

Hillsborough County Public Schools

# Rampello K 8 Magnet School



2021-22 Schoolwide Improvement Plan

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# Rampello K 8 Magnet School

802 E WASHINGTON ST, Tampa, FL 33602

[ no web address on file ]

## Demographics

**Principal: Justin Youmans**

Start Date for this Principal: 7/9/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School KG-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (71%) 2017-18: A (63%) 2016-17: A (62%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* 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 Hillsborough 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](http://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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# Rampello K 8 Magnet School

802 E WASHINGTON ST, Tampa, FL 33602

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-8</p>	<p><b>2020-21 Title I School</b></p> <p>No</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>43%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>68%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## 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.**

Create life-long learners who will be the leaders of tomorrow.

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

We will provide a safe harbor that encourages personal growth through academic excellence, individual determination, and service to others.

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Norman, Aliya	Assistant Principal	Oversee SAC School Improvement Plan, participate and advise during SAC monthly meetings. Responsible for grades K-5, student nutrition, SAC, SIP and field trips.
Youmans, Justin	Principal	Final approval of SAC decisions. Main instructional leader for school. Responsible for overall school functioning.
Saddler, Jeanine	Assistant Principal	Advise SAC decisions, advisor for the School Behavior Plan. Responsible for grades 6-8, safety, and custodial.

### Demographic Information

**Principal start date**

Thursday 7/9/2020, Justin Youmans

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

51

**Total number of students enrolled at the school**

773

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

4

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

5

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	81	71	72	63	85	85	108	94	114	0	0	0	0	773
Attendance below 90 percent	16	12	15	12	14	5	17	14	26	0	0	0	0	131
One or more suspensions	0	1	0	0	0	0	1	5	9	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	11	10	25	9	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	10	25	13	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	1	0	0	0	0	0	1	4	0	0	0	0	6

**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	0	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Friday 8/27/2021

**2020-21 - 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	
Number of students enrolled	65	73	65	65	76	76	90	113	111	0	0	0	0	734
Attendance below 90 percent	5	4	5	3	5	0	8	8	2	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	10	25	9	0	0	0	0	0	55
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	10	25	13	0	0	0	0	0	56

**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	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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	
Number of students enrolled	65	73	65	65	76	76	90	113	111	0	0	0	0	734
Attendance below 90 percent	5	4	5	3	5	0	8	8	2	0	0	0	0	40
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	11	10	25	9	0	0	0	0	0	55
Level 1 on 2019 statewide Math assessment	0	0	0	0	8	10	25	13	0	0	0	0	0	56

**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	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	57%	61%	66%	59%	60%
ELA Learning Gains				66%	56%	59%	59%	56%	57%
ELA Lowest 25th Percentile				51%	52%	54%	45%	49%	52%
Math Achievement				77%	55%	62%	68%	57%	61%
Math Learning Gains				77%	57%	59%	60%	53%	58%
Math Lowest 25th Percentile				64%	49%	52%	50%	47%	52%
Science Achievement				56%	50%	56%	50%	51%	57%
Social Studies Achievement				81%	77%	78%	76%	79%	77%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	72%	52%	20%	58%	14%
Cohort Comparison						
04	2021					
	2019	80%	55%	25%	58%	22%
Cohort Comparison						
05	2021					
	2019	61%	54%	7%	56%	5%
Cohort Comparison						
06	2021					
	2019	69%	53%	16%	54%	15%
Cohort Comparison						
07	2021					
	2019	72%	54%	18%	52%	20%
Cohort Comparison						
08	2021					
	2019	72%	54%	18%	52%	20%
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	72%	53%	19%	56%	16%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	82%	54%	28%	62%	20%
Cohort Comparison						
04	2021					
	2019	83%	57%	26%	64%	19%
Cohort Comparison		-82%				
05	2021					
	2019	63%	54%	9%	60%	3%
Cohort Comparison		-83%				
06	2021					
	2019	69%	49%	20%	55%	14%
Cohort Comparison		-63%				
07	2021					
	2019	79%	62%	17%	54%	25%
Cohort Comparison		-69%				
08	2021					
	2019	66%	31%	35%	46%	20%
Cohort Comparison		-79%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	51%	2%	53%	0%
Cohort Comparison						
08	2021					
	2019	59%	47%	12%	48%	11%
Cohort Comparison		-53%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	81%	67%	14%	71%	10%
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	100%	63%	37%	61%	39%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

