A. D. HENDERSON UNIVERSITY SCHOOL AND FAU HIGH SCHOOL

School Improvement Plan 2019-2020

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A.D. Henderson University School & FAU High School

777 GLADES RD BLDG 26, Boca Raton, FL 33431

www.adhus.fau.edu

Demographics

Principal: Sherry Bees

Start Date for this Principal: 7/9/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
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 FAU Lab Sch 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

A.D. Henderson University School and FAU High School endeavors to: (1) demonstrate best practices in teacher education; (2) innovate, develop, and provide students a challenging curriculum, balanced with innovative academic support; and (3) conduct and support emerging educational research

Provide the school's vision statement

The Alexander D. Henderson University School/FAU High School (ADHUS/FAUHS) is a national exemplary model for school systems and teacher preparation programs improving education for diverse student populations through innovative, faculty-developed research and curriculum.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Bees, Sherry	Principal	
Hallstrom, Kimberly	Instructional Coach	
Deyo, Teri	Instructional Coach	
Sands, Regina	Administrative Support	
Diaz, Gracie	Administrative Support	
Hoff, Cornelia	Assistant Principal	
Rick, Christine	Assistant Principal	
Bresnahan, Tammy	Administrative Support	

Early Warning Systems

Current Year

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	54	54	58	60	71	72	80	80	75	152	153	156	140	1205
Attendance below 90 percent	2	3	2	3	3	1	5	5	7	1	0	0	0	32
One or more suspensions	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	2	3	1	0	1	0	0	0	2	9
Level 1 on statewide assessment	0	0	0	0	3	4	1	1	2	0	0	0	0	11

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	2	3	1	0	2	0	0	0	0	8

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

54

Date this data was collected or last updated

Monday 9/9/2019

Prior Year - 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	
Attendance below 90 percent	0	3	3	2	0	5	3	7	7	1	3	0	0	34
One or more suspensions	0	0	0	1	0	0	2	0	3	0	0	0	0	6
Course failure in ELA or Math	0	0	0	1	7	6	2	4	3	0	2	1	4	30
Level 1 on statewide assessment	0	0	0	1	6	2	4	6	2	0	0	0	0	21

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	1	5	1	1	2	2	0	0	0	0	12

Prior Year - 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	
Attendance below 90 percent	0	3	3	2	0	5	3	7	7	1	3	0	0	34
One or more suspensions	0	0	0	1	0	0	2	0	3	0	0	0	0	6
Course failure in ELA or Math	0	0	0	1	7	6	2	4	3	0	2	1	4	30
Level 1 on statewide assessment	0	0	0	1	6	2	4	6	2	0	0	0	0	21

