



A.D. Henderson University
School and FAU High School

School Improvement Plan
2023 - 2024

School Data

School Grade Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement	94%	82%	50%	93%	80%	53%	91%	80%	53%
ELA Learning Gains				76%	69%	53%	77%	71%	49%
ELA L25s percentile				74%	59%	41%	77%	61%	36%
Math Achievement	97%	85%	56%	92%	81%	53%	86%	77%	48%
Math Learning Gains				80%	73%	58%	57%	64%	39%
Math L25s percentile				85%	65%	49%	60%	60%	33%
Science Achievement	90%	82%	53%	92%	77%	53%	87%	77%	52%
Social Studies Achievement	97%	92%	64%	99%	93%	69%	93%	87%	65%

2023 SUBGROUP DATA								
Subgroups	ELA Ach.	ELA LG	ELA LG L25	Math Ach.	Math LG	Math LG L25	Sci Ach	SS Ach
SWD	64%			88%			69%	*
ELL	*			*			*	*
ASN	98%			100%			98%	*
BLK	90%			90%			90%	100%
HSP	94%			100%			95%	90%
MUL	90%			85%			94%	*
WHT	96%			99%			94%	100%
FRL	88%			92%			89%	100%

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

 Because of the new F.A.S.T. assessments in 22-23, the FDOE did not calculate learning gains.

Data Analysis/Reflection

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

Performance in most areas improved compared with 2022 data. Only 2 areas showed a slight decline, Social Studies and Science. However, achievement in those areas were 97% and 90%, respectively. The slight 2% decline (from 99%) in Social Studies may be due to a change in instructors.

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

There were only slight decreases in achievement data compared with last year. Science and Social Studies achievement each dropped by 2 percentage points.

3. 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 results of the statewide assessments showed the largest gap in ELA when students with disabilities were compared to students without disabilities. The school's gap on this component is 32 points. Sixty four percent of students with disabilities scored Level 3 or higher, compared with 96% of students without disabilities. This is a 9 point improvement from last school year.

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

Students with disabilities (SWDs) showed the most improvement of all subgroups in both English Language Arts (ELA) and mathematics compared with 2022. Overall, SWDs improved 9 percentage points in ELA and 26 percentage points in math. A keen focus on providing early and frequent interventions for all students who struggle contributed to improvement in 2023.

5. Reflecting on the EWS data from Part I, identify one or two potential areas of concern. Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Although school-wide ELA data showed 94% of students scoring level 3 and above, middle school ELA is one area that will be targeted for improvement. There are no other data within the EWS indicating a need for targeted improvement.

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

- Priorities for school improvement include the following:
- a. Increase the percentage of students who score level 4 and above on the 2024 FAST statewide assessment.
 - b. Decrease the number of referrals by continued training and implementation of character and resiliency education.

Planning for Improvement

Area of Focus 1: Instructional Practice Specifically Relating to: English Language Arts - Increase the percentage of students scoring Level 4 and above	
Rationale	Historically, well over 90% of the students score Level 3 and above on statewide assessments in English Language Arts (ELA). A <i>Level 3</i> indicates “on-grade level” and could indicate that the student may need additional support for the next grade or course. However, an achievement level of 4 indicates that the student is “proficient” or likely to excel in the next grade or course, and <i>Level 5</i> indicates “mastery.” The focus is to increase the percentage of students scoring level 4 and above while continuing to support students who are not meeting grade level expectations.
Measurable Outcome	At least 70% of elementary students (grades 3-5), 76% of middle school students (grades 6-8) and 100% of high school students (grades 9-10) will earn a Level 4 or above as indicated on the English Language Arts PM-3 results of the 2024 F.A.S.T. assessment.
Describe how this Area of Focus will be monitored for the desired outcome	<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 results on the ELA F.A.S.T. PM-1 and PM-2 assessments, along with district progress monitoring data (iReady and CommonLit) and other grade-specific data.</p>
Person responsible for monitoring	Dr. Joel Herbst

