Randall Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	18%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: A (72%) 2018-19: A (80%) 2017-18: A (78%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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.

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	18%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Mawhinney, Claire	Principal	Instructional leader who facilitates a vision, mission and goals among stakeholders. Leader in change to advance all students with programs that ensure equity. Manages the facility to enhance learning. Identifies social/emotional and health programs to address the needs of students.
Gerding, Colin	Assistant Principal	Instructional leader who works to promote school vision along side principal. Serves as main source of contact for the SAC and works alongside SAC chair to monitor progress towards goal on SIP.
Sanderson, William	Teacher, K-12	Responsible for facilitating SAC meetings and working with school leadership to monitor school data and progress towards SIP goals.

Demographic Information

Principal start date
Monday 2/3/2014, Colin Gerding

Number of teachers with a 2022 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.*
7

Number of teachers with a 2022 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.*
18

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,411

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

13

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	433	495	481	0	0	0	0	1409
Attendance below 90 percent	0	0	0	0	0	0	5	6	6	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	4	21	37	0	0	0	0	62
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	25	38	60	0	0	0	0	123
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	38	24	39	0	0	0	0	101
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	5	6	0	0	0	0	11

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/11/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	50%	50%				83%	51%	54%
ELA Learning Gains	58%						70%	52%	54%
ELA Lowest 25th Percentile	47%						65%	47%	47%
Math Achievement	80%	36%	36%				89%	55%	58%
Math Learning Gains	69%						74%	57%	57%
Math Lowest 25th Percentile	62%						72%	52%	51%
Science Achievement	72%	52%	53%				81%	47%	51%
Social Studies Achievement	91%	58%	58%				89%	67%	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	2022					
	2019	82%	53%	29%	54%	28%
Cohort Comparison						
07	2022					
	2019	83%	54%	29%	52%	31%
Cohort Comparison		-82%				
08	2022					
	2019	83%	53%	30%	56%	27%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	85%	49%	36%	55%	30%
Cohort Comparison						
07	2022					
	2019	91%	62%	29%	54%	37%
Cohort Comparison		-85%				
08	2022					
	2019	51%	31%	20%	46%	5%
Cohort Comparison		-91%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	81%	47%	34%	48%	33%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	89%	67%	22%	71%	18%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	63%	35%	61%	37%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	40	34	42	57	43	25	71	63		
ELL	69	61	56	70	70	58	43	94			
ASN	91	69		99	79		89	96	100		
BLK	60	50	39	58	46	42	58	67	100		
HSP	74	57	52	71	62	54	63	93	94		
MUL	75	56	46	84	62	75	80	100	96		
WHT	75	58	45	82	72	66	72	90	94		
FRL	55	53	47	61	63	56	49	73	87		
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			

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
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					
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	72
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	649
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

State level assessment scores show that mathematic learning gains and learning gains of the bottom quartile increased. ELA achievement scores decreased from 77% to 75% and learning gains of decreased from 65% to 58%. In mathematics, district administered assessments showed significant increases in achievement between the baseline and midyear assessments. In ELA, district administered assessment scores remained stagnant between baseline and midyear assessments. Trends are consistent amongst all student subgroups. Civics achievement levels increased by 4%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on district baseline and state assessment data, the greatest need for improvement is in ELA achievement levels and learning gains.

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

Factors contributing to this need include changes in general education and special education teachers and ongoing ramifications of the COVID-19 pandemic.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The greatest improvement was in mathematics learning gains of the lowest quartile of students. Learning gains increased by 10%.

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

Factors that contributed to this improvement include targeted interventions in the form of lunch and learn tutoring sessions and consistent data analysis sessions in PLCs. Interventions and learning strategies were discussed and implemented to target the lower quartile of students.

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

Strategies will include ongoing analysis of student data in grade level and department PLCs. Effective teaching strategies and discussion of new standards and curriculum will be implemented. Staff will "touch base on 20" and look at student data to identify needs in student learning and to implement targeted interventions before the end of each quarter.

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.

Administrators continue to provide support to teachers in developing and implementing data chats in PLCs. PLCs will meet at least 3 times a month. Strategies to support the lower quartile, especially in ELA, include a focus on differentiated instruction and supporting the core instruction through AVID tutoring and use of WICOR strategies. Demonstration classrooms will be used so that teachers can observe each other and further develop best practices based on their observations.

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

Progressing monitoring will be on going. The Problem Solving Team will meet once a quarter after the "Touch Base on 20" to discuss specific students who need extra interventions to be successful. PLCs will continue to meet and teachers will continue to show flexibility to provide effective instruction throughout the year.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA achievement scores have decreased steadily from 77% to 75%. The number of students making learning gains decreased from 65% to 58% and there was a 1% decrease for students in lowest quartile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student achievement scores in ELA on district and statewide assessments will increase by at least 5% during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Baseline scores, midyear assessments, and statewide testing data will be assessed throughout the year. Data will be discussed in PLCs and Problem Solving Team meetings. Through the Touch Base on 20 meetings, data will be assessed on a schoolwide level at least once a quarter.
Person responsible for monitoring outcome:	Claire Mawhinney (claire.mawhinney@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will utilize the Drop Everything and Read time that is incorporated into the bell schedule to promote literacy across grade areas and subject levels. Also, as an AVID School Wide certified school, we will be enhancing lessons by ensuring every student is practicing ELA skills through WICOR in every class on campus.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	DEAR time allows opportunity for students to increase their literary skills using a variety of materials and ensures a consistent and dedicated time each day to enforce the skills. WICOR and other AVID-based strategies allow teachers to specific target skills used in the classroom and provides consistency within the school culture.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	With the implementation of the new BEST standards and new ELA curriculum, focusing on effectively aligning the curriculum and teacher instruction to the state standards will help boost student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students will score at a proficiency level of at least 75% on assessments based on the district and statewide assessments.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Baseline, midyear, and state assessment results will be analyzed to determine alignment of instruction to the curriculum. Implementation of the standards will be discussed in ELA department PLCs and within the grade levels.
Person responsible for monitoring outcome:	Claire Mawhinney (claire.mawhinney@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Classroom walkthroughs and demonstration classrooms will be utilized to monitor alignment of the state standards to the curriculum.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Classroom walkthroughs and demonstration classrooms provide administrators and teachers with the opportunity to observe implementation of the new curriculum and standards. Teachers will be able to share instructional strategies and best practices with one another and collaborate to reinforce effective strategies.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 focusing on Social Emotional Learning practices and through the Creating a Culture of Community and Care curriculum.

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

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, or 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.

Each year, we have overwhelming support during the Great American Teach-In in which community guests visit campus to share the talents and expertise with the students. This provides opportunities for students to experience a variety of career opportunities and to engage with leaders in the community.