



A.D. Henderson University  
School and FAU High School

**School Improvement Plan**  
**2022 - 2023**

**School Data**

| School Grade Component      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 93%    | 80%      | 53%   | 91%    | 80%      | 53%   | 93%    | 83%      | 61%   |
| ELA Learning Gains          | 76%    | 69%      | 53%   | 77%    | 71%      | 49%   | 81%    | 74%      | 59%   |
| ELA Lowest 25th percentile  | 74%    | 59%      | 41%   | 77%    | 61%      | 36%   | 75%    | 66%      | 54%   |
| Math Achievement            | 92%    | 81%      | 53%   | 86%    | 77%      | 48%   | 92%    | 84%      | 62%   |
| Math Learning Gains         | 80%    | 73%      | 58%   | 57%    | 64%      | 39%   | 76%    | 70%      | 59%   |
| Math Lowest 25th percentile | 85%    | 65%      | 49%   | 60%    | 60%      | 33%   | 76%    | 62%      | 52%   |
| Science Achievement         | 92%    | 77%      | 53%   | 87%    | 77%      | 52%   | 88%    | 76%      | 56%   |
| Social Studies Achievement  | 99%    | 93%      | 69%   | 93%    | 87%      | 65%   | 99%    | 94       | 78%   |

| 2022 SUBGROUP DATA |          |        |            |           |         |             |         |        |          |                 |                 |
|--------------------|----------|--------|------------|-----------|---------|-------------|---------|--------|----------|-----------------|-----------------|
| Subgroups          | ELA Ach. | ELA LG | ELA LG L25 | Math Ach. | Math LG | Math LG L35 | Sci Ach | SS Ach | MS Accel | Grad Rate 20-21 | C&C Accel 20-21 |
| SWD                | 55       | 69     | 68         | 62        | 75      | 74          | 57      |        |          |                 |                 |
| ELL                | 88       | 55     |            | 94        | 82      |             |         |        |          |                 |                 |
| ASN                | 97       | 85     | 91         | 100       | 100     |             | 100     |        |          | 100             | 100             |
| BLK                | 90       | 75     | 74         | 83        | 66      | 69          | 83      | 93     | 80       | 100             | 100             |
| HSP                | 94       | 77     | 82         | 95        | 87      | 97          | 95      | 100    | 97       | 100             | 100             |
| MUL                | 90       | 78     |            | 88        | 70      |             | 100     |        |          |                 |                 |
| WHT                | 93       | 72     | 67         | 92        | 79      | 86          | 89      | 100    | 92       | 100             | 100             |
| FRL                | 89       | 72     | 72         | 86        | 77      | 77          | 82      | 96     | 87       | 100             | 100             |

■ Not enough data available to display for one or more levels of data.

## Data Analysis

What trends emerge across grade levels, subgroups, and core content

FY22 statewide assessments in English Language Arts show learning gains trending downward for total students and lowest 25%. Learning Gains in mathematics, however, show improvement in both groups (total students and lowest 25%). Science achievement shows a 5 percentage point increase from FY21 and 1.2 points increase from FY18.

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

Learning gains for students in English Language Arts, particularly in middle school, demonstrate the greatest need for improvement.

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

Staff turnover, new teachers in the middle school may have contributed to the results. Teachers will continue to participate in professional learning focused on new standards, engage in collaborative planning with their teams, and track student data using the FAST assessments to monitor student progress.

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

In FY22, mathematics showed the most improvement from the prior year (5.9 percentage points). Learning gains during the same period improved 22.4 percentage points for total students and 24.8 points for the lowest 25%.

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

In FY21, many students were attending school remotely, particularly in the first semester. Online learning may have had a negative effect on those students who struggle in mathematics. To address this deficit, a school focus on math achievement and after school tutoring may have contributed to this improvement in FY22.

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

Progress monitoring, data chats, tutoring

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.

Lesson planning conferences, coaching, state, regional and national conference attendance, Professional Learning Communities, Research Communities of Practice, Linking Walks, quarterly data chats

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

Continue to utilize CARES Act funding to implement tutoring and other support early and often. Determine struggling students early in the school year through formative assessment data (F.A.S.T., iReady, ALEKS) and analysis along with whole-team quarterly data chats and provide those students with interventions during and after school as necessary to close any gaps remaining as a result of the pandemic.