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	1	5	1	1	2	2	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	93%	83%	61%	90%	80%	60%
ELA Learning Gains	81%	74%	59%	81%	75%	57%
ELA Lowest 25th Percentile	75%	66%	54%	75%	66%	52%
Math Achievement	92%	84%	62%	89%	84%	61%
Math Learning Gains	76%	70%	59%	74%	74%	58%
Math Lowest 25th Percentile	76%	62%	52%	71%	67%	52%
Science Achievement	88%	76%	56%	91%	79%	57%
Social Studies Achievement	99%	94%	78%	96%	91%	77%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54 (0)	54 (0)	58 (0)	60 (0)	71 (0)	72 (0)	80 (0)	80 (0)	75 (0)	152 (0)	153 (0)	156 (0)	140 (0)	1205 (0)
Attendance below 90 percent	2 (0)	3 (3)	2 (3)	3 (2)	3 (0)	1 (5)	5 (3)	5 (7)	7 (7)	1 (1)	0 (3)	0 (0)	0 (0)	32 (34)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	1 (2)	1 (0)	1 (3)	0 (0)	0 (0)	0 (0)	0 (0)	3 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	2 (7)	3 (6)	1 (2)	0 (4)	1 (3)	0 (0)	0 (2)	0 (1)	2 (4)	9 (30)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (1)	3 (6)	4 (2)	1 (4)	1 (6)	2 (2)	0 (0)	0 (0)	0 (0)	0 (0)	11 (21)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	91%	77%	14%	58%	33%
	2018	74%	73%	1%	57%	17%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	89%	79%	10%	58%	31%
	2018	83%	69%	14%	56%	27%
Same Grade Comparison		6%				
Cohort Comparison		15%				
05	2019	85%	71%	14%	56%	29%
	2018	86%	73%	13%	55%	31%
Same Grade Comparison		-1%				
Cohort Comparison		2%				
06	2019	89%	74%	15%	54%	35%
	2018	83%	69%	14%	52%	31%
Same Grade Comparison		6%				
Cohort Comparison		3%				
07	2019	85%	76%	9%	52%	33%
	2018	85%	79%	6%	51%	34%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2019	89%	84%	5%	56%	33%
	2018	93%	86%	7%	58%	35%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
09	2019	100%	100%	0%	55%	45%
	2018	99%	99%	0%	53%	46%
Same Grade Comparison		1%				
Cohort Comparison		7%				
10	2019	100%	100%	0%	53%	47%
	2018	100%	100%	0%	53%	47%
Same Grade Comparison		0%				
Cohort Comparison		1%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	92%	79%	13%	62%	30%
	2018	79%	81%	-2%	62%	17%
Same Grade Comparison		13%				
Cohort Comparison						
04	2019	85%	74%	11%	64%	21%
	2018	92%	73%	19%	62%	30%
Same Grade Comparison		-7%				
Cohort Comparison		6%				
05	2019	92%	67%	25%	60%	32%
	2018	92%	79%	13%	61%	31%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	94%	90%	4%	55%	39%
	2018	75%	83%	-8%	52%	23%
Same Grade Comparison		19%				
Cohort Comparison		2%				
07	2019	87%	79%	8%	54%	33%
	2018	87%	83%	4%	54%	33%
Same Grade Comparison		0%				
Cohort Comparison		12%				
08	2019	97%	66%	31%	46%	51%
	2018	87%	70%	17%	45%	42%
Same Grade Comparison		10%				
Cohort Comparison		10%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	84%	64%	20%	53%	31%
	2018	86%	69%	17%	55%	31%
Same Grade Comparison		-2%				
Cohort Comparison						
08	2019	74%	73%	1%	48%	26%
	2018	82%	75%	7%	50%	32%
Same Grade Comparison		-8%				
Cohort Comparison		-12%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	100%	100%	0%	67%	33%
2018	100%	100%	0%	65%	35%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	91%	8%	71%	28%
2018	96%	89%	7%	71%	25%
Compare		3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	0%	0%	70%	-70%
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	94%	-2%	61%	31%
2018	93%	94%	-1%	62%	31%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	100%	0%	57%	43%
2018	100%	100%	0%	56%	44%
Compare		0%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
SWD	47	70	63	56	68	64	64				
ELL	79	65	30	80	75						
ASN	100	96	100	100	78		95			100	100
BLK	89	88	82	88	67	78	75	100	90	100	100
HSP	94	78	71	91	73	70	92	100	89	100	100
MUL	85	83		86	78		100				
WHT	93	77	68	94	80	79	86	96	88	100	100
FRL	89	79	71	88	72	73	77	100	88	100	100

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 2015-16	C & C Accel 2015-16
SWD	48	62	56	50	63	61	31				
ELL	71	92		64	90						
ASN	98	90	92	100	67		100			100	100
BLK	87	79	89	74	68	58	74		87	100	100

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 2015-16	C & C Accel 2015-16
HSP	90	77	66	87	75	74	85	94	83	100	100
MUL	89	82	67	82	71		100				
WHT	91	80	73	94	76	81	96	95	83	100	100
FRL	88	79	77	82	73	72	85	97	84	100	100

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	88
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	970
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	62
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	66
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	96
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	87
Black/African American Students Subgroup Below 41% in the Current Year?	NO

