

Hillsborough County Public Schools

# Randall Middle School



2021-22 Schoolwide Improvement Plan

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# Randall Middle School

16510 FISHHAWK BLVD, Lithia, FL 33547

[ no web address on file ]

## Demographics

**Principal: Colin Gerding**

Start Date for this Principal: 2/3/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<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)	18%
<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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (80%) 2017-18: A (78%) 2016-17: A (78%)
<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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# Randall Middle School

16510 FISHHAWK BLVD, Lithia, FL 33547

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</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>17%</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>33%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		A	A	A

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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.**

Randall Middle School will challenge our students to reach their highest academic potential while encouraging and supporting their social and emotional development as middle school students.

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

Randall Middle School will be the District's leading middle school in academics and extracurricular programs.

### 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
Mawhinney, Claire	Principal	<ul style="list-style-type: none"> <li>-Provides updates regarding school and school district information</li> <li>-Attends/assists in planning monthly meetings</li> <li>-Encourages participation and leadership in the SAC</li> <li>-Progress monitors all SIP goals</li> <li>-Performs needs assessments on a regular basis pertaining to school improvement and student achievement</li> </ul>
Carrillo, Brittany	Teacher, K-12	<ul style="list-style-type: none"> <li>-Work closely with principal and council to plan monthly meetings</li> <li>-Maintains records</li> <li>-Meets deadlines for district related SAC assignments</li> <li>-Communicates with faculty, administration, and administration</li> <li>-Assists principal in progress monitoring SIP related goals</li> <li>-Assists principal in performing ongoing needs assessments</li> </ul>

### Demographic Information

**Principal start date**

Monday 2/3/2014, Colin Gerding

**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.*

4

**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.*

21

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

71

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

1,403

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

6

**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	0	0	0	0	0	0	457	439	503	0	0	0	0	1399
Attendance below 90 percent	0	0	0	0	0	0	16	31	39	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
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	0	28	23	54	0	0	0	0	0	105
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	31	28	41	0	0	0	0	0	100
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	0	0	0	0	0	0	12	24	0	0	0	0	36

**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	2	0	0	0	0	2
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**

Monday 8/30/2021



**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	0	0	0	0	0	0	467	500	505	0	0	0	0	1472
Attendance below 90 percent	0	0	0	0	0	0	3	26	15	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	11	14	14	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	2	4	2	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	1	4	5	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	20	16	32	0	0	0	0	68
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	35	14	17	0	0	0	0	66

**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	24	41	25	0	0	0	0	90

**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	4	0	4	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	6	8	13	0	0	0	0	27

**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	0	0	0	0	0	0	467	500	505	0	0	0	0	1472
Attendance below 90 percent	0	0	0	0	0	0	3	26	15	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	11	14	14	0	0	0	0	39
Course failure in ELA	0	0	0	0	0	0	2	4	2	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	1	4	5	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	20	16	32	0	0	0	0	68
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	35	14	17	0	0	0	0	66

**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	24	41	25	0	0	0	0	90

**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	4	0	4	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	6	8	13	0	0	0	0	27

**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				83%	51%	54%	81%	52%	53%
ELA Learning Gains				70%	52%	54%	68%	53%	54%
ELA Lowest 25th Percentile				65%	47%	47%	58%	48%	47%
Math Achievement				89%	55%	58%	88%	56%	58%
Math Learning Gains				74%	57%	57%	73%	59%	57%
Math Lowest 25th Percentile				72%	52%	51%	71%	52%	51%
Science Achievement				81%	47%	51%	76%	47%	52%
Social Studies Achievement				89%	67%	72%	92%	66%	72%

**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
06	2021					
	2019	82%	53%	29%	54%	28%
Cohort Comparison						
07	2021					
	2019	83%	54%	29%	52%	31%
Cohort Comparison		-82%				
08	2021					
	2019	83%	53%	30%	56%	27%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	85%	49%	36%	55%	30%
Cohort Comparison						

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
07	2021					
	2019	91%	62%	29%	54%	37%
Cohort Comparison		-85%				
08	2021					
	2019	51%	31%	20%	46%	5%
Cohort Comparison		-91%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2021					
	2019	81%	47%	34%	48%	33%
Cohort Comparison						

<b>BIOLOGY 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>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	89%	67%	22%	71%	18%

<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	98%	63%	35%	61%	37%

<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	100%	57%	43%	57%	43%

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

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

The progress monitoring tools used to compile data in each grade level includes:

- baseline assessments
- district mid year assessments
- common assessments
- end of the year assessments
- monthly Achieve 3000 lessons in each core content area