**Planning for Improvement**

| <b>Area of Focus 1: Instructional Practice</b><br><b>Targeted Element: English Language Arts - Learning Gains</b> |   |
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| <b>Rationale</b>  | Overall, 76% of students in grades 3-10 made learning gains in English Language Arts in 2022, which represents a decrease of 1 percentage point from the 20-21 school year, and 5 percentage point decrease from the 19-20 school year.   |
| <b>Measurable Outcome</b>   | At least 79% of students will make learning gains as indicated by the Florida Assessment of Student Thinking (F.A.S.T.) results for English Language Arts results in the 2022-2023 school year.   |
| <b>Describe how this Area of Focus will be monitored for the desired outcome</b>                                  | <p>School administrators and team leaders will monitor progress on the implementation of strategies and assessments through classroom walkthroughs, data chats, and grade level and team meetings.</p> <p>The school's comprehensive evidence-based reading plan decision tree will guide the instruction, progress monitoring, and intervention process.</p> <p>Progress toward this goal will be measured by the F.A.S.T. progress monitoring data, along with iReady data will be used to measure.</p> |
| <b>Person responsible for monitoring</b>  | Dr. Joel Herbst   |
| <b>Evidence-based Strategy being implemented for this area of focus</b>   | <p>Utilize designated daily intervention time for ELA interventions and ongoing progress monitoring through Multi Tiered System of Supports ( MTSS).</p> <p>Elementary and middle school teachers will use iReady to monitor progress.</p> <p>Kindergarten through third grade teachers will use Wilson Foundations for Tier 1 phonics instruction, with a more intensive intervention model implemented for students who require Tier 2 or Tier 3 interventions.</p>                                     |
| <b>Rationale for strategy</b>   | Many studies support the use of an explicit, systematic, and multisensory approach to instruction in phonological awareness and phonics, see two IES meta-analyses that support this claim <a href="#">here</a> and <a href="#">here</a> . In addition to the research cited, these essential   |

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|                            | <p>skills are highlighted in Florida’s new ELA B.E.S.T. Standards as part of the cornerstones of reading.</p>  |
| <p><b>Action Steps</b></p> | <p><b>Elementary</b></p> <ol style="list-style-type: none"> <li>1. Use assessment data (F.A.S.T., iReady, and reading Running Records) to establish a baseline and monitor progress.</li> <li>2. Identify student needs through the (MTSS process which includes:             <ul style="list-style-type: none"> <li>○ Monthly School-based Team (SBT) meetings</li> <li>○ Daily What-I-Need (WIN) groups that target remediation and acceleration</li> <li>○ Progress monitoring</li> </ul> </li> <li>3. Continue coaching cycles and literacy walks to target instruction.</li> <li>4. Implement after school tutoring in reading.</li> <li>5. Engage parents in their children’s literacy (Literacy Night, Read-at-home project, New Worlds Reading Initiative).</li> </ol> <p><b>Middle</b></p> <ol style="list-style-type: none"> <li>1. Utilize data points for progress monitoring from iReady, CommonLit, and No Red Ink, in the Middle School.</li> <li>2. Focus Middle School Cross-curricular PLCs on supporting the B.E.S.T. Standards in ELA that indicate the lowest proficiency and identify effective strategies to use in classrooms to help assist with mastery of those standards.</li> <li>3. Use data chats to identify students not meeting grade level standards and provide research based interventions.</li> <li>4. Implement academic intervention for students identified as having deficiencies in one or more standards based on multiple data sources.</li> </ol> <p><b>High</b></p> <ol style="list-style-type: none"> <li>1. Provide ESE support using the push-in model for ELA.</li> <li>2. Utilize progress monitoring data along with classroom data and grades to assess progress and plan for support.</li> <li>3. Use data to identify ELA standards with the lowest proficiency and the students who make up the lowest quartile to offer targeted support.</li> <li>4. Implement data chats with teachers, administration, and school counselors to initiate an intervention plan that includes tutoring and monitoring.</li> <li>5. Establish bi-weekly monitoring and adjust the intervention</li> </ol> |