Black/African American Students	
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	87
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	86
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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

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	87
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	85
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Using school-wide data, science achievement had the lowest performance with 88% of students scoring level 3 or above. After a thorough analysis of the science data and curricula, the contributing factors to the decline in science scores provide an opportunity for greater integration of science concepts within other content areas. Additionally, there are opportunities to strengthen vertical alignment to deepen the understanding of 6th-7th grade Next Generation Science Standards within the 8th grade science courses.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

School-wide science showed the lowest performance and the largest decline from the previous year. The decline was due to the drop in scores in grades 5 and 8.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data show that the school outperforms the state in all areas. However, due to the low number of students with disabilities,the achievement gap in math and in ELA between students with disabilities (SWD) and their non-disabled peers was greater than the state average. This is partly due to the effect of the sample size; SWD are 5% of the total population.

Which data component showed the most improvement? What new actions did your school take in this area?

Overall, ELA, math, and social studies improved by 3 percentage points each. Math learning gains for students in the lowest quartile increased by 5%. This represents the area that shows the most improvement school-wide. There were large 1-year improvements on the math FSA in grades 4, 6, and 8 (13%, 19%, and 10%, respectively) with 4-year positive trends of 9 or more points in grades 3, 5, and 8.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Instructional staff continuously strive to put interventions and extra supports in place to ensure the success of all students. While there were 11 students who scored Level 1 in math and/or ELA, this represents less than 3% of the affected grade levels and less than 2% of all students in tested grades (3-10).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Science proficiency
2. Learning Gains in ELA
3. Learning Gains in Mathematics

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Proficiency
Rationale	School-wide science scores fell 3 percentage points from last year (91% in 17-18 to 88% in 18-19), although 100% of the students who took the Biology end-of-course exam were proficient . Student proficiency in grades 5 and 8 fell by 2 and 8 points on the NGSSS, respectively.
State the measureable outcome the school plans to achieve	Ninety two percent of students will earn a passing score (3 or higher) in science as indicated by the end-of-year, schoolwide science assessments.
Person responsible for monitoring outcome	Allan Phipps (aphipps@fau.edu)
Evidence-based Strategy	The middle school science team will disaggregate the grade 5 cohort science data to identify gaps in student mastery of the 5th grade science standards. In addition, the grade 6-8 science teachers will administer a diagnostic assessment, using results to modify the curriculum scope and sequence to address potential gaps. Grade 8 science teacher will use diagnostic assessments to develop a pacing guide to assure all science standards were taught and reviewed prior to the state assessment. Science instructional planning considers multiple intelligences and various learning modalities for active engagement and hands-on experiments that build content knowledge. Bi-weekly benchmark assessments and mid-year diagnostics provide on-going progress monitoring of students' understanding of the standards and to provide targeted instruction. Progress monitoring also helps to identify students in need of tutoring. The Javits grant is leveraged to provide content tutoring by certified teachers. Elementary instructors also use standards-based assessments to monitor progress.
Rationale for Evidence-based Strategy	Teachers conduct frequent informal assessments to determine students' level of understanding of science standards and provided targeted remediation if needed. Progress monitoring is a research-validated assessment method that provides data critical for evaluating academic performance across the entire spectrum of student achievement. (Pamela Stacker, 2010) The use of hands on experiments and other active learning strategies improves students' ability to understand the material and make connections to their everyday life. Studies have shown Active Learning Classrooms (ALCs) help increase student engagement and improve student performance (Jung Hyun). USA Test prep will be used to improve the students' familiarity with the tested material, increases self-efficacy with test taking, and may reduce anxiety (Snooks, 2004). Targeted support from a content expert provides additional remediation and monitoring.
Action Step	
Description	1. Students are tested on learned material using USA Test Prep 2. Data chats inform teachers and administrators of students' progress to meeting standards

