



FLORIDA ATLANTIC UNIVERSITY

Laboratory Schools

# A.D. Henderson University School and Florida Atlantic University High School

## **School Improvement Plan 2025 - 2026**

**SCHOOLWIDE DATA**

School Grade Component	2025		2024			2023		
	*School/ District	State	School	District	State	School	District	State
ELA Achievement	97%	59%	96%	83%	58%	94%	82%	50%
ELA Gr. 3 Achievement	89%	57%	91%	74%	59%	90%	80%	56%
ELA Learning Gains	82%	59%	83%	74%	59%	*	*	*
ELA L25s percentile	80%	55%	80%	64%	54%	*	*	*
Math Achievement	100%	60%	98%	82%	59%	97%	85%	56%
Math Learning Gains	87%	59%	84%	68%	61%	*	*	*
Math L25s percentile	86%	53%	82%	57%	56%	*	*	*
Science Achievement	98%	61%	99%	82%	65%	90%	82%	53%
Social Studies Achievement	100%	74%	97%	90%	72%	97%	92%	64%
Graduation Rate	100%	72%	100%	100%	71%	100%	100%	70%
Middle School Acceleration	81%	75%	88%	79%	71%	92%	86%	74%

+Data for grades 3-10

\*Learning gains were not calculated for FY23

**SUBGROUP DATA**

Year	2025				2024			
Subgroups	ELA Ach.	Math Ach.	Sci Ach	SS Ach	ELA Ach.	Math Ach.	Sci Ach	SS Ach
SWD	90%	96%	77%	**	91%	93%	88%	**
ELL	80%	100%	**	**	94%	100%	**	**
ASN	99%	100%	**	100%	99%	100%	100%	**
BLK	93%	100%	100%	100%	90%	97%	97%	80%
HSP	98%	100%	98%	100%	96%	98%	97%	100%
MUL	94%	100%	95%	**	93%	100%	100%	**
WHT	97%	99%	97%	100%	97%	99%	99%	100%
Econ Dis	94%	100%	97%	100%	92%	98%	95%	100%

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

## Data Analysis/Reflection

1. Most Improvement: Which data component showed the most improvement? What new actions did your school take in this area?

Student scores in ELA, mathematics, science, and social studies achievement levels show at least 97% proficiency, with 100% proficiency in math and social studies. Learning gains in math, including those in the lowest 25th percentile, improved from the 2024-2025 school year. Teachers in the elementary grades focused on math professional learning during the 24-25 school year, and half of those teachers completed the math micro-credential course. In addition, targeted interventions provided in math, along with close monitoring of assessment data through the MTSS process, have contributed to this improvement.

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

Students who are English language learners (ELL) scored lower than last year, and 17 points lower than the schoolwide proficiency. However, with a small number of students identified as ELLs, these percentage differences may not reflect meaningful trends due to the limited sample size. Students with disabilities showed a performance gap compared to their peers without disabilities.

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

For the majority of subjects and grade levels, performance improved from 2024-2025. However, the middle school acceleration percentage shows a slight decrease. This apparent decline is actually due to a positive development: our highest-achieving mathematics students are now enrolled in advanced courses such as Algebra II and Pre-calculus. When calculating the acceleration percentage, these students are counted in the denominator, but their advanced coursework may not register as 'accelerated' in the metric being used. This creates a statistical artifact that masks the true academic progress of these high-performing students who are appropriately challenged in rigorous coursework. We will continue to review strategies to better capture and reflect this advanced student achievement in our acceleration ratings.

4. Greatest Gap: 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 school outperformed the State in every subject and subgroup. At the school level, the following gaps exist. Students with disabilities scored lower than their non-disabled peers by 8 percentage points in ELA and 4 points in mathematics. Economically disadvantaged (ED) students scored 4 points lower than non-ED students in ELA. Progress monitoring, interventions, and monthly data chats will continue to mitigate these gaps.

5. EWS Areas of Concern: Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Although improved from last school year, absenteeism continues to be a component to watch closely. There were 6 students in grades K-8 absent 10% or more days in 2024-2025.

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

1. Focus on students' learning gains in ELA and Math.
2. Increase the percentage of students scoring Level 4 or Level 5 on ELA and Math.
3. Reduce the number of students who are absent or tardy to school.

