiatives while safeguarding the social, emotional, and mental health of students. She provides support to small groups as well as individuals and works in partnership with Romeo families to address the needs of the whole child. The school counselor tracks student data to ensure adequate progress is made with students. She also partners with local community organizations to provided needed goods and services to Romeo families.

Leadership Team Member #7

Employee's Name
Elizabeth Lanning

Elizabeth.lanning@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

The school counselor develops a cohesive guidance plan to support school initiatives while safeguarding the social, emotional, and mental health of students. She provides support to small groups as well as individuals and works in partnership with Romeo families to address the needs of the whole child. The school counselor tracks student data to ensure adequate progress is made with students. She also partners with local community organizations to provided needed goods and services to Romeo families.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Staff had the opportunity to review and provide input on the development of the SIP based on the previous year's goals. That input was then used to develop and create the current year's SIP. The SIP is also shared during SAC meetings and reviewed.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be reviewed at the quarterly SAC meetings. Members of the SAC will have the opportunity to see what our status is towards meeting our goals. Based on data from state testing, revisions will be made as needed in collaboration with leadership, teachers, and the SAC.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: C** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	95	117	87	141	124	107				671
Absent 10% or more school days	7	9	3	10	7	7				43
One or more suspensions	4	5	1	8	3	5				26
Course failure in English Language Arts (ELA)	11	2	17	26	6					62
Course failure in Math	2	2	1	9	1	2				17
Level 1 on statewide ELA assessment	31	35	27	39	35	29				196
Level 1 on statewide Math assessment	23	31	26	22	22	16				140
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	12	5	20						46
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	5	9	6	18	8					46

Current Year 2026-27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	28	26	29	63	25	25				196

Current Year 2026-27

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1			21						22
Students retained two or more times										0

Prior Year (2025-26) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	109	91	123	150	107	125				705
Absent 10% or more school days	5	3	9	6	3	5				31
One or more suspensions										0
Course failure in English Language Arts (ELA)										0
Course failure in Math										0
Level 1 on statewide ELA assessment				44	33	49				126
Level 1 on statewide Math assessment				18	23	45				86
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	1	4	3						9
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	4	4						11

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	2	18	2	2	6				33

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	25						26
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	45	50	62	44	47	59	40	46	57
Grade 3 ELA Achievement	43	47	61	44	46	59	40	44	58
ELA Learning Gains	54	58	63	44	53	60	54	56	60
ELA Lowest 25th Percentile	61	58	58	50	57	56	60	58	57
Math Achievement*	67	55	66	58	51	64	45	51	62
Math Learning Gains	64	58	64	56	53	63	37	56	62
Math Lowest 25th Percentile	63	48	50	55	47	51	39	50	52
Science Achievement	52	50	62	42	44	58	37	46	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					60	63		59	61

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	449
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
56%	51%	46%	42%	51%	50%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	54%	No		
Black/African American Students	33%	Yes	1	
Hispanic Students	57%	No		
Multiracial Students	54%	No		
White Students	58%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	45%	43%	54%	61%	67%	64%	63%	52%					
Students With Disabilities	23%	13%	35%	35%	45%	61%	76%	38%					
English Language Learners	33%	27%	51%	76%	73%	65%	67%	39%					
Black/African American Students	19%	18%	46%		43%	38%							
Hispanic Students	43%	40%	56%	69%	68%	66%	67%	46%					
Multiracial Students	50%				58%								
White Students	50%	52%	52%	54%	70%	64%	63%	56%					
Economically Disadvantaged Students	42%	39%	54%	60%	62%	62%	62%	42%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	44%	44%	44%	50%	58%	56%	55%	42%					67%
Students With Disabilities	28%	12%	50%	50%	43%	50%	41%	32%					
English Language Learners	33%	45%	41%	55%	58%	61%	64%	24%					67%
Black/African American Students	57%		50%		48%	50%		70%					
Hispanic Students	40%	46%	40%	53%	57%	56%	59%	32%					69%
Multiracial Students	33%				60%								
White Students	46%	45%	46%	43%	61%	59%	48%	50%					
Economically Disadvantaged Students	39%	38%	44%	57%	55%	54%	52%	44%					60%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	40%	40%	54%	60%	45%	37%	39%	37%					60%
Students With Disabilities	26%	32%	46%	53%	28%	39%	39%	14%					50%
English Language Learners	22%	29%	44%	41%	34%	31%	38%	26%					60%
Black/African American Students	83%		80%		50%	30%							
Hispanic Students	37%	43%	52%	50%	41%	32%	39%	32%					59%
Multiracial Students	33%				67%								
White Students	39%	35%	54%	67%	45%	40%	39%	38%					
Economically Disadvantaged Students	38%	37%	56%	64%	42%	38%	43%	32%					59%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	41%	46%	-5%	60%	-19%
ELA	4	42%	50%	-8%	60%	-18%
ELA	5	48%	53%	-5%	61%	-13%
Math	3	64%	56%	8%	66%	-2%
Math	4	65%	53%	12%	65%	0%
Math	5	69%	54%	15%	62%	7%
Science	5	51%	50%	1%	60%	-9%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