	3. Identify the NGSSS standards that need remediation 4. Students not meeting standards are provided with tutoring or other interventions 5. After school boot camp for 8th grade students who scored below level 3 on the grade 5 NGSSS
Person Responsible	Cornelia Hoff (choff1@fau.edu)

#2	
Title	Learning Gains - English/Language Arts
Rationale	Overall, 81% of students made learning gains, which was equal to the prior year. Although this represents an increase of 8 percentage points over 4 years, students did reach the 18-19 SIP goal of 84% achieving learning gains.
State the measureable outcome the school plans to achieve	At least 84% of students will make learning gains as indicated on the 2019-2020 FSA in English Language Arts.
Person responsible for monitoring outcome	Sherry Bees (sherrybees1@gmail.com)
Evidence-based Strategy	Utilize daily iii designated time for ELA intervention and ongoing progress monitoring through MTSS. Middle school with use USA Test Prep for progress monitoring. The Javits grant is being leveraged to provide content tutoring by certified teachers.
Rationale for Evidence-based Strategy	Test prep helps to improve the students' familiarity with the tested material, increases self-efficacy with test taking, and may reduce anxiety (Snooks, 2004). Targeted support from a content expert provides additional remediation and monitoring.
Action Step	
Description	1. Utilize USA Test Prep (MS) for progress monitoring in the Middle School 2. Use data chats to identify students not meeting grade level standards 3. Provide tutoring and/or classroom interventions 4. Provide professional development in reading strategies through consultants and Learning/Linking Walks
Person Responsible	Cornelia Hoff (choff1@fau.edu)

#3	
Title	Learning Gains - Mathematics
Rationale	75.8% of students made learning gains in math, which is an increase of 1.5 percentage points from the previous year. However, it represents a decrease of 1 percentage point over 4 years. The highest learning gain reported in the past 4 years was 81% (2017).
State the measureable outcome the school plans to achieve	At least 77% of students will make learning gains in mathematics as indicated by the 2019-2020 combined mathematics assessments (FSA and EOCs).
Person responsible for monitoring outcome	Sherry Bees (sherrybees1@gmail.com)
Evidence-based Strategy	Use ALEKS - Assessment and Learning in Knowledge Spaces, based on Knowledge Space Theory. It provides an exact and comprehensive description of students' competence in math, and provides a list of topics that students are ready to learn. The Javits grant is being leveraged to provide content tutoring by certified teachers.
Rationale for Evidence-based Strategy	By identifying students' competence with a variety of math topics, teachers are able to provide accurate interventions for students who haven't grasped grade-level concepts.
Action Step	
Description	1. Utilize ALEKS for progress monitoring and informing instruction 2. Use data chats to identify students not meeting grade level standards 3. Provide tutoring and/or classroom interventions 4. Provide professional development classroom release time for teachers to participate in Learning/Linking Walks in order to observe and collaborate on the use of high-yield instructional strategies.
Person Responsible	Cornelia Hoff (choff1@fau.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Being a choice school with students coming from three different counties, we understand that family and community engagement is a cornerstone of our students' success. Our strategy begins with communication and collaboration. We publish a monthly newsletter to families and the local community with student and teacher accomplishments, outreach activities, and upcoming events. Additionally, our PTO actively volunteers in classrooms, organizes school and community events. Other mechanisms used to keep families informed include FOCUS student/parent portal, Parent Event Calendar, Blackboard Connect, Google Classroom, Facebook and Twitter. Engaging families in the education process is encouraged through academic events in the evenings and on weekends such as literacy nights, STEM curriculum nights, academic competitions, parent trainings, and family math night.

Additionally, the annual parents survey helps to determine which school engagement activities are most impactful, and solicit ways to improve the educational experience to better meet student and family needs. For example, last school year, parent surveys overwhelmingly indicated a desire for students to have free tutoring opportunities. In response, we are leveraging school and Javits grant funds to hire teachers and college students to support K-8 students needing acceleration, remediation, or credit recovery.