<p>Evidence-based Strategy being implemented for this area of focus</p>	<p>Utilize designated daily intervention time for ELA and ongoing progress monitoring through MTSS. Grades kindergarten through grade 5 will use iReady to monitor progress. Kindergarten through third grade teachers will also use Wilson’s Foundations for Tier 1 phonics instruction, with a more intensive intervention model implemented for students who require Tier 2 or Tier 3 interventions. Middle school teachers will use standards-aligned assessments to determine individual gaps in performance and remediate as necessary during and after school.</p>
<p>Rationale for strategy</p>	<p>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 here and here. In addition to the research cited, these essential skills are highlighted in Florida’s new ELA B.E.S.T. Standards as part of the cornerstones of reading.</p>
<p>Action Steps</p>	<p><u>Kindergarten through Grade 5:</u></p> <ol style="list-style-type: none"> 1. Use the F.A.S.T. assessment data during PM-1 to establish a baseline and monitor student progress. 2. Identify student needs through the MTSS process <ol style="list-style-type: none"> a. Monthly school-based team (SBT) meetings b. Daily What-I-Need (WIN) groups that target remediation and acceleration c. Continuous progress monitoring 3. Continue coaching cycles and literacy walks to support instruction. 4. Implement after school tutoring in reading when necessary. 5. Engage parents in their children’s literacy (Literacy Night, Read-at-home project, New Worlds Reading Initiative). <p><u>Grades 6-8</u></p> <ol style="list-style-type: none"> 1. Utilize multiple data points for progress monitoring from CommonLit and No Red Ink. 2. Focus middle school PLCs on the implementation of a workshop approach for reading and ELA instruction and engaging students in academic discourse. 3. Implement academic interventions through after school tutoring to support students identified as having deficiencies in one or more standards based on multiple data sources. 4. Analyze classroom walkthroughs and coaching cycles to support effective instructional and engagement strategies

	<p>used in classrooms.</p> <p>Grades 9 and 10</p> <ol style="list-style-type: none"> 1. Utilize progress monitoring data along with classroom data and grades to assess progress and plan for support. 2. Use F.A.S.T. progress monitoring data to identify ELA standards that indicate lowest proficiency and offer targeted support. 3. Implement data chats with teachers, administration, and school counselors to initiate an intervention plan that includes tutoring and monitoring. 4. Establish bi-weekly monitoring and adjust the intervention plan as needed.
Person(s) responsible for implementation	<p>Lauren Robinson, EL Assistant Principal Cornelia Hoff, MS Assistant Principal Kimberly Hallstrom, HS Assistant Principal</p>

<p>Area of Focus 2: Instructional Practice Targeted Element: Mathematics - Increase the percentage of students scoring Level 4 and above</p>	
Rationale	<p>More than 90% of the students scored Level 3 or above on statewide assessments in mathematics for the past two years. While <i>Level 3</i> indicates “on-grade level” it may also indicate that the student may need additional support for the next grade or course. However, a <i>Level 4</i> achievement indicates that the student is “proficient” or likely to excel in the next grade or course, and <i>Level 5</i> indicates “mastery.” The focus in mathematics is to increase the percentage of students scoring level 4 and above while continuing to support students who are not meeting grade level expectations.</p>
Measurable Outcome	<p>At least 85% of elementary students (grades 3-5) and 88% of middle school students (grades 6-8) will earn a Level 4 or above as indicated on the Mathematics PM-3 results of the 2024 F.A.S.T. assessment.</p>
Describe how this Area of Focus will be monitored for	<p>F.A.S.T. progress monitoring data as well as iReady and ALEKS 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</p>

