



FLORIDA ATLANTIC UNIVERSITY

---

Laboratory Schools

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

**School Improvement Plan**  
**2024 - 2025**

**School Data**

School Grade Component	2024			2023			2022		
	School	District	State	School	District	State	School	District	State
ELA Achievement	96%	83%	58%	94%	82%	50%	93%	80%	53%
ELA Gr. 3 Achievement	91%	74%	59%	90%	80%	56%	++	++	++
ELA Learning Gains	83%	74%	59%	*	*	*	76%	69%	53%
ELA L25s percentile	80%	64%	54%	*	*	*	74%	59%	41%
Math Achievement	98%	82%	59%	97%	85%	56%	92%	81%	53%
Math Learning Gains	84%	68%	61%	*	*	*	80%	73%	58%
Math L25s percentile	82%	57%	56%	*	*	*	85%	65%	49%
Science Achievement	99%	82%	65%	90%	82%	53%	92%	77%	53%
Social Studies Achievement	97%	90%	72%	97%	92%	64%	99%	93%	69%

\*Learning gains were not calculated for FY23

++ These data elements were new, beginning FY23

SUBGROUP DATA								
Year	2024				2023			
Subgroups	ELA Ach.	Math Ach.	Sci Ach	SS Ach	ELA Ach.	Math Ach.	Sci Ach	SS Ach
SWD	91%	93%	88%	**	64%	88%	69%	**
ELL	94%	100%	**	**	**	**	**	**
ASN	99%	100%	100%	**	98%	100%	98%	**
BLK	90%	97%	97%	80%	90%	90%	90%	100%
HSP	96%	98%	97%	100%	94%	100%	95%	90%
MUL	93%	100%	100%	**	90%	85%	94%	*
WHT	97%	99%	99%	100%	96%	99%	94%	100%
Econ Dis	92%	98%	95%	100%	88%	92%	89%	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?

Data in all areas: ELA, Mathematics, and Science have all shown significant improvement. Students with disabilities showed the most improvement with ELA scores improving by 36 points and math improving by 31 points over a 2-year period. Targeted interventions provided in K-5 reading and 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.

Economically disadvantaged (ED) students scored slightly lower than non-ED students in ELA (-5.6 points) and mathematics (-1.1 points). While we have made progress in this area, we will continue to close these gaps through interventions and data tracking.

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 2023-2024. However, middle school acceleration percentage has decreased slightly because our highest level mathematics students are taking Pre-calculus and Algebra II and count in the denominator when the acceleration percentage is calculated. We recognize that this is not a decline because the students are high-achieving and are being challenged; however, we will continue to review strategies that may assist in impacting the acceleration rating.

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 out-performed 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 5 percentage points in ELA and 6 points in mathematics. While there is still work to do, this is a significant improvement over the past 3 years. Economically disadvantaged (ED) students scored nearly 6 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.

Absenteeism continues to be a component to watch closely. Although improved from the prior year, there were 17 students in grades K-8 (approximately 2.7%) absent 10% or more days in 2023-2024.

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 from FY24 to FY25</b>	
<b>Description and Rationale</b>	Schoolwide achievement in English Language Arts is very high; 96% 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 make at least one year’s academic growth.
<b>Measurable outcome</b>	At least 84% of students in grades 1-10 will make learning gains on the 2025 F.A.S.T. ELA PM3 Assessment.  Sub goal by grade band: <ul style="list-style-type: none"> <li>➤ At least 74% of students in grades 1 and 2</li> <li>➤ At least 84% of students in grades 3 through 5</li> <li>➤ At least 83% of students in grades 6-8</li> <li>➤ At least 88% of students in grades 9 and 10</li> </ul>
<b>Describe how this area of focus will be monitored for the desired outcome.</b>	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. 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 F.A.S.T. PM-1 and PM-2 assessments, along with district progress monitoring data (iReady and CommonLit) and other grade-specific data.
<b>Person responsible for monitoring outcome</b>	Dr. Lauren Robinson

