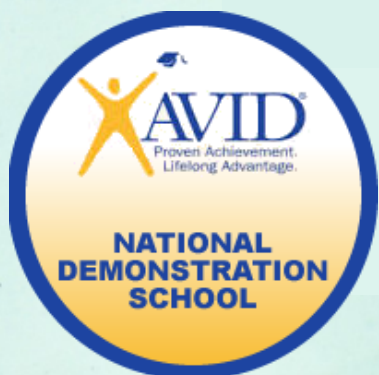




# 2023-2024 Student Planner



## Grades 6-8



# Rampello Downtown Partnership K-8 Magnet School



## School Board Members

Van Ayres, Superintendent

Nadia Combs, Chair

Henry "Shake" Washington, Vice Chair

Stacy Hahn

Nadia Combs

Karen Perez

Patti Rendon

Jessica Vaughn

## Your Administrative Team

Justin Youmans, Principal

Stephanie Herdel, Assistant Principal- Elementary School

Heather Hanks, Assistant Principal- Middle School

**Vision:** Creating life-long learners who will be the leaders of tomorrow.

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

Student Name \_\_\_\_\_

Student Homeroom Teacher \_\_\_\_\_

Student Grade \_\_\_\_\_ In case this book is found, please call/text (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Program \_\_\_\_\_ Login \_\_\_\_\_ Password \_\_\_\_\_

Program \_\_\_\_\_ Login \_\_\_\_\_ Password \_\_\_\_\_

Program \_\_\_\_\_ Login \_\_\_\_\_ Password \_\_\_\_\_



# Are you a *PIRATE*?

**P**

## Perseverance

*Steady persistence to overcome in spite of difficulties, obstacles, or discouragement*

**I**

## Innovative

*To create or introduce something new or different*

**R**

## Respectful

*The ability to recognize and appreciate the rights, beliefs, practices and differences of other people*

**A**

## Accountable

*To be responsible*

**T**

## Trustworthy

*Deserving of trust and dependable*

**E**

## Empathy

*Identifying with or experiencing the feelings, thoughts, or attitudes of another*



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(813) 528- 4646



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(813) 225-4288



## **Uniform Policy at Rampello K-8**

- Rampello is a mandatory uniform school, beginning DAY 1 of the school year.
- Uniforms must be worn Monday – Friday. Uniforms must be clean in appearance, free of holes, and all clothing must comply with the HCPS dress code policies.
- All items may be purchased from a local store or retailer, and spirit shirts may be purchased through PTSA.

<b>TOP VARIETIES</b>	<ul style="list-style-type: none"><li>• <b>Red or black shirts-</b> preferably polo-style, solid color, long or short sleeved, school logo is not required, but no other logos or ornamentation is allowed</li><li>• Red or black polo dresses</li><li>• If an under shirt is to be worn, it must be WHITE, BLACK, or RED only</li><li>• Hoods from a sweatshirt, cold weather caps, etc. should only be worn on heads during inclement weather when outside</li></ul>
<b>BOTTOM VARIETIES</b>	<ul style="list-style-type: none"><li>• <b>Khaki or black</b> pants, shorts, skirts, capris, or jumpers at the appropriate length designated by HCPS dress code policy</li><li>• Bottoms <b>MUST</b> be secured at the waist</li><li>• BLUE JEANS are only permitted on specially designated days</li><li>• Bottoms must not be altered by cuts or holes</li><li>• No logos or ornamentation on pants</li><li>• Gym shorts, sweatpants, workout pants, leggings, etc. are <b>NOT</b> permitted</li><li>• Pants must be buttoned at the waist, have pockets, and have material thick enough that you cannot see through it</li></ul>
<b>SPIRIT &amp; COLLEGE SHIRTS</b>	<p><b>MONDAYS ONLY:</b></p> <ul style="list-style-type: none"><li>• Students may wear approved PTSA or Rampello class spirit shirts, including band shirts, other grade level shirts, etc., w/ uniform bottoms</li></ul> <p><b>FRIDAYS ONLY:</b></p> <ul style="list-style-type: none"><li>• Students may wear COLLEGE shirts as part of our AVID college-going culture, w/ uniform bottoms</li><li>• No professional sports team shirts are allowed</li></ul> <p><b>8th GRADE STUDENTS ONLY:</b></p> <ul style="list-style-type: none"><li>• 8th grade students may wear their Invaders Spirit Shirt any day of the week w/uniform bottoms</li></ul> <p><b>ATHLETIC UNIFORM SHIRTS FOR MIDDLE SCHOOL ATHLETES :</b></p> <ul style="list-style-type: none"><li>• Middle school athletes may wear their athletic uniform shirt on game days <b>ONLY</b></li></ul>
<b>SHOES</b>	<ul style="list-style-type: none"><li>• Students at Rampello must wear close-toed shoes with a secured back for safety while traveling on campus.</li><li>• No flip-flops, sandals, slides, Crocs, high heels, etc.</li></ul>