iReady data was utilized to progress monitor the data below. Content area district formative assessments were utilized to progress monitor for middle school.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	60	75	87
	Economically Disadvantaged	69	54	40
	Students With Disabilities	57	43	57
	English Language Learners	50	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	54	77
	Economically Disadvantaged	38	46	0.08
	Students With Disabilities	17	57	57
	English Language Learners	0	100	100

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	60	73
	Economically Disadvantaged	52	56	56
	Students With Disabilities	43	71	71
	English Language Learners	40	60	80
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21	46	61
	Economically Disadvantaged	0.08	32	0
	Students With Disabilities	0	29	57
	English Language Learners	0	60	60

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	75	85
	Economically Disadvantaged	24	45	21
	Students With Disabilities	33	67	50
	English Language Learners	33	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	45	74
	Economically Disadvantaged	0.08	11	0
	Students With Disabilities	0	33	33
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50	58	75
	Economically Disadvantaged	46	30	28
	Students With Disabilities	29	50	43
	English Language Learners	0	0	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	51	67
	Economically Disadvantaged	23	12	0.03
	Students With Disabilities	14	33	29
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51	61	70
	Economically Disadvantaged	29	19	.07
	Students With Disabilities	0	20	40
	English Language Learners	0	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	59	65
	Economically Disadvantaged	29	19	0
	Students With Disabilities	20	20	20
	English Language Learners	50	100	50
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	67	59	n/a
	Economically Disadvantaged	57	45	n/a
	Students With Disabilities	83	81	n/a
	English Language Learners	n/a	39	n/a
	Number/% Proficiency	Fall	Winter	Spring
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	25	29
	Economically Disadvantaged	14	16	18
	Students With Disabilities	31	34	37
	English Language Learners	2	1	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23	29	32
	Economically Disadvantaged	14	18	20
	Students With Disabilities	34	38	41
	English Language Learners	1	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring



Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		27	34	36
	Economically Disadvantaged		17	21	25
	Students With Disabilities		37	42	44
	English Language Learners		1	2	3
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		n/a	n/a	n/a
	Economically Disadvantaged		n/a	n/a	n/a
	Students With Disabilities		n/a	n/a	n/a
	English Language Learners		n/a	n/a	n/a
		Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	27	31	28	29	33	24	17	53			
ELL	54	61		51	43		60				
BLK	43	43	27	39	31	22	25	39	67		
HSP	72	68	62	67	53	44	72	70	93		
MUL	59	47		52	47		71				
WHT	74	66	59	77	61	46	76	81	79		
FRL	49	51	35	45	40	25	48	47	75		
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	28	42	35	35	64	60	25	36			
ELL	54	65	55	71	83	82	10				
BLK	52	51	44	63	69	60	37	76	94		

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
HSP	78	76	65	83	82	68	55	65	100		
MUL	86	68		86	82						
WHT	84	74	50	89	82	73	79	100	100		
FRL	59	56	48	69	73	65	41	67	100		

  

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	32	46	44	29	47	44	15	25			
ELL	25	44	42	40	33						
BLK	46	53	42	50	51	37	25	62	91		
HSP	72	55	50	75	65	63	62	82	100		
MUL	73	59		85	73		80				
WHT	84	67	50	82	66	67	64	95	85		
FRL	52	52	41	58	54	44	34	63	86		

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	501
Total Components for the Federal Index	9
Percent Tested	95%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

<b>English Language Learners</b>	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
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%	
<b>White Students</b>	
Federal Index - White Students	69
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

A trend that emerges are BQ student learning gains are consistently lower. Students with disabilities are also an area of opportunity in both ELA and Math achievement. Science is an area of opportunity for SWD and ELL.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our BQ students and students with disabilities demonstrate the greatest need for improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID was a big contributing factor. We had inconsistent instruction as a result of eLearning and quarantine which resulted in learning gaps. We will be implementing learning acceleration across content areas K-8.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We had the greatest gains in ELA and Math achievement for learning improvements.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

We were focused on standard based planning and implementing that school wide. Teacher utilized a standards analysis approach within their planning sessions which helped enhance the instruction practice and student academic success.