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|  | plan as needed  |
| <b>Person responsible for implementation</b> | Lauren Robinson, Elem. Assistant Principal<br>Cornelia Hoff, MS Assistant Principal<br>Kimberly Hallstrom, HS Assistant Principal |

| <b>Area of Focus 2: Instructional Practice</b><br><b>Targeted Element: Mathematics - Learning Gains</b> |  |
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| <b>Rationale</b>  | Overall, 80% of students made learning gains in mathematics on the FY22 FSA/EOCs, which represents an increase of 23 percentage points from FY21, and a 4 percentage point increase from the 19-20 school year.  |
| <b>Intended Outcome</b>   | At least 83% of students will make learning gains in mathematics as indicated by the F.A.S.T. mathematics results in the 2022-2023 school year.  |
| <b>Describe how this Area of Focus will be monitored for the desired outcome</b>                        | F.A.S.T. progress monitoring data as well as iReady data will be used to monitor students' grade level progress. School administrators and team leaders utilize quarterly data chats, classroom walkthroughs, classroom-level data analysis, and grade level and team meeting feedback to monitor progress on the implementation of strategies and assessments.  |
| <b>Person responsible for monitoring</b>  | Dr. Joel Herbst  |
| <b>Evidence-based Strategy being implemented For this area of focus.</b>                                | Use math assessment data from F.A.S.T. progress monitoring (K-9) and from iReady (K-5) to identify students in need of intervention. Math interventions will focus on proficient problem solving models, guided practice with feedback, and ongoing cumulative review ( <a href="#">IES Practice Guide</a> )<br><br>In grades 5 through 9, Assessment and Learning in Knowledge Spaces (ALEKS) software, which is based on Knowledge Space Theory, provides an exact and comprehensive description of students' competence in math with a list of topics that students are ready to learn. |
| <b>Rationale for strategy</b>   | Targeted mathematics instructional strategies using rich contexts, discovery, and explicit instruction that are  |

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|   | <p>individualized based on student needs are aligned with evidence-based, best practices for struggling learners.</p>   |
| <p><b>Action Steps</b></p>                          | <p><b>Elementary</b></p> <ol style="list-style-type: none"> <li>1. Use math assessment data from F.A.S.T. and iReady to monitor progress.</li> <li>2. Identify student needs through the MTSS process             <ul style="list-style-type: none"> <li>○ Monthly SBT meetings</li> <li>○ Daily What-I-Need (WIN) groups that target remediation and acceleration</li> <li>○ Response to intervention</li> </ul> </li> <li>3. Monitor student mastery of grade level standards through classwork and assessments.</li> <li>4. Provide enrichment opportunities for acceleration by identifying possible leveled groups during math instruction.</li> <li>5. Provide after school tutoring in math.</li> </ol> <p><b>Middle</b></p> <ol style="list-style-type: none"> <li>1. Analyze F.A.S.T. progress monitoring assessment data to identify student deficiencies across grade level mathematics standards.</li> <li>2. Use ALEKS placement/diagnostic data to place students on a pathway to master the grade level content.</li> <li>3. Provide students with after-school academic support for 9 weeks, focused on a targeted skill.</li> <li>4. Exit students from tutoring if they score at least 75% on the ALEKS assessment based on their deficient targeted skills.</li> </ol> <p><b>Grade 9 (Geometry)</b></p> <ol style="list-style-type: none"> <li>1. Analyze F.A.S.T. progress monitoring assessment data to identify student deficiencies across grade level mathematics standards.</li> <li>2. Use ALEKS placement/diagnostic data to place students on a pathway to master the grade level content.</li> </ol> |
| <p><b>Person responsible for implementation</b></p> | <p>Lauren Robinson, Elem. Assistant Principal<br/>           Cornelia Hoff, MS Assistant Principal<br/>           Kimberly Hallstrom, HS Assistant Principal</p>  |