the desired outcome	level and team meeting feedback to monitor progress on the implementation of strategies and assessments.
Person responsible for monitoring	Dr. Joel Herbst
Evidence-based Strategy being implemented For this area of focus.	<p>Use math assessment data from F.A.S.T. progress monitoring and from iReady to identify students in need of intervention. Math interventions will focus on proficient problem solving models, guided practice with feedback, and ongoing cumulative review (IES Practice Guide)</p> <p>In grades 5 through 8, 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.</p> <p>Students who are identified as struggling to meet grade level expectations will be provided in-class assistance, interventions, and after-school tutoring.</p>
Rationale for strategy	Targeted mathematics instructional strategies using rich contexts, discovery, and explicit instruction that are individualized based on student needs are aligned with evidence-based, best practices for struggling learners.
Action Steps	<p><u>Kindergarten through Grade 5</u></p> <ol style="list-style-type: none"> 1. Use math assessment data from F.A.S.T. as well as iReady and classroom assessments to monitor progress. 2. Identify student needs through the MTSS process <ol style="list-style-type: none"> a. Monthly SBT meetings b. Daily What-I-Need (WIN) groups that target remediation and acceleration c. Response to intervention 3. Provide training and support for the implementation of a workshop approach for teaching math in order to provide multiple opportunities to reach the diverse needs of learners 4. Utilize a math specialist to provide interventions and classroom support for students not mastering grade level content. 5. Establish a math night to support parent involvement to help support their student's progress in math with an

	in-person or virtual math night for parents.
Action Steps	<p><u>Grades 6-8</u></p> <ol style="list-style-type: none"> 1. Analyze F.A.S.T. progress monitoring assessment data to identify student deficiencies across grade level mathematics standards. 2. Use ALEKS placement/diagnostic data to place students on a pathway to master the grade level content. 3. Provide students with after-school academic support that is focused on targeted skills. 4. Implement a workshop approach for teaching math to provide increased opportunities to reach the diverse needs of learners 5. Offer a dual enrollment math course for qualified middle school students.
Person(s) responsible for implementation	Lauren Robinson, EL Assistant Principal Cornelia Hoff, MS Assistant Principal

Area of Focus 3: Positive Culture and Environment Targeted Element: Character Education	
Rationale	<p>Character Counts! is one of the most widely used character education frameworks in the country. Research shows that having a quality character education program decreases behavior issues and improves academic performance.</p> <p>Character Counts was implemented during the 22-23 school year. Because behavioral expectations were more focused and aligned with the framework outlined in the Character Counts curriculum, consequences for not meeting those expectations increased. In all, there were a total of 563 referrals written for students: 474 were teacher/classroom referral; 89 escalated to administrator referrals.</p>
Intended Outcome	Using baseline student referral data from 2022-2023, teacher/classroom level referrals and administrative referrals will each decrease by 10% (427 and 80, respectively) by the end of the 2023-2024 school year.
Describe how this Area of Focus will be monitored for	School administrators, instructional facilitators, and the behavior coordinator will utilize classroom/school walkthroughs, student discipline data, and grade level and team meeting feedback to monitor student behavior.

the desired outcome	
Person responsible for monitoring	Dr. Joel Herbst
Evidence-based Strategy being implemented for this area of focus	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. Classroom teachers along with the behavior specialist will provide interventions as needed. School counselors will reinforce expected behaviors through interventions and small group lessons.
Rationale for strategy	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 continue to implement Character Counts! schoolwide, with interventions provided using Navigate 360 in middle school
Action Steps	<ol style="list-style-type: none"> 1. Provide refresher training by Character Counts trainers on the 6 pillars for continued school-wide implementation and include a focused workshop on managing difficult behaviors for instructional personnel. 2. Use common language and expectations in all areas of the school. 3. Reinforce desired behavior with visual reminders and communication throughout the school and classrooms. 4. Provide monthly student incentives and rewards to increase engagement and reinforce expectations. 5. Implement Navigate360 for instruction in resiliency education in middle school and as a vehicle to provide behavioral interventions school-wide.
Person responsible for implementation	Tamara Cook, Behavior Coordinator, will ensure school-wide participation and implementation.

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

Continuation of the Character Counts curriculum 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 utilizing Navigate360 to meet comprehensive health and resiliency education requirements, Monique Burr Foundation curriculum highlighting safety, and events such as Red Ribbon Week 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 learning 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.