#### What strategies will need to be implemented in order to accelerate learning?

We will need to scaffold by building knowledge of content to support our students in engaging with grade level standards. This will be done by utilizing the learning acceleration model.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

School-wide professional development was offered during preplanning for learning acceleration across content areas. In addition, mini professional development sessions will occur through grade level collaborative planning and data analysis with curriculum content leaders and administration.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will implement and sustain collaborative planning sessions and data chats that help to address the students needs at the core as well as within small group instruction.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

<b>Area of Focus Description and Rationale:</b>	We will prioritize learning acceleration to connect unfinished learning with new learning to increase overall proficiency and learning gains.
<b>Measurable Outcome:</b>	We will see a minimum of 5% learning gains across all subgroups in achievement 2021-2022 school year.
<b>Monitoring:</b>	We will utilize common assessments and analyze them in our monthly data chats.
<b>Person responsible for monitoring outcome:</b>	Aliya Norman (aliya.norman@hcps.net)
<b>Evidence-based Strategy:</b>	Our evidence-based strategy is Accelerated Learning.
<b>Rationale for Evidence-based Strategy:</b>	It is an effective use of scaffolds and scaffolding strategies and a just-in-time approach to grade appropriate learning.

**Action Steps to Implement**

- Train the staff on what Accelerate Learning is.
- Person Responsible**      Gabrielle Faragure (gabrielle.faragure@hcps.net)
- Encourage teachers to use Accelerated Learning strategies such as the ones included in the Instructional Guides through collaborative planning.
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**#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

<b>Area of Focus</b>	
<b>Description and Rationale:</b>	We will focus on creating and implementing school-wide behavior expectations to enhance our student and staff cultures.
<b>Measurable Outcome:</b>	We want to reduce the number of referrals and student behavior trackers for the 2021-2022 school year.
<b>Monitoring:</b>	Within our MTSS data chats, we will discuss the progress of student behavior. We will also be implementing our school-wide P.I.R.A.T.E. rubric.
<b>Person responsible for monitoring outcome:</b>	Aliya Norman (aliya.norman@hcps.net)
<b>Evidence-based Strategy:</b>	We are implementing a school-wide positive intervention support.
<b>Rationale for Evidence-based Strategy:</b>	The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students including students with disabilities and students from under represented groups.

**Action Steps to Implement**

The mission and vision statement were remodeled to represent the current expectations of the 2021-2022 school year. In addition, we established the core values and clear expectations for all students and staff.

**Person Responsible** Aliya Norman (aliya.norman@hcps.net)

We will continue to build the structures to support a strong PBIS foundation.

**Person Responsible** Aliya Norman (aliya.norman@hcps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safe-schools-for-alex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**We will focus on creating and implementing school-wide behavior expectations to enhance our student and staff cultures. Upon viewing the report, we see that Rampello is ranked very high impact for violent and school property incidents. As we progress throughout the year, implementing our school-wide intervention behavior support, we will continue to monitor the updated data and make adjustments as needed.**

### Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### Describe how the school addresses building a positive school culture and environment.

We will focus on creating and implementing school- wide behavior expectations to enhance our student and staff cultures. We are focusing on the school's core P.I.R.A.T.E. values and high expectations.

#### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Our faculty, PBIS team, ILT team, Administration, SAC Committee, PTSA, students, community members, and parent volunteers.

Our role as leaders will be to teach and model the P.I.R.A.T.E. way (perseverance, innovative, responsibility, accountability, trustworthy and empathetic). We will use positive praise when students are modeling appropriate behaviors.

### Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
<b>Total:</b>			<b>\$0.00</b>