| <b>Area of Focus 3: Positive Culture and Environment<br/>Targeted Element: Character Education</b> |   |
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| <b>Rationale</b>   | <p>Character education (CE) has been credited with improving integrity, compassion, and self-discipline (Jeynes, 2019). In a meta analysis of character education programs, Jeynes (2019) found statistically significant effects of CE on a variety of behavioral actions including increased self-control, decreased violence, fewer suspensions, and “less bad behavior.”</p> <p>Responses from parents and families on the FY22 annual parent survey revealed the follow results:<br/>Approximately 9.5% of families disagreed or strongly disagreed that their child had a positive attitude about school. When asked about their child’s relationship with their teacher, 3.8% disagreed that their child had a positive relationship with his/her teacher.</p> <p>Character Counts! is one of the most widely used character education frameworks in the country. By implementing this program with fidelity, students, staff, and parents form a partnership and hear a consistent message about character traits that are vital for success in school.</p> |
| <b>Intended Outcome</b>  | <p>Results from the FY23 parent/family survey will show a 5% decrease of the disagree/strongly disagree responses in each of the following survey items: parents’ perception of their child’s attitude about school and their belief about their child’s positive attitude with their classroom teacher.</p> <p>*Baseline student discipline results are not available as a new format for document student referrals was implemented in the 22-23 school year. Baseline data will be collected in 22-23.</p>   |
| <b>Describe how this Area of Focus will be monitored for the desired outcome</b>                   | <p>School administrators, instructional facilitators, and the Student Behavior Coordinator will utilize classroom/school walkthroughs, student discipline data, and grade level and team meeting feedback to monitor progress on the implementation Character Counts.</p>   |

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| <p><b>Person responsible for monitoring</b></p>                                | <p>Dr. Joel Herbst</p>   |
| <p><b>Evidence-based Strategy being implemented for this area of focus</b></p> | <p>Classroom teachers will implement Character Counts! daily lessons with fidelity. Expected behaviors will be reinforced and rewarded throughout the school day in a variety of contexts. The School Based Team will suggest interventions as needed. School counselors will reinforce expected behaviors through interventions and small group lessons.</p>  |
| <p><b>Rationale for strategy</b></p>   | <p>Practices that research (see IES Practice Guide) has shown to reduce problem behaviors include teaching and reinforcing new skills to increase appropriate behavior. In addition, adopting a schoolwide approach to prevent problem behaviors and increase positive interactions may also be used to reduce problematic behaviors. To meet these recommendations, the school will implement Character Counts! schoolwide.</p>   |
| <p><b>Action Steps</b></p>   | <ol style="list-style-type: none"> <li>1. Provide training to all staff on the 6 pillars and the implementation of Character Counts! before the start of the school year.</li> <li>2. Share common language and expectations and practice in class during daily lessons.</li> <li>3. Use visual school and classroom reminders and ongoing communication with students and parents to reinforce desired behaviors.</li> <li>4. Implement monthly student incentives and rewards to increase engagement and reinforce expectations.</li> <li>5. Provide mid-year training for difficult classroom behaviors (ie: ADHD-related, social skill deficits).</li> </ol> |
| <p><b>Person responsible for implementation</b></p>                            | <p>Tamara Cook, Behavior Coordinator, will ensure school-wide participation/implementation.</p>  |

**Describe how the school addresses building a positive school culture and environment.**

Implementation of the new character education program, Character Counts! will enhance the school's positive culture and environment. The curriculum is centered around "six pillars of character" including trustworthiness, respect, responsibility, fairness, caring, and citizenships. Each pillar is meant to support a culture of kindness, making our school a safer environment for students to learn.

Daily lessons in every grade, kindergarten through grade 9, teach the meaning behind each pillar. Each month one pillar becomes the focus and is reinforced throughout the school. Students are recognized for their exemplary display of the focus pillar.

The School Counseling Team focuses on students' social and emotional health by initiating the use of universal screeners for early identification of students who may be at-risk or in need of intervention beyond Tier 1. This is an effort to implement comprehensive, proactive support services throughout the year.

Wrap-around services include parent workshops on topics that address the three ASCA student standards domains (Social-Emotional, Academic, Career), classroom lessons that meet the comprehensive health mandate, Red Ribbon Week, recognizing and celebrating healthy choices, Monique Burr Foundation curriculum highlighting safety, and National Bullying Prevention Month.

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

Parents, guardians, and caregivers provide input on curriculum, health and safety, accessibility, and extracurricular activities through annual surveys, PTO meetings, and SAB meetings. Families receive a link to the monthly community newsletter that includes embedded links for follow up questions. Teachers and school staff provide input on curriculum, professional development needs, health and safety through the annual Survey of Needs, quarterly data chats, and monthly grade level meetings. The school's administration leads teacher effectiveness through a cycle of observation and feedback, monitors student achievement using progress monitoring assessment scores, and manages budgeted allocations to ensure student success. Finally, the School Advisory Body provides input on school policies, procedures, and equitability through monthly meetings and subcommittees.