Math and Science data showed the most improvement from the previous year. The percent of students in 3rd-5th grade scoring a level 3 or above on FAST increased from 58% to 67%. The learning gains achieved in math increased from 56% to 64%, and the learning gains for math in our bottom quartile increased from 55% to 63%. Collaborative planning with teachers during the school year had a strong focus on benchmarks and the BIG M (B.E.S.T. Instructional Guide for Mathematics). Teachers also included spiral review into their instruction, and students were expected to practice basic math facts(multiplication/division) on a daily basis. The combination of benchmark understanding, spiral reviews, and repetition of math facts led to an increase in math proficiency. The science data showed an improvement in overall proficiency from 42% in 2025 to 52% in 2026.

Lowest Performance

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

Overall, the ELA data component is the lowest. While 3rd grade ELA achievement dropped from 44% to 43%, the 3rd-5th grade achievement level increased from 44% to 45%, which is still significantly below the achievement percentage of the same students for math. The student demographics at Romeo are a contributing factor in the low ELA achievement scores. 45% of the student population is Hispanic, and 11% of our student body is identified as an ELL student. In addition, 19% of our students are ESE. This contributes to the complex understanding and comprehension of grade-level text. Students lack the experiences and vocabulary needed to do this skill. The same students are producing higher achievement rates in math, with overall proficiency 22% higher than ELA.

Greatest Decline

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

The data that showed the greatest decline from the subject areas that were assessed was in 4th grade Math, with 65% of our 4th grade students scoring a level 3 or above. This was a decrease from 69% the previous year. Staff changes due to unforeseen circumstances may have contributed to the decline. In addition, the 4th grade students have a vast range of academic levels and include

students with IEPs and/or 504s.

Greatest Gap

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.

The overall ELA achievement data is at 45%, which is significantly lower than the state average which is at 60%. The factors that contribute to this gap are the demographics at Romeo. 45% of the student population is Hispanic, and 11% of our student body is identified as an ELL student. In addition, 19% of our students are ESE. This contributes to the complex understanding and comprehension of grade-level text. Students lack the experiences and vocabulary needed to do this skill. The same students are producing higher achievement rates in math, with overall proficiency 22% higher than ELA.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Decrease the number of students with chronic absenteeism.
2. Decrease the number of students scoring a level 1 on the state assessment.

