

Florida Atlantic University - College of Education

# A.D. Henderson University School & FAU High School



2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>11</b>
<b>Title I Requirements</b>	<b>13</b>
<b>Budget to Support Goals</b>	<b>16</b>

## A.D. Henderson University School & FAU High School

777 GLADES RD BLDG 26, Boca Raton, FL 33431

www.adhus.fau.edu

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School KG-12	Yes	33%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

### School Board Approval

This plan was approved by the FAU Lab Sch County School Board on 11/14/2018.

### SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### 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).

#### 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.

### School Leadership Team

#### 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
Hallstrom, Kimberly	Instructional Coach
Rubin, Nicole	Instructional Coach
Sands, Regina	Administrative Support
Diaz, Gracie	Administrative Support
Hoff, Cornelia	Assistant Principal
Rick, Christine	Assistant Principal

#### Duties

#### 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 principals 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 Facilitators work as the liaisons between teachers and administration. Instructional Facilitators work with teachers in the classroom through modeling, feedback, and co-teaching opportunities. Instructional Facilitators 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 Facilitators focus on supporting struggling students or students with additional social/emotional needs. Instructional Facilitators also work directly with parents and the community to address the needs of students and provide all supports necessary for their academic success.

The leadership team garners feedback from students, parents, and faculty and staff through climate surveys, professional development surveys, parent coffee chats, Flipped meeting questions and feedback, and student feedback through teacher surveys and SEL surveys.

Teacher-led committees focused on various aspect of curriculum and school-wide initiatives like Social Emotional Learning also allow staff to have a voice to provide solutions for shared decision making. Team leaders and other teacher leaders gather feedback from their teams, share pertinent information for parents to be included in school communications, and lead grade level or content area PLC's where curriculum is developed and teachers are learning new skills, using data to assess the effectiveness of implementation, and discussing how to continuously improve.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	3	2	0	5	3	7	7	1	3	0	0	34
One or more suspensions	0	0	0	1	0	0	2	0	3	0	0	0	0	6
Course failure in ELA or Math	0	0	0	1	7	6	2	4	3	0	2	1	4	30
Level 1 on statewide assessment	0	0	0	1	6	2	4	6	2	0	0	0	0	21

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

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

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Retained Students: Previous Year(s)	0	0	0	1	0	0	0	0	0	0	0	0	0	1

#### Date this data was collected

Wednesday 8/1/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	4	0	3	1	2	8	5	7	5	0	0	0	40
One or more suspensions	1	1	0	1	0	1	3	1	1	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	2	1	1	0	0	0	5	0	9
Level 1 on statewide assessment	0	0	0	5	4	3	1	2	2	0	0	0	0	17

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

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

**Year 2016-17 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	4	0	3	1	2	8	5	7	5	0	0	0	40
One or more suspensions	1	1	0	1	0	1	3	1	1	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	2	1	1	0	0	0	5	0	9
Level 1 on statewide assessment	0	0	0	5	4	3	1	2	2	0	0	0	0	17

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

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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The data component in which we performed the lowest was learning gains for the lowest 25th percentile in mathematics which decreased by 4%. This is not a trend, math is typically a strength for the school.

**Which data component showed the greatest decline from prior year?**

The data component that showed the greatest decline from the prior year was overall Mathematics learning gains where we fell from 81% to 74%.

**Which data component had the biggest gap when compared to the state average?**

The school outperformed the state on all data components. The biggest gap with the state was the area of Science achievement where we out performed the state by 34%. The closest data component to the state was Mathematics learning gains where we only outperformed the state by 16%.

**Which data component showed the most improvement? Is this a trend?**

The data component that showed the most improvement was overall Science achievement with an increase of 4%. This is a trend for the school and has also been a school improvement goal for the last two years.

