


2021-2022 State of the School Report

Rama Road Elementary School	 <p>RAMA ROAD ELEMENTARY RAMA PROUD COLLEGE BOUND WATCH US SHINE</p>
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Principal Name	Patricia Denny
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot							
Reading		All	Black	Hispanic	White	English Learners	Students w/ Disabilities
Grade 3	GLP	24.3	21.2	12.5	53.8	<5	<5
	CCR	17.6	18.2	<5	38.5	<5	<5
Grade 4	GLP	29.1	21.4	22.6	46.2	11.8	7.7
	CCR	15.2	7.1	9.7	23.1	5.9	<5
Grade 5	GLP	24.2	12.5	19.4		11.5	7.7
	CCR	11.6	7.5	5.6		<5	<5
School	GLP	25.8	17.8	18.7	54.3	7.6	5.4
	CCR	14.5	10.9	6.6	34.3	<5	<5
Math		All	Black	Hispanic	White	English	Students

						Learners	with Disabilities
Grade 3	GLP	24.3	15.2	20.8	53.8	13.0	9.1
	CCR	13.5	9.1	<5	38.5	<5	<5
Grade 4	GLP	22.8	14.3	22.6	38.5	11.8	<5
	CCR	8.9	<5	6.5	23.1	5.9	<5
Grade 5	GLP	25.3	17.5	22.2		11.5	7.7
	CCR	18.9	10.0	16.7		7.7	<5
School	GLP	24.2	15.8	22.0	48.6	12.1	5.4
	CCR	14.1	7.9	9.9	37.1	<5	<5

Science		All	Black	Hispanic	White	English Learners	Students with Disabilities
Grade 5	GLP	27.4	12.5	25.0		15.4	23.1
	CCR	17.9	7.5	16.7		11.5	7.7

EOG School Composite 2020-21	25.4
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Increase the GLP in reading following the 2020-21 pandemic remote learning year from 25.8% to 54% as evidenced on End of Grade assessments for students in Grades 3-5.

(A2.01-A2.28).

Increase the GLP in math following the 2020-21 pandemic remote learning year from 24.2% to 54% as evidenced on End of Grade assessments for students in Grades 3-5. (A2.01-A2.28)

Increase the GLP in science following the 2020-21 pandemic remote learning year from 27.4% to 54% as evidenced on End of Grade assessments. (A2.01-A2.28)

100% of students at Rama Road will receive core and targeted SEL supports daily, increasing student reporting of favorable emotion regulation on Panorama surveys from 44% to 50%. (A4.01-A.4.22)

III. CHIEF CHALLENGES

- Lack of consistent attendance by students with intensive academic needs prevents students from making the level of progress needed to achieve end of year expected outcomes.
- The social emotional needs of students resulting from pandemic challenges is significant. Additional time in the master schedule with intentional SEL lesson implementation is needed to build safe and caring classroom communities and learning spaces.

IV. PLANS FOR THE YEAR: SIP ACTIONS

- The Rama Road Elementary Instructional Leadership Team is focused on creating and maintaining a strong master schedule to support the learning needs of every student enrolled. This includes a weekly schedule of informal and formal walk-throughs to monitor instructional times and provide teachers with specific feedback for continuous improvement in practice. Teachers at Rama Road Elementary receive 6.5-7 hours of planning time embedded each week. This includes a 90 minute PLC time in addition to a 45 minute data meeting each week.
- Rama Road Elementary has a strong plan to support the social emotional learning of every student every day using Caring Communities as the core curriculum and Zones of Regulation to provide an additional layer of instruction for self-regulation skills based on Panorama data indicators. The teachers at Rama Road Elementary are skilled in their use of small group instruction time to differentiate instruction based on student data, aligned to state standards for instruction and EOG outcomes, resulting in an average of 93% growth for all students on EOG tests.