A.D. Henderson University School & FAU High School

2016-17 Schoolwide Improvement Plan

A.D. Henderson University School & FAU High School

777 GLADES RD BLDG 26, Boca Raton, FL 33431

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School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the FAU Lab Sch County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for A.D. Henderson University School & FAU High School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Alexander D. Henderson University School/FAU High School has a three-fold mission of (1) being a demonstration site for teacher education; (2) developing curricula; (3) conducting research (F.S. 228.053).

b. 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Teachers and school leaders understand that respecting students' interests and backgrounds are key to building relationships and fostering a sense of community in the school. Staff utilize survey data, as well as "Getting to Know You" projects at the beginning of the year, to learn about students' traditions and cultural backgrounds. Teachers learn about students' differentiated needs by partnering with parents to discuss academics and cultural background. Staff additionally strive to build relationships with students in various extracurricular settings such as athletic events, clubs and other volunteer opportunities. The adults on campus take pride in attending school and community events to engage with parents and students outside of the academic day. Teachers and school leaders take the time to get to know each child personally.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

ADHUS/FAUHS creates a safe environment through a culture of inclusion and respect. This mindset evident in all classrooms throughout the school. The school culture allows for relationships to be established across settings that enable students to feel safe and share their needs consistently. We use OWLS (Organized, Working, Learning, Students) Agreements to teach school-wide expectations like Mutual Respect, Appreciations - No Put-Downs, and Attentive Listening. Teachers and guidance counselors teach students about these agreements and how they impact our environment. Each classroom also utilizes teacher developed classroom management systems that emphasize routines and expectations. Students are taught rules and routines early in the year. These rules have both rewards and consequences in each classroom environment leading to higher expectations. There are also supports provided for behavior intervention as well as social emotional interventions when needed in order to help all students feel safe each and every day.

The school has three "Bully Boxes" located throughout the campus where students can anonymously report bullying. Incidents of bullying are taken seriously and resolved within a timely period.

In addition to school culture, all stakeholders are active in ensuring students interact safely throughout the school day. Elementary teachers walk students to and from resource/elective classes, to lunch and at dismissal where adults await them and safely load them into cars, buses, or to the hands of their parents. Middle and high school students are supervised by a member of the support

team during all class transitions, lunch, and before and after school hours. A school resource officer is assigned to the school and is highly visible. The officer assists with arrival and dismissal and general campus monitoring. The officer also meets with students and parents who have safety concerns. Additionally, security cameras are located throughout the campus, and administration and the school resource officer have the ability to view these cameras in real-time as well as camera archives when necessary. Lastly, the campus has been upgraded to include shatter-proof doors at the school's main entrances as well as lock-down mechanisms that allow school staff to immediately lock exterior doors in the case of a "Code Red" emergency. Emergency drills for fire, severe weather, and lockdowns are conducted throughout the year to familiarize students, faculty, and staff with the procedures associated with each of these events.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our OWLS (Organized, Working, Learning, Students) Agreements are implemented to teach school-wide expectations like Mutual Respect, Appreciations - No Put-Downs, and Attentive Listening. Teachers and guidance teach students about these agreements and how they impact our environment. Teachers utilize a written warning form procedure with interventions to address repetitive behaviors. Classrooms have self-designed management systems that ensure well-run academic time which limits loss of instruction. As a school, teachers work with administrators and other school leaders to recognize students that are in need of additional behavioral supports. School leaders and teachers work together to contact parents to remediate issues that students are having and consider different consequences that avoid loss of instructional time missed by each child. Additionally, the school based team works with teachers to develop individual behavioral plans and identify students that are consistently missing class due to behavioral needs. The school based team then works with teachers to monitor each student's target behavior, the implementation of the plan, as well as the results of the implementation.

d. 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.