**Describe the actions or changes that led to the improvement in this area.**

Science achievement has been a school-wide and school improvement focus for the last two years. PLC's were developed to create rigorous unit plans and common assessments in science. All grade levels have met to ensure that science content and standards are aligned K-12. Science data tracking has also increased across the grade levels.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	90%	80%	60%	91%	0%	55%
ELA Learning Gains	81%	75%	57%	73%	0%	54%
ELA Lowest 25th Percentile	75%	66%	52%	66%	0%	49%
Math Achievement	89%	84%	61%	90%	0%	56%
Math Learning Gains	74%	74%	58%	76%	0%	54%
Math Lowest 25th Percentile	71%	67%	52%	76%	0%	48%
Science Achievement	91%	79%	57%	84%	0%	52%
Social Studies Achievement	96%	91%	77%	96%	0%	72%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0 (5)	3 (4)	3 (0)	2 (3)	0 (1)	5 (2)	3 (8)	7 (5)	7 (7)	1 (5)	3 (0)	0 (0)	0 (0)	34 (40)
One or more suspensions	0 (1)	0 (1)	0 (0)	1 (1)	0 (0)	0 (1)	2 (3)	0 (1)	3 (1)	0 (0)	0 (0)	0 (0)	0 (0)	6 (9)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	1 (0)	7 (0)	6 (2)	2 (1)	4 (1)	3 (0)	0 (0)	2 (0)	1 (5)	4 (0)	30 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (5)	6 (4)	2 (3)	4 (1)	6 (2)	2 (2)	0 (0)	0 (0)	0 (0)	0 (0)	21 (17)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	73%	1%	57%	17%
	2017	85%	78%	7%	58%	27%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2018	83%	69%	14%	56%	27%
	2017	80%	68%	12%	56%	24%
Same Grade Comparison		3%				
Cohort Comparison		-2%				
05	2018	86%	73%	13%	55%	31%
	2017	86%	70%	16%	53%	33%
Same Grade Comparison		0%				
Cohort Comparison		6%				
06	2018	83%	69%	14%	52%	31%
	2017	84%	71%	13%	52%	32%
Same Grade Comparison		-1%				
Cohort Comparison		-3%				
07	2018	85%	79%	6%	51%	34%
	2017	93%	77%	16%	52%	41%
Same Grade Comparison		-8%				
Cohort Comparison		1%				
08	2018	93%	86%	7%	58%	35%
	2017	94%	83%	11%	55%	39%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
09	2018	99%	99%	0%	53%	46%
	2017	100%	100%	0%	52%	48%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
10	2018	100%	100%	0%	53%	47%
	2017	100%	100%	0%	50%	50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	81%	-2%	62%	17%
	2017	87%	74%	13%	62%	25%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	92%	73%	19%	62%	30%
	2017	83%	72%	11%	64%	19%
Same Grade Comparison		9%				
Cohort Comparison		5%				
05	2018	92%	79%	13%	61%	31%



MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	89%	71%	18%	57%	32%
Same Grade Comparison		3%				
Cohort Comparison		9%				
06	2018	75%	83%	-8%	52%	23%
	2017	89%	87%	2%	51%	38%
Same Grade Comparison		-14%				
Cohort Comparison		-14%				
07	2018	87%	83%	4%	54%	33%
	2017	92%	78%	14%	53%	39%
Same Grade Comparison		-5%				
Cohort Comparison		-2%				
08	2018	87%	70%	17%	45%	42%
	2017	94%	73%	21%	46%	48%
Same Grade Comparison		-7%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	86%	69%	17%	55%	31%
	2017					
Cohort Comparison						
08	2018	82%	75%	7%	50%	32%
	2017					
Cohort Comparison		82%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	100%	0%	65%	35%
2017	100%	100%	0%	63%	37%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	96%	89%	7%	71%	25%
2017	98%	93%	5%	69%	29%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	0%	0%	0%	67%	-67%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	94%	-1%	62%	31%
2017	98%	99%	-1%	60%	38%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	100%	0%	56%	44%
2017	94%	94%	0%	53%	41%
Compare		6%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	48	62	56	50	63	61	31				
ELL	71	92		64	90						
ASN	98	90	92	100	67		100			100	100
BLK	87	79	89	74	68	58	74		87	100	100
HSP	90	77	66	87	75	74	85	94	83	100	100
MUL	89	82	67	82	71		100				
WHT	91	80	73	94	76	81	96	95	83	100	100
FRL	88	79	77	82	73	72	85	97	84	100	100
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	56	50	52	53	45	41	30				
ELL	55			64							
ASN	98	88	91	100	100		96			100	100
BLK	84	76	65	86	72	65	79	100	63	100	100
HSP	90	75	70	88	79	68	82	96	73	100	100
MUL	95	74		97	86		82				
WHT	95	82	81	96	81	84	93	100	88	100	100
FRL	87	72	69	88	77	67	79	96	66	100	100

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

<b>Title</b>	Overall Science scores will be at 92% proficiency or above.
<b>Rationale</b>	The school will continue to make Science instruction a focus in order to maintain the upward trend in data shown over the last two years.
<b>Intended Outcome</b>	Continued growth in Science achievement. Teachers will continue to develop rigorous units of instruction, track assessment data, and align content K-12.
<b>Point Person</b>	Sherry Bees (sherrybees1@gmail.com)

##### Action Step

<b>Description</b>	<p>1) Provide staff with training and materials focused on instructional strategies to increase student outcomes.</p> <p>2) Provide staff with time weekly, twice a month on Wednesdays and during PD days to meet with PLCs. PLCs are used to develop curriculum, learn new skills, use data to assess effectiveness of implementation, and discuss continuous improvement.</p> <p>3) Provide coverage for staff to plan with teams or observe their peers using high yield strategies.</p>
<b>Person Responsible</b>	Gracie Diaz (gdiaz15@fau.edu)

##### Plan to Monitor Effectiveness

<b>Description</b>	Administrators will attend and participate in PD and PLC meetings to support teacher growth and professional development. Data from assessments and classroom observations will be reviewed on a regular basis to ensure effectiveness.
<b>Person Responsible</b>	Sherry Bees (sherrybees1@gmail.com)

## Activity #2

**Title** Overall Learning Gains in ELA will be at 84% or above.

**Rationale** In order to maintain rigorous academic goals for students and staff the school will focus on increasing the learning gains for all students in the area of ELA. This is also an elementary focus specifically aligned to the implementation of Reader's Workshop.