## Planning for Improvement

<b>Area of Focus 1: Instructional Practice</b> <b>Specifically Relating to: English Language Arts</b> <b>Increase the percentage of students making learning gains</b>	
<b>Description and rationale</b>	Schoolwide achievement in English Language Arts is significantly elevated; 97% of students in grades one through ten scored Level 3 or above. However, 81% of students made learning gains. A focus on learning gains is warranted to ensure all students achieve at least one year's academic growth.
<b>Measurable outcome</b>	<p>At least 81% of students in grades 1-10 will achieve learning gains on the 2026 FAST ELA PM3 Assessment.</p> <p>Sub goal by grade band:</p> <ul style="list-style-type: none"> <li>● At least 72% of students in grades 1 and 2</li> <li>● At least 80% of students in grades 3 through 5</li> <li>● At least 82% of students in grades 6-8</li> <li>● At least 86% of students in grades 9 and 10</li> </ul>
<b>Describe how this area of focus will be monitored for the desired outcome.</b>	<p>School administrators, instructional facilitators, and team leaders will monitor progress on the implementation of strategies and assessments through classroom walkthroughs, data chats, as well as 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. Progress toward this goal will be measured by the results of the ELA FAST PM-1 and PM-2 assessments, along with district progress monitoring data (iReady and CommonLit) and other grade-specific data.</p>
<b>Person responsible for monitoring outcome</b>	Dr. Lauren Robinson, Principal
<b>Evidence-based strategy being implemented for this area of focus.</b>	<p>Kindergarten through grade 5 teachers will utilize designated daily intervention time for ELA and ongoing progress monitoring through the MTSS process.</p> <p>Kindergarten through third-grade teachers will use Wilson's Foundations for Tier 1 phonics instruction. Lexia Core5 will be used with students who need more intensive Tier 2 or Tier 3 interventions.</p> <p>Middle and high school teachers will use standards-aligned assessments to determine individual gaps in performance and remediate as necessary during and after school. Lexia PowerUp will be used with students who need more intensive 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 skills are highlighted in Florida's new ELA B.E.S.T. Standards as part of the cornerstones of reading.
<b>Action Steps</b> <u>Kindergarten through Grade 5:</u> <ol style="list-style-type: none"> <li>1. Use the FAST PM-1 assessment data and iReady diagnostic data to establish a baseline and monitor student progress.</li> <li>2. Implement Foundations in kindergarten through 3rd grade classrooms.</li> <li>3. Focus on small group instruction in Tier 1.</li> <li>4. Identify student needs through the MTSS process:               <ol style="list-style-type: none"> <li>a. Monthly school-based team (SBT) meetings</li> <li>b. Daily What-I-Need (WIN) groups that target remediation and acceleration</li> <li>c. Continuous progress monitoring</li> </ol> </li> <li>5. Use Lexia Core5 for students in Tier 2 and/or Tier 3 interventions and for students in grades 3-5 who need additional phonics instruction.</li> <li>6. Continue coaching cycles, literacy walks, and administrative classroom walkthroughs to support instruction.</li> <li>7. Engage parents in their children's literacy (Literacy Night, Read-at-home project, New Worlds Reading Initiative).</li> <li>8. Continue reading incentive challenges.</li> </ol> <u>Grades 6-8</u> <ol style="list-style-type: none"> <li>1. Utilize multiple data points from CommonLit for progress monitoring.</li> <li>2. Continue book clubs in ELA classes that incorporate higher-level critical thinking skills.</li> <li>3. Increase opportunities for cross-curricular instruction.</li> <li>4. Implement academic interventions through after-school tutoring to support students identified as having deficiencies in one or more standards based on multiple data sources.</li> <li>5. Utilize Lexia's PowerUp to support Tier 2 and Tier 3 interventions.</li> <li>6. Engage students in academic electives.</li> </ol> <u>Grades 9 and 10</u> <ol style="list-style-type: none"> <li>1. Utilize progress monitoring data along with classroom data and grades to assess progress and plan for support.</li> <li>2. Utilize CommonLit in the ELA class.</li> <li>3. Use FAST progress monitoring data to identify students who may drop a level of achievement in ELA and offer targeted support.</li> <li>4. Implement data chats with teachers, administration, and school counselors to initiate an intervention plan that includes tutoring.</li> </ol>	
<b>Person responsible for implementation</b>	Rebecca Kasten, Elementary Assistant Principal Cornelia Hoff, Middle School Assistant Principal Kimberly Hallstrom, High School Assistant Principal