<b>Grade 6</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	47	78
	Economically Disadvantaged	23	39	38
	Students With Disabilities	30	38	42
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	59	80
	Economically Disadvantaged	29	52	72
	Students With Disabilities	35	59	71
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	50	73
	Economically Disadvantaged	31	35	42
	Students With Disabilities	30	34	68
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	61	76
	Economically Disadvantaged	33	47	62
	Students With Disabilities	36	67	74
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	38	61	87
	Economically Disadvantaged	34	55	76
	Students With Disabilities	38	63	76
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	64	79
	Economically Disadvantaged	42	60	77
	Students With Disabilities	40	67	74
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	56	86
	Economically Disadvantaged	27	56	78
	Students With Disabilities	31	67	72
	English Language Learners	x	x	x
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	62	63	73
	Economically Disadvantaged	57	56	73
	Students With Disabilities	67	67	70
	English Language Learners	x	x	x
	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	36	42	40	46	52	45	46	69	74		
ELL	62	72	59	60	43	8		73			
ASN	93	87		95	79		82	100	98		
BLK	69	53	10	55	39	29	45	78			
HSP	77	70	50	74	57	38	75	83	87		
MUL	83	71	53	79	59	47	66	91	78		
WHT	76	63	48	82	63	57	74	87	89		
FRL	59	55	32	63	54	45	51	75	79		
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	35	52	46	54	55	53	39	60	50		
ELL	65	73	69	75	64	54					

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
ASN	95	82		100	94		77	100	100		
BLK	67	74	61	65	67	65		86			
HSP	82	73	70	87	72	67	81	86	90		
MUL	84	69	46	96	78	89	95	100	100		
WHT	83	69	65	90	74	72	81	89	92		
FRL	70	67	59	80	71	73	60	77	88		

  

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	41	58	56	55	58	55	30	63	78		
ELL	63	80	80	75	84	75					
ASN	95	85	90	98	88		100	100	100		
BLK	60	56	56	65	72	61	61	82	100		
HSP	78	68	66	82	70	64	63	91	95		
MUL	88	75	77	92	76	82	75	100	90		
WHT	80	67	54	89	73	71	77	92	94		
FRL	64	60	51	70	59	57	55	82	84		

**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	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	631
Total Components for the Federal Index	9
Percent Tested	97%

  

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
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	57
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?

Randall's percentage of students who showed proficiency in all areas was higher than 90% of all middle schools in our District. However, proficiency declined from previous years due to gaps in learning created by eLearning, Covid cases and quarantining students. This was true across grade levels and in subgroups.

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

Students with Disabilities show smaller gains in achievement across all grades and subjects.

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

Professional development for all teachers on best practices for accommodations and supports for students with IEP's and 504's. Pull out tutoring is a need for our students with disabilities.

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

ELA showed marked improvements from previous years.

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

Increased teacher mastery of skills related to writing instruction. Use of student data chats also contributed to increases.

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

Tutoring and pull out groups for students in order to differentiate instruction in reading, writing, math and science.

#### 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.

Professional development will focus on our three instructional priorities. We will focus on building relationships, academic ownership, use of data and use of best practices for instruction and supports for students.

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

Tutoring, pull out groups, small group instruction, mental health services, "girls' groups," communication with families.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Culture & Environment specifically relating to Equity & Diversity**

<b>Area of Focus Description and Rationale:</b>	Randall will foster a sense of belonging and partnership with all students and families. We will focus on equity and inclusion to build a culturally responsive school culture.
<b>Measurable Outcome:</b>	<ul style="list-style-type: none"> <li>-At least 80% of the school will participate in the Hawk Huddles and submit Microsoft forms once a month with data.</li> <li>-We will have 10% more students answer questions positively on the mid year climate survey.</li> <li>-We will have 20% more students answer questions positively on the end of the year climate survey.</li> </ul>
<b>Monitoring:</b>	<ul style="list-style-type: none"> <li>-Hawk Huddle discussions held every month will be monitored by completion of a Microsoft form.</li> <li>-Microsoft forms will be monitored by our Multicultural chair, SEL chair, SAC, and principal.</li> <li>-Randall students will take a beginning of the school year and end of the school year survey to measure their sense of belonging and experience with inclusion at Randall.</li> </ul>
<b>Person responsible for monitoring outcome:</b>	Claire Mawhinney (claire.mawhinney@hcps.net)
<b>Evidence-based Strategy:</b>	<ul style="list-style-type: none"> <li>-Mentor system in place for at risk students which includes tutoring and building strong relationships with adults.</li> <li>-Professional development opportunities for staff members which include equity and inclusion practices.</li> <li>-Opportunities for students to join clubs that support academic and mental health improvement</li> </ul>
<b>Rationale for Evidence-based Strategy:</b>	Relationships positively affect the culture of learning. Students feel safe in an environment in which they have strong connections with adults. They are empowered by their participation in clubs and activities where they provide service to the community or expand their knowledge through STEM, Debate, Kindness Club, JROTC, FBLA and FFA clubs.