Highest Priorities

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

1. Increase proficiency in ELA.
2. Continue to increase learning gains in the bottom quartile for ELA and Math.
3. Increase performance in the SWD subgroup.
4. Continue to increase proficiency in Science.
5. Maintain proficiency growth achieved in ELA and Math.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Analysis of district and state assessment data indicates a need to build vocabulary and background knowledge around the B.E.S.T. ELA benchmarks and the content specifically presented within ELA. The overall achievement in ELA as compared to Math shows a proficiency in math that is 21%-23% higher than in ELA for the same students. The math benchmarks and concepts are concrete, which is different than the benchmarks and content in ELA. With a high Hispanic population and low socio-economic demographics, students lack the vocabulary and background knowledge to show proficiency in grade-level-specific comprehension benchmarks. The percentage of students proficient in 3rd grade ELA is 41% as compared to 64% in Math. The percentage of students proficient in 4th grade ELA is 42% as compared to 65% in Math. The percentage of students proficient in 5th grade ELA is 48% as compared to 69% in Math. 3rd-5th grade students are meeting or exceeding the state average for math but lagging behind by a considerable percentage in ELA. In addition, the African American subgroup is performing below the 41% of the federal index reporting. Those students will be identified and tracked at the beginning of the school year. Collaborative planning with teachers will focus on building vocabulary and background knowledge for our students. Learning labs will be set up throughout campus to allow students to be immersed in the ELA content and learn from experiences and opportunities. ESOL paraprofessionals and support facilitators will attend the collaborative planning sessions with the core teachers in order to support student learning specifically in our ELL, SWD, and African American subgroups.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The Instructional Practice specifically relating to Reading/ELA will include explicit instruction in foundational reading skills and implementation of UFLI with fidelity. The benchmark-based resources will be used to design lessons for remediation through small groups as needed.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Instructional Practice specifically related to Reading/ELA will be benchmark-aligned lessons with additional vocabulary and background support during collaborative planning sessions, building vocabulary and background knowledge, allowing for differentiation and mastery.

Grades K-2: Measurable Outcome(s)

The Measurable Outcomes for K-2 will be from 38% to 42% in KG, from 44% to 48% in 1st grade, and from 46% to 50% in 2nd grade.

Grades 3-5: Measurable Outcome(s)

The measurable outcome for 3-5 will be 3rd grade ELA from 41% to 46%, 4th grade ELA from 42% to 46%, and 5th grade ELA from 48% to 52%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will utilize well-planned lessons and execute instruction of rigorous benchmark-based tasks, allowing for differentiation of mastery with weekly checks for understanding and other formative assessment data to adjust instruction based on student need. The content area specialists will provide support and guidance on building vocabulary and background knowledge. All grade levels school-wide will focus on the same content. The benchmarks will be the same target with vertical alignment in mind.

Person responsible for monitoring outcome

Jennifer Houle

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will collaboratively plan using benchmark-based resources to develop standards-aligned tasks that will enhance vocabulary and background knowledge. Teachers will plan two days a week with content area specialists and administration. Modeling, work samples, and classroom walks will be a part of the overall process of implementation and understanding. This process will be regularly monitored.

Rationale:

Research indicated that non-linguistic representation helps students gain knowledge.Teachers will plan lessons in reading that allow students to understand vocabulary and gain background knowledge with a hands on approach.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Vocabulary and Background Knowledge Building

Person Monitoring:
Beth Lazar

By When/Frequency:
weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan benchmark aligned lessons with additional vocabulary and background support during collaborative planning sessions. Data from district, state, and formative assessments will be used in planning for next steps, forming student groups, and designing remediation/enrichment.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Analysis of district and state assessment data indicates a steady increase in math achievement for the past three school years. The overall math achievement has risen from 45% in the 2023-2024 school year to 58% in the 2024-2025 school year and now 66% in the 2025-2026 school year. Teachers will continue to follow the CRA model in math. During collaborative planning sessions, teachers will use the BIG M to design lessons that are aligned to the benchmark. Students with disabilities will also be looked at to ensure individual achievement goals are being incorporated and UDL strategies are being used. In addition, ESOL paras and support facilitators will attend collaborative planning sessions in order to support student learning specifically in our ELL and SWD subgroups. Teachers will also have time built into their schedule to work with identified students for additional math support outside of the regular math block.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