<b>Area of Focus 2: Instructional Practice</b> <b>Targeted Element: Mathematics</b> <b>Increase the percentage of students making learning gains</b>	
<b>Description and Rationale</b>	Schoolwide achievement in mathematics is very high; 98% of students scored a level 3 or above. However, 85% of students made learning gains. A focus on learning gains is warranted to ensure all students make at least one year's academic growth.
<b>Measurable outcome</b>	<p>At least 87% of students will make learning gains as indicated on the 2025 FAST PM3 mathematics assessments.</p> <p>Sub goal by grade band</p> <ul style="list-style-type: none"> <li>➤ At least 85% of students in grades 1 and 2</li> <li>➤ At least 86% of students in grades 3 through 5</li> <li>➤ At least 88% of students in grades 6-8</li> </ul>
<b>Describe how this area of focus will be monitored for the desired outcome</b>	FAST 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-level and team meeting feedback to monitor progress on the implementation of strategies and assessments.
<b>Person responsible for monitoring outcome</b>	Dr. Lauren Robinson
<b>Evidence-based Strategy being implemented For this area of focus.</b>	<p>Math assessment data from FAST progress monitoring and from iReady (K-5) are used to identify students in need of intervention. Math interventions are explicit and systematic, focusing on proficient problem-solving models, verbalization of thought processes, guided practice with feedback, and ongoing cumulative review (<a href="#"><u>IES Practice Guide</u></a>).</p> <p>In grades 5 through 8, ALEKS provides a comprehensive description of students' competence in math with a list of topics that students are ready to learn.</p> <p>Students in grades 6-8 identified as struggling to meet grade level expectations will be provided with in-class assistance, interventions, and after-school tutoring.</p>
<b>Rationale for strategy</b>	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**Kindergarten through Grade 5

1. Use math assessment data from FAST as well as iReady and classroom assessments to monitor progress.
2. Identify student needs through the MTSS process:
  - a. Monthly SBT meetings
  - b. Daily What-I-Need (WIN) groups that target remediation and acceleration
  - c. Response to intervention
3. Continue the workshop approach for teaching math in order to provide multiple opportunities to reach the diverse needs of learners.
4. 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.

Grades 6-8

1. Analyze FAST 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. Identify students struggling in math and provide small group settings to help with comprehension.
4. Provide immediate feedback through test corrections.

**Person responsible for implementation**

Rebecca Kasten, Elementary Assistant Principal  
Cornelia Hoff, Middle School Assistant Principal

**Positive Culture and Environment****Targeted Elements: Student On-Time Attendance and Reduced Student Referrals****Description and Rationale**

In 2024-2025, 6 students were absent from school for 10% or more days with a schoolwide average daily attendance of 96.3%. There was also an average of 18 late arrivals (tardy to school) per day, representing 2% of the students in kindergarten through grade 9. Decreasing the number of absences and increasing the amount of on-time attendance will continue to be a focus for the 2025-2026 school year. Research has shown that chronic absenteeism impacts students' learning opportunities and therefore, their achievement. A second area of focus impacting a positive school culture is student discipline referrals. Using Character Counts! as a foundation for schoolwide expectations, we will focus specifically on respect, responsibility, and citizenship to address on-time school attendance as well as a reduction of student referrals.

**Measurable outcome**

In the 2025-2026 school year, we will decrease teacher and administrative referrals by 30%, reduce administrator referrals from 30 to 21 (30% reduction), reduce tardiness incidents by 25%, and maintain our 97% average daily attendance rate while reducing chronic absenteeism from 6 students to 3 students.



<b>Describe how this area of focus will be monitored for the desired outcome</b>	During each quarterly data meeting, which includes the principal, district administrators, instructional facilitators, behavior coordinator, and counselors, level administrators will present discipline reports that include the number of total referrals (minor infractions and administrative referrals) issued for the prior quarter. Students who are approaching the 10% threshold for absences and tardies will also be discussed. Trends may be identified and interventions put in place if necessary.
<b>Person responsible for monitoring outcome</b>	Dr. Lauren Robinson
<b>Evidence-based strategy being implemented for this area of focus.</b>	<p>The Character Counts! program will continue to be implemented schoolwide with fidelity. Expected behaviors will be reinforced and rewarded throughout the school day in a variety of contexts. Classroom teachers, school counselors, and the behavior specialist will provide interventions and small group lessons as needed.</p> <p>Administrators will utilize the early warning alert in Focus and contact parents through phone, email, and other messaging systems when the student nears the 10% threshold for absences or late arrivals. Staff members will leverage the current CC! curriculum and philosophy to foster a positive school-wide climate that motivates students to attend school on time each day.</p>
<b>Rationale for strategy</b>	Research ( <a href="#">Jeynes, W. H., 2017</a> ) has identified a positive relationship between character education and overall student outcomes. Character education was also associated with a smaller number of suspensions, higher levels of respect, and fewer expressions of bad behavior. Other studies have found that a comprehensive character education program and a positive school climate can reduce absenteeism.
<b>Action Steps</b> <ol style="list-style-type: none"> <li>1. Continue CC! Steering Committee meetings to review progress, promote the use of CC! common language, and ensure alignment of high behavioral expectations across the school.</li> <li>2. Monitor students in classrooms and common areas to ensure they exhibit appropriate and expected behavior.</li> <li>3. Recognize students who exemplify the CC! pillars each month.</li> <li>4. Track administrative referrals weekly to identify behavior trends, and implement targeted interventions when necessary (e.g., additional support, peer mediation, or behavior contracts).</li> <li>5. Initiate the “Owls Who Show Up” incentive for on-time student attendance. Provide opportunities for students by grade band to earn incentives for on-time daily arrival each week. Support the initiative with weekly recognition and parent communication.</li> <li>6. Monitor students’ daily attendance and late arrivals, setting an alert in Focus for students who are nearing the 10% threshold for student absences.</li> <li>7. Assign the attendance manager to ensure the correct level administrator has the information needed to intervene.</li> <li>8. Contact parents to determine the cause(s) of the absences and/or late arrivals to school.</li> </ol>	

