

Madison Metropolitan School District



Randall Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

Randall is the oldest school in Madison. In partnership with Franklin Elementary, Randall serves third through fifth grade students from several neighborhoods in central Madison. Our location enables us to work with UW students and professors. We have a very supportive and active parent group.

The last decade has brought us to the realization that, while the majority of our students achieve at high levels, our focus must be on those who do not. We possess a shared resolve to improve our individual and collective performance so that our students can improve theirs. Our commitment is nonnegotiable.

Randall received the highest rating in our state's most recent report card. Still, we find no comfort in this measurement since certain groups of students, e.g., our African American and English Language Learners, are generally performing below proficiency. We possess a dauntless commitment to providing improved pedagogy for these youngsters. This includes our focus on Black Excellence and the implementation of Culturally Responsive Teaching.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by Fastbridge CBM and aReading/Forward.

Evaluation Data Source: FastBridge CBMreading
FastBridge aReading
Forward ELA

Strategy 1

In addition to monthly team meetings focused on literacy planning, Instructional teams will meet 2x per month in order to collaborate around consistent programing and shared protocols for students. These will include plans for facilitating high quality student work in the EL language arts curriculum, especially around the work of our Black/African American students.

Strategy 2

Staff will create and implement Personal Reading Plans for students who score below the 25% percentile on the Fall reading assessment.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by the Fastbridge Fasttrack math assessment.

Evaluation Data Source: Fastbridge Fasttrack Math
Forward Math (Grades 3-8)

Strategy 1

In addition to monthly grade level meetings around Math, Instruction teams will meet 2x monthly in order to collaborate around consistent programing for shared students that includes high quality student work in the Bridges curriculum, especially around the work of our Black/African American students.

Strategy 2

Teachers will provide interventions with targeted grade level focus standards for our students who scored in the high risk category on the Fall Fastbridge math assessment. They will progress monitor these students as they work through the Bridges Intervention program and/or

the Do the Math interventions, and will use this work to differentiate whole class lessons.

Goal 2 The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased students' attendance rates to 92% or higher, with a special focus on the attendance of our Black students.

Evaluation Data Source: Attendance data.

Strategy 1

Throughout the year, the principal and other staff members will communicate clearly and often about the importance of attendance. Teachers will remind parents about the importance of attendance in weekly newsletters, on report cards and at conferences. Monthly newsletters from the principal will include reminders about the importance of attendance and share monthly attendance rates. Teachers will share student's attendance rates at least quarterly on report cards and at conferences. Attendance will be discussed during team meetings and SBLT, where plans can be made to support families who may need assistance in getting their children to school. In addition, our school will have quarterly celebrations of the students' choosing when our attendance rates are 92% and above.

Performance Objective 2

By the end of three years, 85% or more of our students will report a sense of engagement and belonging at Randall.

Evaluation Data Source: Fall and Spring Climate Surveys
Learning partner interviews

Strategy 1

PBS (Positive Behavior Support) leadership team will plan and implement monthly, school-wide initiatives in order to teach and support students with specific positive behavior goals, especially around the themes of belonging and safety. In addition PSS and SBLT will organize school wide projects and events such as the Student Success Night, Read Your Heart Out, and the Randall Rally to improve school spirit and students' sense of belonging. Students will be given voice in the decision making around these events.

Performance Objective 3

The Randall staff will increase their learning around the topic of Trauma.

Evaluation Data Source: Staff Development exit slips and google forms.

Strategy 1

Professional development at Randall will prioritize trauma informed teaching.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased the average literacy and math scores of our African American students' by 10 percentage points as measured by Fastbridge CBM Reading and aReading assessments, aMath Assessments and the Forward Exams.

Evaluation Data Source: Fastbridge CBMreading
Fastbridge aReading
Forward ELA

Strategy 1

Staff will prioritize Black/African American Students in reading and math interventions.

Performance Objective 2

By the end of three years, 85% or more of our African American students will report feeling a sense of belonging at Randall.

Evaluation Data Source: Fall and Spring Climate survey

Strategy 1

Each staff member will pair up with an African American student as a "Learning Partner". The pair will meet 30 minutes or more, monthly, to talk about the student's successes and challenges. The staff member will connect with the student to encourage and support them in order to increase the student's sense of belonging at Randall.

Strategy 2

In addition to the climate survey, Randall will send out a questionnaire to the families of our African American students to get feedback on how students and families are feeling about their students' experiences at Randall.