Building a sense of community is an important feature of our school. We conduct numerous school events to encourage the family-school spirit. For example, we host a Halloween Howl, concerts and student productions, fundraisers for local charities, and a unique Thanksgiving celebration. We also encourage whole school events such as attending FAU football and basketball games as a school community.

ADHUS/FAUHS collaborates with business partners and local organizations that provide resources and internships for our students, including Florida Power & Light, Florida Hospital, JM Family Enterprises, Inc., Advanced Green Technologies, Max Plank Florida Institute for Neuroscience, the Rotary Club, and Boca Raton Chamber of Commerce.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Social-emotional learning (SEL) is a valued aspect of our students' educational experience. Beginning with a comprehensive K-12 school counseling program, a schoolwide focus provides appropriate social and emotional support based on students' needs. An analysis of data collected from 1) K-12 biannual needs assessment; 2) Social-Emotional Health Survey in grades three and grades 8-12; and 3) Strengths and Difficulties Questionnaire help determine the needs of students, examine the nature and causes of needs, and set priorities for counseling.
Teachers and staff are provided with SEL curriculum along with strategies to use with students on a daily basis. Topics include mindfulness, self-advocacy, health and wellness, and anti-bullying. Through the Javits grant, SEL and near-peer mentoring was established and has now become the norm.
The aligned comprehensive counseling program is integral to student and school success. The data-driven program is delivered systematically. Counselors provide proactive services

to students based on social, emotional, academic, and career development. The plan for K-12 support includes 1) early identification; 2) targeted small group counseling; and 3) targeted individual counseling. This continuum ensures that all students receive the appropriate intensity and dosage of intervention. School counselors also hold workshops focusing on mental health education and SEL for parents.
Near-peer mentoring in the high school round out the mentoring initiatives to promote the development of healthy, competent students in a safe and encouraging environment. Students selected as mentors receive training and support through evidenced-based curriculum that varies for each grade level. Mentoring topics include managing stress, assimilation to a new environment, and for our high school students, making a smooth transition to college.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To assist students with the transition from one school level to another, ADHUS/FAUHS employs a variety of strategies. For students entering kindergarten we provide a "Kindergarten Round-Up" each May. Parents are invited to meet with kindergarten teachers and administrators to review school expectations, academics, curriculum, and standards. The school also provides parents and students with tours of the school in small groups and answers questions throughout the tour as needed. All students and parents are offered the opportunity to meet their teacher(s) on the Friday prior to the start of the school year at the school's "Meet the Teacher" day.

Parents and students transitioning into middle school or who are new to ADHUS grades 1-5, are given the opportunity to attend a parent orientation in May that introduces them to the schedule, expectations, and changes they will experience in middle school, despite being on the same campus.

Incoming 9th graders are invited to participate in orientation nights where they become acclimated to the school environment while getting to meet their classmates. The high school counseling staff, including the academic advisor, provide students with guidance as they transition into high school in 9th grade and again into dual enrollment coursework in 10th grade. We have dedicated advisors to support major/career counseling for appropriate coursework. HS students are provided with a needs assessment survey each semester to determine appropriate tracks and pathways are developed to support their goals.

Additional events include: Incoming Middle School Boot Camp, 8th grade transition to HS meeting, 8th grade critical thinking class, FAU High School Open Houses, monthly PD sessions for HS parents, counselor PD and coffee talk sessions, Steps-to-Success class for 9th grade students transitioning to the college, and the SLS class for 10th graders,

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The administrative team, instructional facilitators, and district support staff meet weekly to discuss operations, school-wide initiatives, and data analysis. Through these meetings, the team focuses on alignment of school-wide goals, instructional and curricular decisions, as well as professional development and student outcomes. Needs are identified by reviewing

several data sources such as, teacher observations/evaluations, student assessments, attendance, grades, and feedback from stakeholders. In order to utilize resources for maximum impact, the leadership team works through the problem solving process.
An analysis of budget expenditures for curricular programs, technology, professional development, and materials determine the return on investment and effectiveness for continued use. The Superintendent, Principal/Director, Programs and Policy Development, and Finance Director meet on a bi-weekly basis to review funding and expenditures to determine adequate and appropriate spending for optimal impact.
The leadership team participates in summer planning meetings to review and align personnel, instruction, and curricular resources to meet the needs of all students for the upcoming year. An annual document outlining the roles and responsibilities streamlines communication about resources and workflow. A review of potential grant budgets and an analysis of need determine where these additional funding sources can provide the greatest impact.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