Guidance counselors provide individual and small group counseling as well as classroom guidance lessons focusing on the social, emotional, and academic needs of students. Mentors within the school are assigned on a case-by-case basis in order to help meet the social, emotional, and/or academic needs of individual students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The performance of all students is monitored through a multi-tiered system of supports (MTSS). The MTSS consists of tiered interventions in the classroom in addition to core instruction as well as special education services when needed. Utilizing data systematically identifies at-risk students as early as possible to allow for the application of more effective prevention and early intervention services. Student academic and engagement data (absenteeism, course failure, GPA, credits, discipline referrals) is critical to our school's response to intervention implementation efforts. Students with Ds and Fs are monitored throughout the marking period. Needs are reviewed to ensure that they are receiving supplemental supports and are provided interventions with appropriate intensity and duration. All students that are not successfully completing course work are continually progress monitored using FOCUS or Performance Matters. Course failures are also preceded by

parent-teacher conference and administrative contact. Students with attendance concerns are identified regularly and contacted by a member of the student support team. If student attendance does not improve after initial parent contact, an administrative conference is held along with other procedural steps including referral to the school based team to increase attendance and ensure instructional time is not lost.

The school based team (SBT) also meets to review and develop the school's Best Practices for Inclusive Education (BPIE). The team selected three goals for this year. These goals align with the current systems and processes in place.
1) Administrators facilitate job-embedded professional development on inclusive practices for all school personnel.
2) Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans.
3) A multi-tiered system of student supports including the problem-solving process are used for all students with and without disabilities.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	1	0	3	3	3	3	3	7	9	7	0	0	0	39
One or more suspensions	0	0	0	0	0	1	1	1	6	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	4	2	1	4	2	0	0	3	0	16
Level 1 on statewide assessment	0	0	0	4	7	4	2	3	2	0	0	0	0	22

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	5	2	2	1	2	0	0	0	0	12

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Regular meetings are held by Professional Learning Communities (PLCs) to identify struggling students. At these meetings students are placed in small groups interventions for instruction based on their assessment data and academic areas of need. Students are progress monitored throughout these small group interventions for growth. If students are not making progress with their academic interventions or behavior interventions put in place by the classroom teacher they begin the school based team (SBT) process. The SBT meets monthly to review students still struggling with academics or behavior and design specific interventions with appropriate intensity and duration to match the student need . Students with attendance concerns are identified regularly and parents are contacted by a member of the student support team. If student attendance does not improve after initial parent contact, an administrative conference is held along with other procedural steps including a referral to the SBT to increase attendance and ensure instructional time is not lost. While suspensions occur infrequently, no suspension occurs without parent contact and/or an administrative conference. Additionally, course failures are also preceded by a parent-teacher conference and administrative contact. Students who receive a Level 1 on a statewide assessment are subsequently scheduled into a supplemental academic instruction course to remediate the area of deficiency. After-school tutoring

is also provided as an additional support to a student with course failures or Level 1 on the state assessment.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/309515.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

ADHUS/FAUHS works closely with Florida Atlantic University to further grow the partnership between our school and the university campus we sit on. Students regularly attend events at FAU. University staff participate at school events. Professors work with and mentor our students doing research. ADHUS/FAUHS teachers mentor university students. All of these lead to a symbiotic relationship with our community and university partner Florida Atlantic University.

ADHUS/FAUHS works closely with all of its parents through the use of the Parent Involvement Plan and the Parent-School Compact. Parents were asked for feedback on both of these documents and were also invited to the Annual Title I meeting where the parental involvement documents were discussed and reviewed. The document includes Parent Workshops and other parent-centered events that will be held throughout the year. In addition, ADHUS/FAUHS works with both the Parent Teacher Organization (PTO) and its School Advisory Board (SAB) to build positive relationships and increase parental involvement.