### **Procedures for non-compliance with Uniform Policy:**

**ALL staff members** will send students who are out of compliance to the front office starting at 7:50 a.m.

**ALL teachers** will conduct a uniform check at the beginning of the day or 1st period. Students should be sent to the office immediately when determined by an adult to be out of uniform or questionable. Once changed, the office will hold non-compliant clothes until the end of day. A pass will be given to the student to return to the office before the end of the school day.

Students will sign a “Dress Code Violation Log” and the student will return to class as soon as possible to resume instruction.

**1 Instance:** Student sent to the office to change and receive a warning.

**2 Instance:** Student sent to the office to change, and Counselor will call the parent.

**3 Instance:** Student sent to the office to change, Administration will call the parent, and student will be assigned loss of privilege and/or detention.

**4th Instance:** Student sent to the office to change, Administration will call the parent, and student will be assigned loss of privilege and/or 2 days of detention.

**5th Instance:** Student sent to the office to change, Administration will enter a referral and contact parent, and student will be assigned ISS for one day.

**\*This applies to any violation of the dress code policy.**

# Rampello Downtown Partnership School

## Middle School Bell Schedule

### REGULAR BELL SCHEDULE

<b>HR</b>	<b>8:00 - 8:05</b>
<b>1<sup>st</sup></b>	<b>8:05 - 8:53</b>
<b>2<sup>nd</sup></b>	<b>8:56 - 9:44</b>
<b>3<sup>rd</sup></b>	<b>9:47 - 10:35</b> <i>TOP LOCKER PASSING</i>
<b>4<sup>th</sup></b>	<b>10:38 - 11:26</b> <i>BOTTOM LOCKER PASSING</i>
<b>5<sup>th</sup></b>	<b>11:29 - 12:17</b> <i>AVID: 11:30 - 11:45</i> <i>LUNCH: 11:48 - 12:18</i>
<b>6<sup>th</sup></b>	<b>12:20 - 1:08</b> <i>AVID: 12:17 - 12:32</i> <i>LUNCH: 12:35 - 1:05</i>
<b>7<sup>th</sup></b>	<b>1:11 - 1:59</b>
<b>8<sup>th</sup></b>	<b>2:02 - 2:50</b>

### MONDAY BELL SCHEDULE

<b>HR</b>	<b>8:00 - 8:08</b>
<b>1<sup>st</sup></b>	<b>8:08 - 8:48</b>
<b>2<sup>nd</sup></b>	<b>8:51 - 9:31</b>
<b>3<sup>rd</sup></b>	<b>9:34 - 10:14</b> <i>TOP LOCKER PASSING</i>
<b>4<sup>th</sup></b>	<b>10:17 - 10:57</b> <i>BOTTOM LOCKER PASSING</i>
<b>7<sup>th</sup></b>	<b>11:00 - 11:40</b>
<b>5<sup>th</sup></b>	<b>11:43 - 12:23</b> <i>LUNCH: 11:48 - 12:18</i>
<b>6<sup>th</sup></b>	<b>12:26 - 1:06</b> <i>LUNCH: 12:33 - 1:03</i>
<b>8<sup>th</sup></b>	<b>1:09 - 1:50</b>





# Studying

**Planning** is vital for success in both school and the workplace. If you develop good techniques for managing your school work, your life will be less stressful, your grades will be better, and you will have more free time. On these pages are time-tested tips.

## Plan Ahead

1. Keep a weekly schedule.
2. Make daily lists of things to do.
3. Plan around your favorite TV shows and don't allow interruptions for the phone.
4. Divide big jobs into smaller, more manageable steps. For example, think of a 300 page book as 30 pages to read per day. Turn a major project into a series of tasks with deadlines you set for yourself.

## Set Yourself Up to Do Your Best

1. Schedule homework as early in the day as possible.
2. Do your most challenging tasks when you are at your best. Sometimes you can think more clearly after invigorating exercise, and sometimes you need rest to do your sharpest thinking.
3. Study in a quiet place where you can concentrate.
4. Clear your mind of the complications of the day so that you can focus on your studies.