A continued focus on math instruction and task alignment will result in an overall proficiency increase of 5% in Math on the 2027 FAST PM3 statewide assessment. It will also increase the learning gains

in our bottom quartile of students as measured by FAST PM3.
Overall Math Proficiency 2025-2026: 66%
3rd grade: 64%
4th grade: 65%
5th grade: 69%
Learning Gains: 63%
Bottom Quartile Learning Gains: 60%

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will plan and execute lessons that are benchmark-aligned and allow for differentiation of mastery to increase overall academic performance. The math content area specialist will provide support and guidance on Tier 1 instruction, task alignment, check-for-understanding, and strategies to continue to increase math proficiency and learning gains. Teachers will work in small groups to remediate and reteach concepts. In addition, teachers will incorporate spiral review from the beginning of the year and reinforce math fluency and concepts with repetition.

Person responsible for monitoring outcome

Jennifer Houle

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will collaboratively plan using benchmark-based resources to develop standards-aligned tasks, formative assessments, and small group instruction using engagement strategies. Teachers will plan two days a week with content area specialists and administration. Modeling, work samples, and classroom walks will be a part of the overall process of implementation and understanding. This process will be regularly monitored.

Rationale:

Research indicates that both collaborative planning and non-linguistic approaches are high yield based strategies. Teachers will utilize strategies when planning and delivering instruction. Explicit and rigorous tier 1 instruction, along with task alignment and the CRA method, will continue to increase student learning in math.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Collaborative Planning

Person Monitoring:
Jennifer Houle

By When/Frequency:
bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will plan benchmark based lessons collaboratively during collaborative planning sessions. Emphasis will be put on small group instruction. Data from district, state, and formative assessments will be used in planning for next steps, forming student groups, and designing remediation/enrichment opportunities.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on state achievement data in the area of science, 52% of tested students are proficient in Science. This number increased by ten percent from the previous school year but is still below the state average of 60%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With explicit science instruction, vocabulary building, and reading strategies, Science proficiency scores will increase by 5%, as measured by the state science assessment. The 2025-2026 science data reflected that 52% of students in 5th grade were proficient.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

5th grade science teachers will participate in data meetings with the leadership team after each testing cycle to determine progress and develop action steps in response to the assessment results. Planning will include text-based science instruction and monitoring. During classroom walkthroughs of science instruction, student engagement, vocabulary, and text usage will be noted by

administration, and feedback will be provided to teachers.

Person responsible for monitoring outcome
Stacie Crowder

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Teachers will collaboratively plan benchmark-based lessons that incorporate science vocabulary and science text specific to benchmarks.

Rationale:
Research shows that collaborative planning is a high yield strategy.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Teachers will plan benchmark-based lessons with emphasis on science vocabulary and science text during collaborative planning with the support of the science content area specialist.

Person Monitoring:
Stacie Crowder

By When/Frequency:
weekly throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will have access to science text that will be benchmark specific and require students to use reading strategies to find information. The text will include science vocabulary.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data

reviewed.

Student attendance directly impacts student achievement. Each day a student arrives late to school or misses a day of school, valuable instruction is lost. Students with excessive absences typically perform lower on class, district, and state assessments. In addition, the attendance of students with disabilities impacts achievement of individual learning goals.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With schoolwide and individual incentives, the schoolwide daily attendance rate at Romeo will increase by 2%, as measured by Skyward attendance reports. The average attendance rate for Romeo during the 2025-2026 school year was 91.77%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

With collaboration between the family engagement liaison, guidance clerk, and school counselor, the daily attendance rate will be monitored. The percent of students present each day will be shared on the morning show and on a board in the front office. A bulletin board will also be displayed with attendance information in the courtyard. Students will also receive brag tags each month for perfect attendance.

Person responsible for monitoring outcome

Beth Lanning

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Parent communication will be used in the implementation of the area of focus. Parents will receive phone calls, letters, and have face-to-face meetings to address attendance concerns. Schoolwide Apptegy will be used to communicate newsletters and information that will contain overall student attendance rates.