ADHUS/FAUHS also seeks business partnerships with local organizations that provide resources for our students, including the Rotary Club, Boca Raton Chamber of Commerce and several local afterschool programs such as Wayne Barton and Florence Fuller. The school hosts an annual volunteer recognition ceremony honoring its Parent Teacher Organization and volunteers from the community. Recruitment of partnerships occurs continuously by actively contacting local businesses and community members to assist in a variety of events and activities. Through our partnerships, donations are made to support students and staff members in a variety of programs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Bees, Sherry	Principal
Rodriguez, Alyson	Assistant Principal
Eyerman, Gina	Administrative Support
Hallstrom, Kimberly	Instructional Coach
Rubin, Nicole	Instructional Coach
Sands, Regina	Administrative Support
Rossie, Carlos	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school leadership team meets weekly to focus on school-wide goals, instructional and curricular decisions, as well as professional development needs. The principal and assistant principal are each responsible for all aspects of curriculum development, classroom instruction, teacher evaluation, data monitoring, discipline, academic support services, etc. for all levels. The leadership team works together to provide school-wide opportunities for professional growth and development of teachers. The leadership team also works within each level (Elementary, Middle, High) to meet the specific needs of the students by providing professional development and guidance through professional learning communities that address the unique goals of each level as well as school-wide goals. Administrators work as instructional leaders by providing teachers with instructional feedback, opportunities to observe others, and individual conferences to help teachers reach their full potential. Instructional coaches work as the liaisons between teachers and administration. Instructional coaches work with teachers in the classroom through modeling, feedback, and co-teaching opportunities. Intstructional coaches provide professional development to staff on a regular basis. They support classroom instruction by working with individual students and tracking their academic progress. They create, gather, and co-develop materials to be used for classroom instruction. Instructional coaches focus on supporting struggling students or students with additional social/emotional needs. Instructional coaches also work directly with parents and community to address the needs of students and provide all supports necessary for their academic success.

2. 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.

Through weekly leadership team meetings school-wide goals, instructional and curricular decisions, as well as professional development are consistently reviewed. 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. Beginning with problem analysis the team uses multiple data sources and strategically aligns resources to meet student needs to allow for effectiveness of overall programming.
The leadership team participates in a summer planning meetings to review and align personnel, instruction, and curricular resources to meet the needs of all students for the upcoming year. A roles and responsibilities document is created and shared with all faculty members to streamline

communication about resources and workflow. The principal reviews the yearlong accumulation of suggested changes brought by faculty and members of the leadership team in planning for the upcoming year.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Ms. Cheryl Akers	Teacher
Ms. Lauren Robinson	Teacher
Ms. Iris Bernstein	Education Support Employee
Ms. Lyndsay Tolerton	Teacher
Ms. Ali Tal-Mason	Parent
Dr. Hope Brawer Blum	Parent
Mr. Naim Rahman	Parent
Dr. Deborah Shepherd	Business/Community
Dr. Stephen Locke	Business/Community
Ms. Emma del Real	Business/Community
Mrs. Sherry Bees	Principal
Mr. Thomas Halikman	Parent
Ms. Diana Ballou	Parent
Ms. Kisa Ibrahim	Student
Ms. Kira Wolak	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The education sub-committee was created to review, evaluate, and provide feedback on the school improvement plan.

b. Development of this school improvement plan

Members of the education sub-committee were invited to participate in the development of the current SIP. Feedback was incorporated in the draft version of this plan. The committee will also oversee the approval process for the finalized plan as they review during the scheduled monthly meeting.