## Study Smart

1. Be on the lookout for a few spare minutes to study an extra 5 minutes at the end of a class period or a wait at the orthodontist's office. Studying in short bursts of time is a very effective technique for remembering important information.

2. Always have something handy to study on short notice - a chart to learn for science, flash cards with your vocabulary words, or a copy of something you have to memorize.

## Streamline Your Study Time

1. Create study segments of about 30 minutes each.
2. Set a mini-goal for each student segment.
3. Keep active mentally to get more out of your study time: take notes, mark important information, make charts and drawings, work sample problems on your own paper, say information aloud as you write it (if possible), and ask yourself questions.
4. If you and yourself feeling frustrated or your mind is wandering, stand up and stretch. Walk around for a minute and breathe deeply to regain your focus.
5. Summarize what you have learned after each lesson. Whether you do it in your head or on paper, this will help you get more out of your study time.
6. Reward yourself with a short break when you complete an assignment.

## Work on Your Timing

1. Reflect regularly on how you spend your time. Set new goals to do better.
2. Try keeping a record of how you use your time. Start with a chart listing every hour you're awake, and jot down your activities every two hours. You may be surprised where your time goes.
3. USE YOUR PLANNER!

# Pirate Bucks- Positive Behavior Reward System

We believe that what you pay attention to grows.  
Earn "money" for the positive things you do!

Save your Pirate Bucks in a safe place.

Use them to purchase passes for privileges during lunch, school supplies,  
and items your teachers offer in their class stores.

Place any unused Pirate Bucks in a drawing at the end of each quarter for a  
chance to win prizes!



## Conduct Grade Scale

Conduct grades start over  
every grading period

**0-5 conduct cuts= A**  
**6-10 conduct cuts= B**  
**11-15 conduct cuts= C**  
**16-20 conduct cuts= D**  
**21+ conduct cuts= F**

There is a zero tolerance policy  
for bullying and physical  
violence.

A conduct cut can be given by a  
teacher if a student violates  
Rampello's behavior expectations or  
HCPS Student Code of Conduct.  
Examples include: **tardy to class**,  
disruptive behavior, disrespect,  
destruction of property, playing in  
hallway, gum, wearing hood,  
behavior in stairways, etc.

Consequences that correlate with  
multiple conduct cuts include lunch  
detention, a phone call home from  
the teacher, a phone call home from  
an administrator, after school  
detention, administrative referral, ISS,  
EPIC, loss of field trips and/or  
privileges.



## Academic Grade Scale



100%-90%= A  
89%-80%= B  
79%-70%= C  
69%-60%= D  
59% and below= F



# No Opt-Out Program

If you are missing assignments, you must attend a “No Opt Out” session held every Wednesday during lunch.  
Students may earn up to 70% credit for missing assignments.

## Rules:

1. No Opt Out is an opportunity you are given during a lunch period on Wednesdays to makeup an assignment that was a zero in one of your classes. Our expectation is that you will make the most of your time, working diligently to bring your grades up and taking care of the space you have been given by cleaning up after yourself and your lunch while keeping our computers safe from food and drink.
2. Raise your hand to let the teacher/admin supervisor know you are done with your makeup work assignment.
3. You must work the entire time you are in NO OPT OUT. If you are finished with your late assignment, you *must* work on other homework, or read silently.
4. No talking during NO OPT OUT. The session is a QUIET ZONE and is an OPPORTUNITY to earn a better grade.
5. Sleeping, or not actively working/reading is not permitted at any time during the session.
6. No use of electronic devices is allowed during the session, unless you are using a school computer for an assignment. If you are caught with your phone out, it will be confiscated. You are not allowed to listen to music or play computer games during No Opt Out time.

## WICOR

Strategies used in our  
AVID classroom

Writing

Inquiry

Collaboration

Organization

Reading

## SMART Goals

**S**pecific

What ***exactly*** will you do?

**M**easurable

How will you know if you ***meet*** your goal?

**A**chievable

What ***steps*** are you going to take to reach your goal?

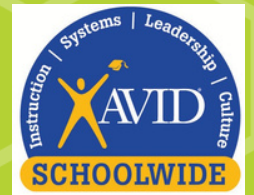
**R**elevant

What about your goal makes it ***important*** to you?

**T**imely

***When*** do you want to complete your goal?

# FOCUSED NOTES



## Take Notes

- Create Format
- Organize
- Exchange Ideas

## Process Notes

- Review & Revise
- Exchange Ideas

## Summarize & Reflect on Learning

- Link Learning
- Exchange Ideas
- Reflect

## Apply Learning

- Use notes as learning tool

## 10-24-7 RULE

In order to remember new info, process notes after...