**Intended Outcome** All students will make learning gains in the area of ELA during the 2018-2019 school year.

**Point Person** Alyson Rodriguez (arodriguez@fau.edu)

## Action Step

**Description**

- 1) Provide staff with training and materials focused on instructional strategies to increase student outcomes.
- 2) Provide staff with time weekly, twice a month on Wednesdays and during PD days to meet with PLCs. PLCs are used to develop curriculum, learn new skills, use data to assess effectiveness of implementation, and discuss continuous improvement.
- 3) Provide coverage for staff to plan with teams or observe their peers using high yield strategies.

**Person Responsible** Gracie Diaz (gdiaz15@fau.edu)

## Plan to Monitor Effectiveness

**Description** Administrators will attend and participate in PD and PLC meetings to support teacher growth and professional development. Data from assessments and classroom observations will be reviewed on a regular basis to ensure effectiveness.

**Person Responsible** Sherry Bees (sherrybees1@gmail.com)

### Activity #3

<b>Title</b>	Overall Learning Gains in Mathematics will be at 77% or above.
<b>Rationale</b>	In order to maintain rigorous academic goals for students and staff the school will focus on increasing the learning gains for all students in the area of Mathematics. This is a school-wide focus due to Mathematics presenting as an area of need in our assessment analysis.
<b>Intended Outcome</b>	All students will make learning gains in the area of Mathematics during the 2018-2019 school year.
<b>Point Person</b>	Cornelia Hoff (choff1@fau.edu)

### Action Step

<b>Description</b>	<ol style="list-style-type: none"><li>1) Provide staff with training and materials focused on instructional strategies to increase student outcomes.</li><li>2) Provide staff with time weekly, twice a month on Wednesdays and during PD days to meet with PLCs. PLCs are used to develop curriculum, learn new skills, use data to assess effectiveness of implementation, and discuss continuous improvement.</li><li>3) Provide coverage for staff to plan with teams or observe their peers using high yield strategies.</li></ol>
<b>Person Responsible</b>	Gracie Diaz (gdiaz15@fau.edu)

### Plan to Monitor Effectiveness

<b>Description</b>	Administrators will attend and participate in PD and PLC meetings to support teacher growth and professional development. Data from assessments and classroom observations will be reviewed on a regular basis to ensure effectiveness.
<b>Person Responsible</b>	Sherry Bees (sherrybees1@gmail.com)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Being a choice school with students coming from three different counties, we understand that family and community engagement is a cornerstone of our students' success. Our strategy begins with communication and collaboration. We publish a monthly community newsletter highlighting student and teacher accomplishments, outreach activities, and upcoming events. Our Parent Teacher Organization (PTO) actively volunteers in classrooms, organizes school and community events. Other mechanisms are used to keep families informed such as FOCUS portal, Parent Calendar, weekly alert e-mails, Google sites, Google Classroom, Facebook and Twitter. The school's SAB consists of representatives from all stakeholder groups, including parents and community members. Together these representatives advise school leaders on issues related to the school's mission and vision.

Engaging families in the education process is encouraged through academic events such as Curriculum Nights, STEM Nights, and Parent Tech Night.

Additionally, we survey parents to solicit feedback about what is most impactful, to better meet student and family needs. For example, last school year, parent surveys overwhelmingly indicated a desire for students to have free tutoring opportunities. In response, we collaborated with the university to utilize graduate students seeking service hours, and are leveraging school and Javits grant funds to hire teachers and college students to support K-8 students needing acceleration, remediation or credit recovery.

Building a sense of community is an important feature of our school. We conduct numerous school events to encourage the family-school spirit. We host an Halloween Howl, concerts and student productions, fund-raisers for local charities, and a unique Thanksgiving celebration. Upperclassmen are buddied with an elementary student, and dining tables line the entire school allowing for students, faculty, staff, and parents to bond and enjoy a Thanksgiving meal together. We also encourage whole school events such as attending FAU football and basketball games as a school community.

#### PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **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.**

Social emotional supports are a valued aspect of our students' educational experience. Beginning with a comprehensive K-12 school counseling program there is a school-wide focus on providing appropriate social-emotional supports based on students' needs. Data is collected and analyzed from the following: 1) K-12 bi-annual Needs Assessment; 2) Social Emotional Health Survey for grades 3,8-12; Strengths and Difficulties Questionnaire. Results are used to determine the needs of students, examine the nature and causes of needs, and set priorities for counseling.

The aligned comprehensive counseling program is integral to student and school success. The data driven program is delivered in a systematic approach. Counselors provide proactive services to students based on social emotional, academic and career development. The plan for K-12 support includes: 1) early identification 2) targeted small group counseling and 3) targeted individual counseling. This continuum ensures that all students receive the appropriate intensity and dosage of intervention. School counselors also hold workshops focusing on mental health education and social-emotional learning for parents.

Mentoring initiatives like: Peer counseling (6-8), Social Skills (K), and Near-peer mentoring (9-12) promote the development of healthy, socially-emotionally competent students in a safe and encouraging environment. Students selected as mentors are developed in using an evidenced-based curriculum which varies for each grade level. Mentoring is focused on: a smooth transition to college, managing stress, and assimilating to a new environment. Mentoring is also provided to help meet the individual needs of students.

SEL has become a school-wide focus by providing staff curriculum and strategies to use with students on a daily basis. Topics include mindfulness, self-advocacy, health and wellness, and anti-bullying. The Javits grant was awarded to develop social emotional supports and near peer mentoring. Additional personnel have been hired to support SEL initiatives.

#### **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 or who are new to ADHUS grades 1-5, 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. We have dedicated advisors to support major/ career counseling for appropriate coursework. HS students are provided with a needs assessment survey each semester to determine appropriate tracks and pathways are developed to support their goals.

Additional events include: FAU High School Open Houses, monthly PD sessions for HS parents, SLS class for 10th graders, S2S class for 9th grade students transitioning to the college, incoming MS Boot Camp, and 8th grade transition to HS meeting and 8th grade critical thinking class.

**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.**

The administrative team meets weekly to discuss operations and school-wide initiatives in the morning. The afternoons are reserved for curricular initiatives and data analysis with instructional facilitators and the district support staff. Through these meetings the team can focus on alignment of school-wide goals, instructional and curricular decisions, as well as professional development and student outcomes. 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.

Administrative, instructional focus and district level meetings are utilized to analyze budget expenditures for curricular programs, technology, professional development and materials to determine Return on Investment and effectiveness for continued use. The Superintendent, Principal/Director, and Finance Director meet on a bi-weekly basis to review funding and expenditures to determine adequate and appropriate expenditures for optimal impact.

The leadership team participates in 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. All grant budgets are reviewed to determine where additional funding sources can provide the greatest impact. Through our analysis we determined that resources from the

Javits grant aligned with several other funding sources such as the safety and mental health allocation allowed for implementation of our school-wide SEL initiatives. We were able to expand the social-emotional support structures by hiring a full-time mental health counselor, and additional school counselors. Grant monies were used to train all instructional personnel on SEL strategies and to purchase a research-based SEL curriculum being implemented by the school counselors and reinforced by teachers.

**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 counselors provide classroom lessons on establishing and tracking individual goals to prepare students for college and career readiness. Students in grades 4-8 who meet specific criteria are provided and opportunity to participate in the Duke Tip program. All 10th through 12th grade students are provided with the opportunity to take a full course load on the college campus.

Our 9th-12th grade students have the opportunity to participate in conducting research which aligns to our school mission. To date, 32 students have co-authored peer-reviewed journal articles, 50 have been awarded research grants for a total of over \$58,000, and our high school students have delivered 159 research presentations nationwide. The HS academic advisor helps students select classes/majors through weekly meetings. S2S students get a chance to connect with professionals of various career fields. Clubs and organizations offered at the HS level form partnerships and invite guest speakers to explore possible majors/careers at the collegiate level: Pre-Business; HOSA; Mock Trial /Pre Law; Model UN; Speech and Debate; Math Honor Society; Science Olympiad; Interact Club (Social Community Outreach / Local Rotary Club)

ADHUS/FAUHS collaborates with business partners and local organizations that provide resources and internships for our students, including Florida Power & Light, Florida Hospital, JM Family Enterprises, Inc., Advanced Green Technologies, Max Planck Florida Institute for Neuroscience, the Rotary Club, and Boca Raton Chamber of Commerce.

FAU's College of Medicine pipeline directly admits FAU High School students into medical school. Strategic partnerships like this are bein. In 2015, one of our students was named the 3M Discovery Education America's Top Scientist, and again in 2017, we had a student finalist. Our students continue to excel in local, state and national academic competitions.

**Part V: Budget**

<b>Total:</b>	<b>\$36,171.68</b>
---------------	--------------------