Rationale:

Building relationships with families at Romeo will help increase open communication and support attendance.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Chronic Absenteeism

Person Monitoring:
Beth Lanning

By When/Frequency:
ongoing throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students that are identified as having chronic attendance issues will be set up on attendance plans and receive incentives for attending school. Parents will also be notified of attendance concerns.

Action Step #2
Attendance Data

Person Monitoring:
Jennifer Houle

By When/Frequency:
daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The daily attendance rate and our goal will be shared on the morning show daily for all students to hear. 3 names will be drawn each morning from the entire student population. If the student is in class he/she will receive a token for the book vending machine. The daily attendance rate will also be posted in front office for parents to see when they enter the office.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The SIP will be posted on our school website. In addition to this, the SIP will be reviewed at our SAC meetings. At that time, the plan will be verbally explained to parents so they can understand the language and ask questions. An ESOL para will also be available to translate for families that speak Spanish.

https://www.marionschools.net/roe

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Parents can view information specific to the school on our school website. In addition to the website, flyers with information will be shared via Appetgy, hard paper copy, and email. There will also be weekly callouts, "Pioneer Connection" that will be completed by the principal to inform parents of upcoming events and opportunities to participate in their child's learning. Parent nights are also planned to be held at places in the local community where our students play, live, and/or worship. https://www.marionschools.net/roe

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Through collaborative planning and the use of high-yield strategies, the academic programs will increase in proficiency at Romeo. This planning will involve modeling lessons, visiting classrooms, and reviewing work samples to ensure that we are optimizing and capitalizing on learning opportunities.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

This is not applicable at this time.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Students are given the BESS assessment during the school year. The data is analyzed and used to determine possible counseling and mentoring needs of students. Monthly MDT meetings are also conducted, and input and requests from parents and teachers are addressed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

This section is not applicable at this time.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school uses PBIS as a school wide behavior system. Students who are not successful in Tier 1 behavior receive intervention plans to address their individual needs.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Teachers and paras participate in monthly professional development on the campus. Teachers have

the opportunity to choose specific identified topics to participate in.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Romeo has a voluntary pre-k program on the campus. The students follow the regular school schedule for our k-5 grade students. When students begin school, it is on a staggered start system to allow students to meet teachers and learn the school rules and expectations.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Each SAC meeting will be used to review the school improvement plan along with any funding allocations. This will ensure any expenditures are directly linked to the needs of students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Teachers and paraprofessionals will collaborate with instructional coaches to plan and develop tracking to support our African American subgroup. Romeo has 38 students represented, which equates to 5% of our population. This will be ongoing throughout the school year with specific checks during PM1 and PM2 of state testing.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**

Romeo Elementary
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	Jennifer Houle
School Website:	www.marionschools.net/roe
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

Romeo will provide engaging opportunities of learning and capacity building of strategies to use at home while promoting academic standards that will foster continued learning and increase student proficiency by 5% as measured by state assessments.

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

1. SAC meetings and surveys from district and previous parent events will be used to develop the school parent and family engagement plan.
2. Once approved, the parent and family engagement plan will be available on the school website. It will also be available at the front desk upon request.
3. Information will be gathered from the quarterly SAC meetings as well as feedback from surveys to update the plan.
4. Comments from families and community members regarding the PFEP and the SIP are gained through the annual survey for the PFEP and the SIP via quarterly SAC meetings. The aforementioned surveys and SAC meeting minutes are made available to the district Title 1 office for review throughout the year.
5. Family meetings will be scheduled in a flexible format (ex: different days and times) and when necessary, meetings will be duplicated at different times/days allowing for maximum family and community participation. Family meeting information will also be available (upon request) to those families unable to participate during face-to-face meetings as well as phone and email follow up. Additional strategies will be applied as need arises on a case by case need. Spanish translators will be available for Spanish speaking parents upon formal request or informally through our bi-lingual staff members. Our school facility is ADA accessible. If support is needed to accommodate a disability, appropriate arrangements will be made by the school.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

Romeo Elementary will conduct the annual Title 1 meeting prior to our Open House on Thursday, September 17, 2026.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
  Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