Interactive Notebooks

Graphic Organizers

Cornell Notes

## FORMATS

Charts/  
Tables

2-3  
Column  
Notes

Sketch Notes  
One-Pagers

10  
Minutes

24  
Hours

7  
Days

**MAKE THEM FOCUSED  
BY GOING BACK TO  
ADD, UNDERLINE, & HIGHLIGHT**

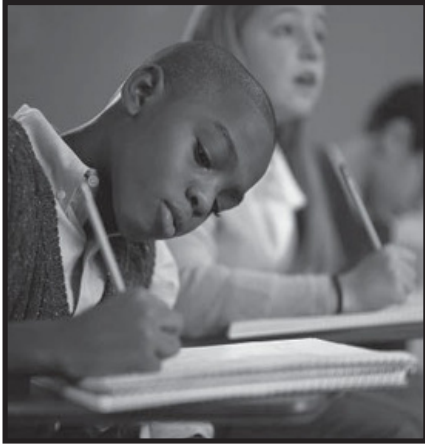
## Format for Cornell Notes

<div>Name: _____ Date: _____  Period: _____ Class: _____</div> <div>(Topic for the notes is written here)</div>	
<div>*Questions/Main Points</div>  <div>*Written during review, within 24 hours of notes being taken, for best recall.</div> <div>*Focuses content of right-hand column</div> <div>*Can be used as study tool.</div> <div>Example – What are Some techniques for making note taking manageable?</div>	<div>*Notes, Explanations, Problems, Diagrams are located on the right.</div>  <div>*Written during lectures, textbook reading discussions, completing a handout, labs and films.</div>  <div>*The information needed to formulate an answer to that question would be found here in their notes.</div>
<div>(A reflection or summary, 1 paragraph long, is located here)</div>	

[illegible]



# Terms for Essay Tests



## Essay Questions

These terms are frequently a part of essay questions for middle schools, high schools, colleges, and vocational- technical schools. In addition, they are often used on job applications and college entrance tests such as the SAT and the ACT.

- comment** .....discuss briefly
- compare** .....emphasize similarities, but also give differences
- contrast** .....give differences only
- define** .....give a clear, concise definition for a term
- describe** .....give the specifics in detail
- diagram** .....make a labeled drawing
- discuss** .....give more than one view of a topic or issue
- enumerate** .....list the points
- evaluate** .....give advantages and disadvantages with evidence
- explain** .....give reasons, make clear, describe parts or steps
- illustrate** .....explain by giving examples
- interpret** .....give your judgement
- justify** .....prove or give reasons
- outline** .....tell how major ideas and subpoints are related
- prove** .....give evidence and reasons
- relate** .....show interconnections
- review** .....summarize main points or events
- state** .....briefly give a position, fact, or point of view
- summarize** .....organize main points only
- support** .....give facts and reason to validate your statements
- trace** .....give main points from the beginning to end

## Transition Words

This is the list of transition words for the tenth-grade Florida Writes essay tests. In addition, these words are recommended for any composition in middle school, high school and beyond.

- |                      |                   |
|----------------------|-------------------|
| first, second, third | again             |
| in addition          | in fact           |
| also, too            | for this reason   |
| another              | with this in mind |
| moreover             | truly             |
| furthermore          | indeed            |
| certainly            | likewise          |
| as well              | similarly         |
| finally              | to illustrate     |
| together with        | even though       |
| for example          | on the other hand |
| for instance         | otherwise         |
| of course            | conversely        |
| in other words       | in the same way   |
| to clarify           | admittedly        |
| to emphasize         | at the same time  |
| more important       | the fact remains  |
| equally important    | obviously         |
| that is              | granted           |
| put another way      | unquestionably    |
| but                  | as a result       |
| however              | all in all        |
| even so              | in conclusion     |
| yet                  | consequently      |
| although             | therefore         |
| nevertheless         | thus              |
| still                | accordingly       |
| stated differently   | in summary        |
| undoubtedly          | in short          |
| no doubt             | to sum up         |



# Accountable Talk Sentence Stems

AGREE	DISAGREE/CHALLENGE →I
<ul style="list-style-type: none"> <li>★I agree with _____ because...</li> <li>★I want to add to/build upon what _____ said...</li> <li>★I'm glad you said that because I also think...</li> <li>★I think _____ brings up a great point because...</li> </ul>	<p>want to respectfully disagree with _____ because...</p> <p>→I heard you say _____, but I actually think...</p> <p>→I have a different opinion...</p> <p>→What evidence do you have to support that?</p> <p>→Have you considered that maybe...</p> <p>→I disagree with that use of evidence because...</p>