c. Preparation of the school's annual budget and plan

The SAB Finance sub-committee will review and provide input on the budget and the plan.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bees, Sherry	Principal
Rodriguez, Alyson	Assistant Principal
Rubin, Nicole	Instructional Coach
Hallstrom, Kimberly	Instructional Coach
Rossie, Carlos	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT provides ongoing opportunities for professional development and growth in literacy instruction. In-house professional development, school visits to observe literacy instruction, modeling of literacy lessons utilizing new curriculum, planning opportunities for teachers to prepare lessons, attendance at off-campus conferences and trainings are several ways literacy is promoted within the school by the LLT. All students are provided with individual e-reader devices for home and school use to increase the school-home connection and increase the opportunity for students to access literature. The school also has many literacy competitions in which students can participate to build a love of literacy and a culture of celebrating success across the school.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school provides additional time each day for collaborative planning. In kindergarten through fifth grade, teachers have a daily common planning period to work with their grade level peers. Middle and high school teachers are provided with additional time after school designated for common planning. Each grade level/team has a Team Leader who facilitates the planning sessions and PLCs. This helps to encourage positive working relationships among the faculty. Teachers are also provided coverage for planning opportunities and professional development when implementing new curriculum or training on targeted instructional strategies. Time during PD days is also provided for teachers to work collaboratively in PLCs on SIP target goals and school-wide initiatives.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. The selection process includes teacher leaders and is led by administration. Teachers who exhibit qualities aligned to the school's mission and vision are selected.
2. New teachers attend Guiding Accelerated Teacher Effectiveness (GATE) orientation.

3. A mentor is appointed for each new teacher and regular meetings between the new teacher and mentor occur throughout the year.
4. Guiding Accelerated Teacher Effectiveness (GATE) meetings are held monthly to support new teachers.
5. Frequent observations are conducted and feedback is provided by mentor teachers and administration.
6. New teachers and mentors conduct peer-to-peer observations and engage in feedback centered post-observation conferences.
7. New teachers collaboratively plan with their team or department to ensure effective instruction.
8. Additional communication between staff and leadership team occur to address any barriers to effective instruction in the classroom.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The school has a two year mentoring program called Guiding Accelerated Teacher Effectiveness (GATE). A veteran teacher is paired with a new teacher from the same grade level or subject so the new teacher is guided throughout the year. Activities through the GATE program are completed by the new teacher and mentor together and are discussed during the monthly GATE meetings. GATE activities are focused on reviewing the evaluation model used and effective problem solving for common classroom issues. Members of the leadership team are present at monthly meetings to help facilitate activities and provide feedback for effective instructional practice. Administration works with all available resources to provide teachers with every support possible to ensure student needs are met in the classroom.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All subject area curriculum selected is directly aligned to Florida Standards. Supplemental materials are used to address the gaps in standards-based instruction. Administration reviews lesson plans and classroom walk through data to ensure the Florida Standards are being taught within the classrooms. Assessment data is also utilized to ensure student progress monitoring toward standards mastery is occurring. Standards-based interim assessments are developed by classroom teachers in order to monitor effectiveness of instruction on Florida Standards. Once assessment date is reviewed teachers can re-teach standards students still struggle with. School-wide diagnostic assessment results in reading and math are also utilized to inform instructional practice.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

The school review data immediately after progress monitoring occurs. Throughout the year, the leadership team meets with PLCs and individual teachers to discuss the data and appropriate plans for instruction. Teachers use data points such as STAR, FAIR, RRR, IReady Diagnostics, and classroom assessments to drive instruction. Teachers meet regularly to conduct data chats with students to track their academic progress.

Teachers work as teams to plan differentiated activities for students to meet their diverse academic needs. Teachers use a block of their instructional day to provide additional academic support to students in their areas of need. Students also receive additional support through SAI classes that take place in addition to core instruction.

Students struggling academically are also provided an opportunity to participate in after-school tutoring to receive additional instructional minutes toward mastery of standards.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,000

Students in need of academic support are assigned to an academic support teacher to assist with core academic instruction. Students will also self select enrichment opportunities based on interest.