**Action Steps to Implement**

Hawk Huddle discussions will be held every month and will be monitored by completion of a Microsoft form. Microsoft forms will be monitored by our Multicultural chair, SEL chair, SAC, and principal. Randall students will take a beginning of the school year and end of the school year survey to measure their sense of belonging and experience with inclusion at Randall.

**Person Responsible** Claire Mawhinney (claire.mawhinney@hcps.net)

**#2. Instructional Practice specifically relating to Professional Learning Communities**

<b>Area of Focus Description and Rationale:</b>	Randall's Professional Learning Communities will utilize data to identify unfinished learning and to continually monitor students' progress towards grade level proficiency utilizing WICOR strategies.
<b>Measurable Outcome:</b>	-85% of the faculty are continually utilizing best practices to improve student academic outcome and it is measurable through WICOR walkthroughs, formal observations, and informal observations.
<b>Monitoring:</b>	-Administration walk throughs during PLCs and instruction. -ILT discussions
<b>Person responsible for monitoring outcome:</b>	[no one identified]
<b>Evidence-based Strategy:</b>	-Monthly professional development opportunities exploring new strategies through AVID's Breakfast with a Bonus for all staff
<b>Rationale for Evidence-based Strategy:</b>	-Share best strategies from every grade level in each subject area throughout the school through the professional development opportunities -Best instructional strategies implemented school-wide to ensure personal success for all students

**Action Steps to Implement**

Administration conduct walk throughs during PLCs and instruction. ILT discussions will focus on students' progress towards grade level proficiency utilizing WICOR strategies.

**Person Responsible** [no one identified]

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

**Area of Focus Description and Rationale:** Randall's Professional Learning Communities will identify research-based teaching strategies to differentiate and scaffold instruction to reach all students. Strong instructional practices will be used to provide appropriate accommodations for students with disabilities.

**Measurable Outcome:** On the Spring 2022 RMS learning gains for SWD in all content areas from the bottom 25% will increase by 5% or more.

**Monitoring:**  
 -PLCs focused on strategies that ensure academic ownership.  
 -Administration will join meetings to observe conversations

**Person responsible for monitoring outcome:**  
 [no one identified]

**Evidence-based Strategy:**  
 -As an AVID focused school we will be enhancing lessons by ensuring every student is practicing ELA skills through WICOR in every class on campus.  
 -We will use WICOR walk throughs to collect data to measure the effectiveness and identify the areas of need for teacher PD.

**Rationale for Evidence-based Strategy:** WICOR includes research based effective teaching strategies. The AVID program focuses on preparing students for post-secondary success through effective learning and organization skills. WICOR provides equity by reaching all students in all classes.

**Action Steps to Implement**

Faculty PLCs will focus on strategies that ensure academic ownership. Administration will also join meetings to observe conversations. PLC notes will be turned in to principal to record date at each meeting.

**Person Responsible** Claire Mawhinney (claire.mawhinney@hcps.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.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.

**Randall was reported to have 1.7 incidents per 100 students. When comparing Randall to other schools in the district/state, Randall falls into the low category. However, we will continue to monitor the school culture and environment to ensure that we continue to fall into the low category. This year we will focus on the use of more de-escalation strategies.**

## 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.

Randall maintains a supportive and fulfilling environment by working hard to ensure that our students feel emotionally and physically safe. There are clubs on campus which support students who may feel isolated on campus. The clubs include our Gay Straight Alliance Club, Hello! (formerly known as our Kindness Club), and our Fellowship of Christian Athletes.

Teachers and staff ensure that learning conditions meet the needs of all students, by delivering high quality instruction which includes the use of differentiation and accommodations as needed. Teachers use a variety of tools to gain knowledge of their students' needs and interests, such as learning style inventories, Instructional Planning Tool, and informal and formal assessments. We also ensure that learning conditions meet the needs of all students by implementing programs such as our Mentor Program ran by our Success Coach, Wendy Snyder. At risk students are matched with a teacher mentor who meets with them weekly to discuss their grades, upcoming assignments, and other issues they may be facing. Every quarter there is a mentee breakfast planned, which mentees and mentors attend to build strong relationships with one another.

Randall maintains a school culture that values trust, respect and high expectations by hosting small group Hawk Huddles. Every Friday, a Hawk Huddle discussion question is assigned for all 4th period classes to discuss. These groups are meant to be a safe place for students to practice their social emotional learning skills.

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

We demonstrate high expectations for all students by choosing a student of the month from each homeroom. Those students are recognized at lunch and on the morning show. Students of the Month also receive a cupcake, cup, and snow cone from our PTSA. This is an example of how we consult with stakeholder groups to employ school improvement strategies that impact the positive school culture and environment.

## Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
<b>Total:</b>			<b>\$0.00</b>