<b>Person responsible for implementation</b>	Tamara Cook, Behavior Coordinator Rebecca Kasten, Elementary Assistant Principal Cornelia Hoff, Middle School Assistant Principal Kimberly Hallstrom, High School Assistant Principal
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<b>Positive Culture and Environment</b> <b>Targeted Element: Parent Engagement &amp; Satisfaction</b>	
<b>Description and Rationale</b>	In 2024-2025, 160 parents responded to the annual parent/guardian survey (a 15% response rate). Although the overall responses were positive, satisfaction fell below 90% in several areas: student progress communication, support for academic achievement at home, information about the National School Lunch Program (NSLP), and volunteer encouragement. Survey respondents also raised concerns about the school meal service and food choices.
<b>Measurable Outcome</b>	The 2026 Annual Parent/Guardian Survey response rate will improve to at least 18%, and increase positive responses to statements regarding student progress communication, access to resources for academic achievement support at home, information about the NSLP, and volunteer encouragement to 90% or higher.
<b>Describe how this area of focus will be monitored for the desired outcome.</b>	School leadership and PTO liaisons will work with the PTO board members and other parent groups to help encourage an expansion in the variety of parents for volunteer opportunities. Communication from classrooms to families will also improve with assistant principals setting expectations for communication. Satisfaction with the food service and meal choice will be addressed by holding “testing menus” to determine more desirable items for both children and their parents, keeping in mind dietary needs and standards set by the NSLP.
<b>Person responsible for monitoring outcome</b>	Dr. Lauren Robinson, Principal
<b>Evidence-based Intervention</b>	<ol style="list-style-type: none"> <li>1. Structured Communication Systems</li> <li>2. Collaborative Decision-Making Processes</li> </ol>
<b>Rationale for strategy</b>	<p>Strong school-family relationships create networks of support that benefit student outcomes. Kraft &amp; Rogers (2015) found that structured communication interventions increased parent engagement by 32% and improved satisfaction ratings by 23%.</p> <p>Joyce Epstein’s model of types of involvement framework shows that schools with structured parent engagement approaches see significant improvements in student achievement and family satisfaction.</p>

<b>Action Steps</b>	<ol style="list-style-type: none"> <li>1. Implement a multi-channel survey distribution strategy - email, text messages, announcements at school events, and reminders spaced over 3-4 weeks to maximize participation.</li> <li>2. Establish regular communication protocols with clear expectations - assistant principals work with teachers to develop standardized communication expectations, regarding progress updates, academic achievement resources shared with families, and individual student progress conferences where appropriate.</li> <li>3. Develop comprehensive NSLP information - create clear, accessible materials about the NSLP including eligibility requirements, application processes, menu information, and nutritional benefits. Distribute information through multiple channels and languages as needed, and host an information session for parents.</li> <li>4. Expand volunteer opportunities - partner with PTO board members to identify barriers preventing parent participation and create flexible volunteer options including virtual opportunities, one-time events, and skills-based volunteering.</li> <li>5. Launch menu testing and food service improvement initiative- work with the vendor (SLA) to organize testing events where parents and students can sample and provide feedback on potential meal options.</li> <li>6. Create a parent feedback monitoring system - Establish quarterly check-ins between school leadership and PTO liaisons to track progress on communication improvements and volunteer engagement.</li> </ol>
<b>Person Monitoring</b>	<p>Lauren Robinson, Principal  Rebecca Kasten, Elementary Assistant Principal  Cornelia Hoff, Middle School Assistant Principal  Kimberly Hallstrom, High School Assistant Principal</p>