Strategy Rationale

Small group and/or one on one instruction

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sands, Regina, rsands@fau.edu

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative data is kept by the teacher including student work samples, performance tasks, and reflection logs.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. 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 in transitions 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 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 guidance 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.

b. College and Career Readiness

1. 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/middle school guidance counselor provides classroom lessons on establishing and tracking individual goals to prepare students for college and career readiness. High school students participate in various activities on and off campus that promote a wide range of career paths and opportunities. Additionally, the high school academic advisor provides students with guidance in dual enrollment course selection to prepare them for their future career. All 10th through 12th grade students are provided with the opportunity to take a full course load on the college campus. Several 8th and 9th grade students are also enrolled in college level courses.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Analysis of the High School Feedback Report indicates that FAU High School students are well-prepared for college readiness. Due to the students' 100% participation in dual-enrollment coursework beginning in 10th grade, students complete much of their university coursework before graduating high school. As a result, 100% of students are found to be proficient in reading and math, attend post-secondary schools after graduation, and maintain above a 2.0 at these schools in the fall following their high school completion.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

☐ 1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers use high yield strategies with students and align ELA standards with science standards, then 88% of our students will demonstrate proficiency on the state science assessment.

G2.   If we provide teachers with ongoing professional development on the use of targeted technology programs for individual needs and infusion of more one-to-one devices for blended learning then student growth scores in Reading will increase to 78% of students making learning gains.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If teachers use high yield strategies with students and align ELA standards with science standards, then 88% of our students will demonstrate proficiency on the state science assessment. 1a

🔍 G085270

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	88.0

Targeted Barriers to Achieving the Goal 3

- Time to plan within Professional Learning Communities (PLCs)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Books for book study

- Time during PD days for PLCs

- Peer support through PLCs, in class observations, and development of Professional Growth Plans (PGPs)

Plan to Monitor Progress Toward G1. 8

Ongoing assessment data and walkthrough data will be regularly reviewed by administration to determine growth toward the target goal.

Person Responsible
Sherry Bees

Schedule
Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion
Assessment data, walkthrough data

G2. If we provide teachers with ongoing professional development on the use of targeted technology programs for individual needs and infusion of more one-to-one devices for blended learning then student growth scores in Reading will increase to 78% of students making learning gains. `1a`

🔑 G085271

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	78.0

Targeted Barriers to Achieving the Goal `3`

- Varying degrees of teacher proficiency using technology programs and devices

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Trainings - Face to Face and online modules

- 1:1 Devices in grades 3 and up

- Open Media Center time before and after school

- Dedicated planning time

Plan to Monitor Progress Toward G2. `8`

Administration will review walkthrough data and student assessment data to look for growth in students' mastery of content.

Person Responsible
Sherry Bees

Schedule
Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion
Walkthrough data, lesson plans, student assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers use high yield strategies with students and align ELA standards with science standards, then 88% of our students will demonstrate proficiency on the state science assessment. [1]

🔍 G085270

G1.B1 Time to plan within Professional Learning Communities (PLCs) [2]

🔍 B226750

G1.B1.S1 Provide staff with the opportunity for professional growth through PLCs. [4]

🔍 S239238

Strategy Rationale

Flexibility to work in a collaborative way.

Action Step 1 [5]

Provide all staff with training and book study materials focused on high yield strategies.

Person Responsible

Sherry Bees

Schedule

Quarterly, from 8/12/2016 to 6/2/2017

Evidence of Completion

Staff reflections, observation data

Action Step 2 [5]

Provide staff with time during the day and on PD days to meet with PLCs.

Person Responsible

Sherry Bees

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

PLC notes and sign-in sheets

Action Step 3 `5`

Provide coverage for staff to plan with teams or observe their peers using high yield strategies.

Person Responsible

Regina Sands

Schedule

Every 2 Months, from 9/12/2016 to 6/2/2017

Evidence of Completion

Sub system reports, agendas, sign-in sheets, and PLC notes

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Classroom walkthroughs and PLC documentation

Person Responsible

Alyson Rodriguez

Schedule

Weekly, from 1/9/2017 to 6/2/2017

Evidence of Completion

Walkthrough data, PGPs, PLC notes, staff reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administrators will attend and support teacher growth and professional development at PLC meetings.