<p><b>Evidence-based Strategy being implemented For this area of focus.</b></p>	<p>Kindergarten through grade 5 instructors will utilize designated daily intervention time for ELA and ongoing progress monitoring through MTSS using iReady to monitor progress.</p> <p>Kindergarten through second-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>
<p><b>Rationale for strategy With Tier of Evidence</b></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 <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.</p>
<p><b>Action Steps</b></p> <p><u>Kindergarten through Grade 5:</u></p> <ol style="list-style-type: none"> <li>1. Use the F.A.S.T. PM-1 assessment data and iReady diagnostic data to establish a baseline and monitor student progress.</li> <li>2. 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>3. Use Lexia Core5 for students in Tier 2 and/or Tier 3 interventions</li> <li>4. Continue coaching cycles, literacy walks, and administrative classroom walkthroughs to support instruction.</li> <li>5. Engage parents in their children’s literacy (Literacy Night, Read-at-home project, New Worlds Reading Initiative).</li> </ol> <p><u>Grades 6-8</u></p> <ol style="list-style-type: none"> <li>1. Utilize multiple data points from CommonLit and No Red Ink for progress monitoring.</li> <li>2. Implement cross-curricular PL groups based on targeted deficiencies identified in 23-24 SY PM3.</li> <li>3. Implement school-wide vocabulary focused on word study and morphology.</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. Implementing the impact coaching cycles to support effective classroom instructional and engagement strategies.</li> </ol> <p><u>Grades 9 and 10</u></p> <ol style="list-style-type: none"> <li>1. Utilize progress monitoring data along with classroom data and grades to assess</li> </ol>	

<p>progress and plan for support.</p> <ol style="list-style-type: none"> <li>2. Use F.A.S.T. progress monitoring data to identify ELA standards that indicate lowest proficiency and offer targeted support.</li> <li>3. Implement data chats with teachers, administration, and school counselors to initiate an intervention plan that includes tutoring and monitoring.</li> <li>4. Establish bi-weekly monitoring and adjust the intervention plan as needed.</li> </ol>	
<b>Person responsible for implementation</b>	<p>Lauren Robinson, Principal  Rebecca Kasten, Elem. Assistant Principal  Cornelia Hoff, MS Assistant Principal  Kimberly Hallstrom, HS Assistant Principal</p>

<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>	<p>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.</p>
<b>Measurable outcome</b>	<p>At least 87% of students will make learning gains as indicated on the 2025 F.A.S.T. PM3 mathematics assessments.</p> <p>Sub goal by grade band</p> <ul style="list-style-type: none"> <li>➤ At least 89% of students in grades 1 and 2</li> <li>➤ At least 87% of students in grades 3 through 5</li> <li>➤ At least 87% of students in grades 6-8</li> </ul>
<b>Describe how this area of focus will be monitored for the desired outcome</b>	<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-level and team meeting feedback to monitor progress on the implementation of strategies and assessments.</p>
<b>Person responsible for monitoring outcome</b>	<p>Dr. Lauren Robinson</p>
<b>Evidence-based Strategy being implemented For this area of focus.</b>	<p>Math assessment data from F.A.S.T. 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="#">IES Practice Guide</a>).</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 in grades 6-8 identified as struggling to meet grade level expectations will be provided in-class assistance, interventions, and after-school tutoring.</p>
<p><b>Rationale for strategy With Tier of Evidence</b></p>	<p>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.</p>
<p><b>Action Steps</b></p> <p><u>Kindergarten through Grade 5</u></p> <ol style="list-style-type: none"> <li>1. Use math assessment data from F.A.S.T. as well as iReady and classroom assessments to monitor progress.</li> <li>2. Identify student needs through the MTSS process             <ol style="list-style-type: none"> <li>a. Monthly SBT meetings</li> <li>b. Daily What-I-Need (WIN) groups that target remediation and acceleration</li> <li>c. Response to intervention</li> </ol> </li> <li>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</li> <li>4. Utilize a math specialist to provide interventions and classroom support for students not mastering grade-level content.</li> <li>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.</li> </ol> <p><u>Grades 6-8</u></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 that is focused on targeted skills.</li> <li>4. Implement a workshop approach for teaching math to provide increased opportunities to reach the diverse needs of learners</li> <li>5. Offer a dual enrollment math course for qualified middle school students.</li> </ol>	
<p><b>Person responsible for implementation</b></p>	<p>Lauren Robinson, Principal              Rebecca Kasten, Elem. Assistant Principal              Cornelia Hoff, MS Assistant Principal              Kimberly Hallstrom, HS Assistant Principal</p>