1. The plan will be written clearly and eliminate educational terminology that may not be understandable by parents. The plan will also be translated in Spanish.
2. Family meetings will be scheduled in the morning and evening based on family needs which may include a variety of days and times.
3. Family meetings will be scheduled in flexible format when necessary. Spanish translators will be provided at various times to assist in communication. A request for a translator is available. Off-site parent nights may also be scheduled.
4. The family engagement liaison on our campus helps to bridge the gap between families and the school. Families have the opportunity to provide feedback through surveys. Communication can also occur through email, phone, social media, and the family engagement liaison.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

Transportation and childcare will not be provided.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.

- Strengthen partnerships with families to support students in meeting challenging state academic standards.

Students will:
- Put forth their BEST academic and behavioral effort.
- Attend school regularly.
- Ask questions when they don't understand.
- Respect the learning environment.
- Read or be read to at least 20 minutes daily and share their reading with their family.

The school will:
- Provide high-quality curriculum and instruction.
- Communicate with families through Apptegy.
- Encourage students to grow academically and socially.
- Foster parent and family engagement activities.
- Set a good example for students in the community.

Families will:
- Promote good attendance.
- Keep check ins and check outs to a minimum.
- Support good behavior at school.
- Communicate with the school.
- Engage in my child's education by being actively aware of and supporting school activities.
- Ensure that my child receives adequate rest and proper nutrition.

Romeo Elementary will host various parent engagement activities throughout the year to specifically focus on the academic areas of reading, math, science, and ESE. The parent engagement activities will allow parents to work directly with school personnel to learn how to support the academic needs of their child. Romeo Elementary is also planning opportunities in the community to work with parents.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

The school will provide age appropriate activities and resources to parents which would include at home strategies during parent engagement events.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results

- Information about the assessments used to measure student progress and state academic standards

1. Parents will receive weekly newsletters with updates. Parents will also have the opportunity to conference with their child's teacher to understand the curriculum and specific data points.
2. Teachers will hold conferences to review student data with parents. Individual student data reports will also be sent home to students.
3. Parents will receive descriptions and explanations during the annual Title 1 meeting, newsletters, and parent events.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	**Purpose**	**Quarter Date/Time**
Annual Title I Meeting	We invite your to an evening of learning and sharing about our Title 1 program, including our parent and family engagement policy, the schoolwide improvement plan, the school-parent compacts, and parents' requirements.	**Quarter 1** September 17, 2026 5:00
Open House	Meet your child's teacher and our friendly and helpful school staff for the year that will review the school expectations and goals to help your child be successful.	**Quarter 1** September 17, 2026 5:30 pm
ESE Parent Night	Provide resources to parents of our ESE student in our general education classrooms and our self-contained units. Resources will be included in academics, behavior, and community supports.	Quarter 1 September 3, 2026 5:30
Santa's Book Club	Parents will be invited to read various holiday stories and participate in activities tied to the book.	Quarter 2 December 10, 2026
Parent Conference Night	Parents will be provided academic data to help support their child's learning at home.	Quarter 2 October 20, 2026 3:00-5:00
Parent Conference Night	Parents will be provided academic data to help support their child's learning at home.	Quarter 3 February 23, 2027 3:00-5:00
Science Night	Learn how to make science fun at home.	Quarter 4 April 29, 2027

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

1. Staff will be trained during pre-planning week by administration on the value and utility of contribution of parents through dialogue and examples.
2. During pre-planning staff will be trained on effective use of two way communication with parents.
3. The administrative team will work together to provide trainings for teachers on how to build the ties between home and school. This will include the support of the family engagement liaison and an understanding of the role and how it is beneficial in building the bridge between home and school.
4. The administrative team will work together to provide training on how to communicate with parents in a way that they can understand and provide examples.
5. Staff will be trained during pre-planning week by administration with dialogue and examples of how to respond to parent requests for parent and family engagement activities.

School Advisory Council (SAC) Interest Form

Romeo Elementary

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

_____

_____

_____

_____