Person Responsible

Sherry Bees

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, PLC notes, and administrative feedback during PLCs and walkthroughs

G2. If we provide teachers with ongoing professional development on the use of targeted technology programs for individual needs and infusion of more one-to-one devices for blended learning then student growth scores in Reading will increase to 78% of students making learning gains. 1

🔑 G085271

G2.B3 Varying degrees of teacher proficiency using technology programs and devices 2

🔑 B226756

G2.B3.S1 Provide staff with face to face, online, and one-on-one training as needed. 4

🔑 S239245

Strategy Rationale

To address the needs of all staff.

Action Step 1 5

Coaches will work with technology companies to schedule face to face training on new programs and develop follow-up activities to support professional development that has already been provided.

Person Responsible

Kimberly Hallstrom

Schedule

Monthly, from 8/3/2016 to 6/2/2017

Evidence of Completion

Training Calendar, Sign-In Sheets, Agendas, PLC notes, Data

Action Step 2 5

Provide the opportunity for staff to work with programs and content during PLCs.

Person Responsible

Nicole Rubin

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Notes from PLC meetings, agendas, sign-in sheets

Action Step 3 `5`

Provide teachers with support in analyzing student data available for instructional decision making.

Person Responsible

Kimberly Hallstrom

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Notes from PLC meetings, agendas, sign-in sheets

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Administration will complete classroom walkthroughs to observe infusion of technology programs and one-to-one devices.

Person Responsible

Sherry Bees

Schedule

Daily, from 10/3/2016 to 6/2/2017

Evidence of Completion

Walkthrough data, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Administration will participate in PLCs and professional development to provide feedback to staff on implementation of technology programs and data analysis.

Person Responsible

Sherry Bees

Schedule

Weekly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Walkthrough data, teacher feedback surveys, PLC notes and agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M317098	Ongoing assessment data and walkthrough data will be regularly reviewed by administration to...	Bees, Sherry	9/26/2016	Assessment data, walkthrough data	6/2/2017 weekly
G2.MA1 M317101	Administration will review walkthrough data and student assessment data to look for growth in...	Bees, Sherry	10/3/2016	Walkthrough data, lesson plans, student assessment data	6/2/2017 weekly
G1.B1.S1.MA1 M317096	Administrators will attend and support teacher growth and professional development at PLC meetings.	Bees, Sherry	9/26/2016	Sign-in sheets, PLC notes, and administrative feedback during PLCs and walkthroughs	6/2/2017 weekly
G1.B1.S1.MA1 M317097	Classroom walkthroughs and PLC documentation	Rodriguez, Alyson	1/9/2017	Walkthrough data, PGPs, PLC notes, staff reflections	6/2/2017 weekly
G1.B1.S1.A1 A309820	Provide all staff with training and book study materials focused on high yield strategies.	Bees, Sherry	8/12/2016	Staff reflections, observation data	6/2/2017 quarterly
G1.B1.S1.A2 A309821	Provide staff with time during the day and on PD days to meet with PLCs.	Bees, Sherry	9/12/2016	PLC notes and sign-in sheets	6/2/2017 weekly
G1.B1.S1.A3 A309822	Provide coverage for staff to plan with teams or observe their peers using high yield strategies.	Sands, Regina	9/12/2016	Sub system reports, agendas, sign-in sheets, and PLC notes	6/2/2017 every-2-months
G2.B3.S1.MA1 M317099	Administration will participate in PLCs and professional development to provide feedback to staff...	Bees, Sherry	10/3/2016	Walkthrough data, teacher feedback surveys, PLC notes and agendas	6/2/2017 weekly
G2.B3.S1.MA1 M317100	Administration will complete classroom walkthroughs to observe infusion of technology programs and...	Bees, Sherry	10/3/2016	Walkthrough data, lesson plans	6/2/2017 daily
G2.B3.S1.A1 A309826	Coaches will work with technology companies to schedule face to face training on new programs and...	Hallstrom, Kimberly	8/3/2016	Training Calendar, Sign-In Sheets, Agendas, PLC notes, Data	6/2/2017 monthly
G2.B3.S1.A2 A309827	Provide the opportunity for staff to work with programs and content during PLCs.	Rubin, Nicole	9/12/2016	Notes from PLC meetings, agendas, sign-in sheets	6/2/2017 weekly
G2.B3.S1.A3 A309828	Provide teachers with support in analyzing student data available for instructional decision making.	Hallstrom, Kimberly	9/12/2016	Notes from PLC meetings, agendas, sign-in sheets	6/2/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers use high yield strategies with students and align ELA standards with science standards, then 88% of our students will demonstrate proficiency on the state science assessment.