<b>Area of Focus 3: Character Education</b> <b>Targeted Element: Student Behavior</b> <b>Decrease the number of students receiving referrals</b>	
<b>Description and Rationale</b>	Continue to focus on implementation of schoolwide Character Counts! (CC!). Not only can a character education program like CC! reduce student behavior issues, it also has shown to improve academic performance, enhance social skills, and have a positive impact on school climate.
<b>Measurable outcome</b>	Through the ongoing implementation of Character Counts, the number of administrative referrals will decrease by 10% in the 2024-2025 school year, when compared to 2023-2024 results.
<b>Describe how this area of focus will be monitored for the desired outcome</b>	During each quarterly data meeting, level administrators will present discipline reports to the principal and superintendent that include the number of total referrals (minor infractions and administrative referrals) issued for the prior quarter. 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>	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 along with the behavior specialist will provide interventions as needed. School counselors will reinforce expected behaviors through interventions and small group lessons.
<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. In the meta-analysis, the effect size for character education on self-control was .57. Character education was also associated with a smaller number of suspensions, higher levels of respect, and fewer expressions of bad behavior.
<b>Action Steps</b>	
<ol style="list-style-type: none"> <li>1. Provide training to new teachers and refresher training for returning staff.</li> <li>2. 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>3. Monitor students in classrooms and common areas to ensure they exhibit appropriate and expected behavior.</li> <li>4. Recognize students who exemplify the CC! pillars each month.</li> <li>5. Track administrative referrals weekly to identify behavior trends, and implement targeted interventions when necessary (e.g., additional support, peer mediation, or</li> </ol>	



behavior contracts).	
<b>Person responsible for implementation</b>	Tamara Cook, Behavior Coordinator, will ensure school-wide participation and implementation.

<b>Positive Culture and Environment Targeted Element: Student On-Time Attendance</b>	
<b>Description and Rationale</b>	In 2023-2024, 17 students were absent from school for 10% or more days with an average daily attendance of 95.9%. There was also an average of 12 late arrivals (tardy to school) per day. Decreasing the number of absences and increasing the amount of on-time attendance is a focus for the 2024-2025 school year. Research has shown that chronic absenteeism impacts students' learning opportunities and therefore, their achievement.
<b>Measurable Outcome</b>	By the end of the 24-25 school year, the number of students absent from school more than 10% of total school days will decrease by 30% while increasing overall students' on-time attendance by 25% when compared to 23-24 data.
<b>Describe how this area of focus will be monitored for the desired outcome.</b>	Attendance and tardy reports will be reviewed at each bi-quarterly data meetings with the leadership team. The student information system (SIS) is set up to alert administrators when students reach the 10% threshold for absences.
<b>Person responsible for monitoring outcome</b>	Dr. Lauren Robinson
<b>Evidence-based Intervention</b>	Utilize the early warning signs alert in the current SIS and contact parents through phone, email, and other messaging when the student nears the 10% threshold. Leverage the current CC! curriculum to foster a positive school-wide climate that motivates students to attend school on time each day.
<b>Rationale for strategy</b>	These interventions have ESSA strong evidence of supporting student attendance.
<b>Action Steps</b>	
<ol style="list-style-type: none"> <li>1. Monitor students' daily attendance and late arrivals.</li> <li>2. Set an alert in Focus (SIS) when students are nearing the 10% threshold for student absences.</li> <li>3. Contact parents via phone or direct messaging through the SIS portal to determine the</li> </ol>	

<p>cause(s) of the absences and/or late arrivals to school.</p> <p>4. Assign the attendance manager to ensure the correct level administrator has the information needed to intervene.</p>	
<p><b>Person Monitoring</b></p>	<p>Lauren Robinson, Principal                  Rebecca Kasten, Elem. Assistant Principal                  Cornelia Hoff, MS Assistant Principal                  Kimberly Hallstrom, HS Assistant Principal</p>