CLARIFY/ELABORATE	PRESENTING EVIDENCE/MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>➤I still have questions about...</li> <li>➤Can you elaborate on that idea?</li> <li>➤I'm not sure what you mean...</li> <li>➤Could you tell me more about...?</li> <li>➤I am confused about...</li> </ul>	<ul style="list-style-type: none"> <li>❖ What you said reminds me of...</li> <li>❖ I predict that...</li> <li>❖ One example of that is...</li> <li>❖ Based on the evidence, I think...</li> <li>❖ My evidence is...</li> <li>❖ In the text, it says...</li> <li>❖ I notice that...</li> </ul>

Levels of Thinking			
Level	Costa's (OUTPUT)	Bloom's	Vocabulary Words Levels of Thinking
Higher-Order Thinking Skills HOTs	<b>Applying Information:</b> Applying and evaluating actions, solutions, and connections made in order to predict,	<b>Can the students:</b> <ul style="list-style-type: none"> <li>Create/generate new ideas, products, or points of view</li> <li>Combine ideas/thoughts to develop an innovative idea, solution, or way of thinking</li> </ul>	Assemble Build Construct Create Design Develop Devise Formulate Imagine Invent Make Plan Produce Write
		<b>Evaluating:</b> <b>Can the students:</b> <ul style="list-style-type: none"> <li>Justify a stand or decision</li> <li>Judge the value of an idea, item, or technique by creating and applying standards/criteria</li> </ul>	Appraise Argue Check Critique Defend Detect Forecast Generalize Hypothesize If/Then Judge Predict Select Speculate Support Test Value Value
		<b>Analyzing:</b> <b>Can the students:</b> <ul style="list-style-type: none"> <li>Distinguish between the different parts</li> <li>Explore and understand relationships between the components/part</li> </ul>	Attribute Classify Compare Contrast Criticize Deconstruct Differentiate Integrate Outline Organize Question Sort Structure
	<b>(PROCESSING)</b> <b>Processing Information:</b> Making sense out of information; processing the information gathered by making connections and creating relationships	<b>Applying:</b> <b>Can the students:</b> <ul style="list-style-type: none"> <li>Use the information in a similar situation</li> <li>Apply learned concepts, strategies, principles and theories in a new way</li> </ul>	Carry out Choose Do Demonstrate Dramatize Employ Execute Illustrate Implement Interpret Operate Schedule Sketch Solve Using
Lower-Order Thinking Skills LOTS	<b>(INPUT)</b> <b>Gathering Information:</b> Identifying and recall information	<b>Understanding:</b> <b>Can the students:</b> <ul style="list-style-type: none"> <li>Explain ideas or concepts</li> <li>Understand information provide</li> </ul>	Classify Complete Describe Discuss Explain Identify Locate Paraphrase Recognize Report Select Translate
		<b>Remembering:</b> <b>Can the students:</b> <ul style="list-style-type: none"> <li>Recall or remember the information</li> <li>Recognize specific information</li> </ul>	Define Duplicate List Memorize Recall Repeat Reproduce State

Adapted from <http://edorigami.wikispaces.com>

## Marking the Text: Non-fiction (*Argument*)

This Strategy has three distinct marks:

- 1. Number the paragraphs.** ① When reading a word problem that is only one paragraph, number each sentence.  
 ② For longer word problems, start with 1 and count by fives (1, 5, 10).

- 2. Circle key terms, cited authors, and other essential words or numbers.**

In order to identify a key term, consider if the word or phrase is...

- repeated
- defined by the author
- used to explain or represent an idea
- used in an original or unique way
- a central concept or idea
- relevant to one's reading purpose

- 3. Underline the author's claims and other information relevant to the reading purpose.**

**A claim is an arguable statement or assertion made by the author.** Data, facts, or other backing should support an author's assertion.<sup>1</sup> Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end).
- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text.
- Often, an author will make several claims throughout his or her argument.
- An author may signal his or her claim, letting you know that this is his or her position.

Ultimately, what you underline and circle will depend on your reading purpose. In addition to marking key terms and claims, you might be asked to mark other essential information such as the author's evidence, descriptions, stylistic elements, or language in the text that provides some insight into the author's values and beliefs.

<sup>1</sup>Toulmin, S. The uses of argument. (2003). U.S.A.: Cambridge University Press. (Original work published 1958)