G1.B1 Time to plan within Professional Learning Communities (PLCs)

G1.B1.S1 Provide staff with the opportunity for professional growth through PLCs.

PD Opportunity 1

Provide all staff with training and book study materials focused on high yield strategies.

Facilitator

PLC Team Leaders

Participants

All Instructional Staff

Schedule

Quarterly, from 8/12/2016 to 6/2/2017

PD Opportunity 2

Provide staff with time during the day and on PD days to meet with PLCs.

Facilitator

Instructional Coaches, PLC Team Leaders

Participants

All Instructional Staff

Schedule

Weekly, from 9/12/2016 to 6/2/2017

PD Opportunity 3

Provide coverage for staff to plan with teams or observe their peers using high yield strategies.

Facilitator

Instructional Coaches, PLC Team Leaders

Participants

Instructional Staff

Schedule

Every 2 Months, from 9/12/2016 to 6/2/2017

G2. If we provide teachers with ongoing professional development on the use of targeted technology programs for individual needs and infusion of more one-to-one devices for blended learning then student growth scores in Reading will increase to 78% of students making learning gains.

G2.B3 Varying degrees of teacher proficiency using technology programs and devices

G2.B3.S1 Provide staff with face to face, online, and one-on-one training as needed.

PD Opportunity 1

Coaches will work with technology companies to schedule face to face training on new programs and develop follow-up activities to support professional development that has already been provided.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

Monthly, from 8/3/2016 to 6/2/2017

PD Opportunity 2

Provide the opportunity for staff to work with programs and content during PLCs.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

Weekly, from 9/12/2016 to 6/2/2017

PD Opportunity 3

Provide teachers with support in analyzing student data available for instructional decision making.

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Schedule

Weekly, from 9/12/2016 to 6/2/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	**Provide all staff with training and book study materials focused on high yield strategies.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	310-Professional and Technical Services	0011 - A.D. Henderson University School & FAU High	Title I, Part A		$12,000.00
			Notes: Partial payment of Visible Learning was out of Title I Funding. Majority of cost was from General Operating Budget			
2	G1.B1.S1.A2	**Provide staff with time during the day and on PD days to meet with PLCs.**				**$0.00**
3	G1.B1.S1.A3	**Provide coverage for staff to plan with teams or observe their peers using high yield strategies.**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	0011 - A.D. Henderson University School & FAU High	Title II		$4,000.00
			Notes: 2016-2017 FEFP - FTE 1089			
4	G2.B3.S1.A1	**Coaches will work with technology companies to schedule face to face training on new programs and develop follow-up activities to support professional development that has already been provided.**				**$4,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	310-Professional and Technical Services	0011 - A.D. Henderson University School & FAU High	Other		$4,500.00
			Notes: DCP Funding for 2016-17			
5	G2.B3.S1.A2	**Provide the opportunity for staff to work with programs and content during PLCs.**				**$0.00**
6	G2.B3.S1.A3	**Provide teachers with support in analyzing student data available for instructional decision making.**				**$0.00**
					Total:	**$20,500.00**