ADHUS/FAUHS recognizes the importance of preparing students for their future in college and careers. The elementary and middle school counselors provide classroom lessons on establishing and tracking individual goals to prepare students for college and career readiness.

FAU High School is unique in the advanced coursework that ninth graders participate. Students take part in college readiness workshops, meet with college professors, and attend workshops on the university campus. The goal of the ninth grade curriculum at FAU High is to prepare all students to transition to Florida Atlantic University as 10th graders. There, they complete the rest of their high school coursework requirements and begin their undergraduate degrees in a major of their choosing. In addition, the students receive academic advising from an on-site counselor who provides them with course selection support that guides them toward their future career aspirations. A typical graduate of FAU High School earns three years' worth of college credits toward a Bachelor's degree.

Part V: Budget

1	III.A	Areas of Focus: Science Proficiency				$14,928.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	0011 - A.D. Henderson University School & FAU High	Title IV		$1,560.00
			Notes: Substitutes to release classroom teachers for Problem based learning professional development			
		131300-CONSULTING SERVICES - GENERAL	0011 - A.D. Henderson University School & FAU High	Title IV		$3,000.00
			Notes: Problem based learning professional development			
		519-Technology-Related Supplies	0011 - A.D. Henderson University School & FAU High	Title IV		$5,568.00

			Notes: Software and other STEM supplies to support science proficiency			
		160-Other Support Personnel	0011 - A.D. Henderson University School & FAU High	Other		$4,800.00
			Notes: The Javits Grant will provide stipends to personnel for tutoring students who have been identified as needing additional science content support.			
2	**III.A**	**Areas of Focus: Learning Gains - English/Language Arts**				**$33,309.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		160-Other Support Personnel	0011 - A.D. Henderson University School & FAU High	Title, I Part A		$4,935.00
			Notes: Stipends for teachers to provided tutoring for students at risk of not meeting grade level proficiency.			
		519-Technology-Related Supplies	0011 - A.D. Henderson University School & FAU High	Title, I Part A		$10,232.00
			Notes: Software to support reading interventions.			
		500-Materials and Supplies	0011 - A.D. Henderson University School & FAU High	Title, I Part A		$5,342.00
			Notes: Below level books to use during reading and writing workshop with students at risk of not meeting grade level requirements			
		131300-CONSULTING SERVICES - GENERAL	0011 - A.D. Henderson University School & FAU High	Title II		$8,000.00
			Notes: Reading workshop professional development			
		160-Other Support Personnel	0011 - A.D. Henderson University School & FAU High	Other		$4,800.00
			Notes: The Javits Grant will provide stipends to personnel for tutoring students who have been identified as needing additional support in English/Language Arts.			
3	**III.A**	**Areas of Focus: Learning Gains - Mathematics**				**$22,986.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		519-Technology-Related Supplies	0011 - A.D. Henderson University School & FAU High	General Fund		$13,186.00
			Notes: ALEKS software to track student achievement in mathematics across grade level standards			
		140-Substitute Teachers	0011 - A.D. Henderson University School & FAU High	Title II		$5,000.00
			Notes: Substitutes to provide release time for teachers to participate in linking/ learning walks professional development			

		160-Other Support Personnel	0011 - A.D. Henderson University School & FAU High	Other		$4,800.00
			Notes: The Javits Grant will provide stipends to personnel for tutoring students who have been identified as needing additional support in English/Language Arts.			
					Total:	**$71,223.00**