



FLORIDA ATLANTIC UNIVERSITY

Laboratory Schools

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

School Improvement Plan 2026 - 2027

Mission Statement

A.D. Henderson University School and FAU High School endeavors to: (1) demonstrate best practices in teacher education; (2) innovate, develop, and provide students a challenging curriculum, balanced with innovative academic support; and (3) conduct and support emerging educational research.

Vision

A.D. Henderson University School & FAU High School 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

Dr. Lauren Robinson, Principal

Becky Kasten, Elementary Assistant Principal

McCrae Chapman, Middle School Assistant Principal

Kimberly Hallstrom, High School Assistant Principal

Stakeholder Involvement and School Improvement Plan (SIP) Development

The SIP planning process begins with initial data analysis, followed by targeted engagement with each stakeholder group. Families respond to an annual survey in which they provide their perceptions of statements on a variety of topics, including curriculum and instruction, school safety and cleanliness, school culture and communication, and leadership and family engagement. Faculty and staff respond to a similar survey focused on educator and student needs. Their input, along with schoolwide assessment data, is synthesized to create a draft plan, which undergoes further review and revision before finalization. The draft plan is shared with the School Advisory Body for further input and approval. This approach emphasizes ongoing communication and engagement to maintain stakeholder involvement throughout the implementation of the SIP.

SIP Monitoring

School administrators, instructional facilitators, and team leaders will monitor progress toward school improvement goals using progress monitoring data gathered through statewide and district assessments. Classroom walkthroughs, peer-focused "learning walks," monthly data chats, and grade level and team meetings provide the forum for analyzing data and informing instructional decision making.

The school's administrative team holds quarterly data meetings by level, whereby each group analyzes the most current progress monitoring data along with absentee/tardy data and measures each level's progress toward meeting stated schoolwide goals.

SCHOOLWIDE DATA

School Grade Component	2026		2025		2024		
	*School/ District	State	*School/ District	State	School	District	State
ELA Achievement	98%	64%	97%	59%	96%	83%	58%
ELA Gr. 3 Achievement	92%	64%	89%	57%	91%	74%	59%
ELA Learning Gains	86%	62%	82%	59%	83%	74%	59%
ELA L25s percentile	79%	55%	80%	55%	80%	64%	54%
Math Achievement	99%	64%	100%	60%	98%	82%	59%
Math Learning Gains	86%	61%	87%	59%	84%	68%	61%
Math L25s percentile	75%	52%	86%	53%	82%	57%	56%
Science Achievement	98%	60%	98%	61%	99%	82%	65%
Social Studies Achievement	100%	77%	100%	74%	97%	90%	72%
Graduation Rate	100%	77%	100%	72%	100%	100%	71%
Middle School Acceleration	92%	79%	81%	75%	88%	79%	71%

+Data for grades 3-10

SUBGROUP DATA

Year	2026						2025					
Sub group	ELA Ach.	ELA LG	Math Ach.	Math LG	Sci Ach	SS Ach	ELA Ach.	ELA LG	Math Ach.	Math LG	Sci Ach	SS Ach
SWD	91%	77%	99%	76%	**	**	90%	78%	96%	87%	77%	**
ELL	85%	64%	98%	64%	**	**	80%	64%	100%	91%	**	**
ASN	100%	86%	100%	97%	100%	**	99%	88%	100%	94%	**	100%
BLK	97%	88%	100%	79%	87%	100%	93%	81%	100%	88%	100%	100%
HSP	98%	87%	99%	80%	100%	100%	98%	78%	100%	88%	98%	100%
MUL	98%	88%	100%	90%	100%	**	94%	80%	100%	93%	95%	**
WHT	98%	84%	99%	88%	98%	100%	97%	82%	99%	83%	97%	100%
ED	93%	83%	99%	70%	91%	100%	94%	76%	100%	86%	97%	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?

Middle School Acceleration showed the greatest improvement, increasing 11 percentage points from 81% in 2025 to 92% in 2026. This growth reflects a deliberate focus on preparing students for early acceleration by expanding access to qualifying coursework aligned with End-of-Course assessments, and strengthening academic support so students are equipped to complete these courses successfully before enrolling in dual enrollment. As a result, more students' acceleration is now captured in the state measure.

ELA achievement also showed strong, consistent gains, with grade 3 achievement and learning gains improving over the prior year; ELA learning gains rose from 82% to 86%. Achievement gains were broad-based across subgroups as well, with nearly every subgroup improving in ELA achievement from FY25.

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.

Math learning gains among the lowest 25% of students (L25) were the lowest-performing component in 2026 at 75%. The result reflects declines across several student subgroups, although schoolwide math achievement remained strong at 99%. Given the small subgroup sizes, year-to-year fluctuations should be interpreted cautiously, as percentage changes may not indicate a sustained trend.

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

Math learning gains for the lowest 25% of students showed the greatest year-over-year decline of any data component, falling 11 percentage points from 86% in 2025 to 75% in 2026. This decline was concentrated in the lowest-quartile subgroup rather than reflecting a broader downturn in math performance, as overall math achievement and overall math learning gains each dipped only 1 percentage point.

4. Greatest Gap: Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The school outperformed the state average in every measured component in 2026. Science achievement showed the largest positive gap relative to the state average, with the school/district scoring 98% and the state average 60%, a 38-percentage-point difference. This gap has remained consistently wide over the past three years (98% vs. 61% in 2025 and 99% vs. 65% in 2024), reflecting the school's sustained strength in science instruction relative to the state as a whole rather than a one-year anomaly. Math achievement (99% vs. 64%, a 35-point gap) and ELA achievement (98% vs. 64%, a 34-point gap) showed similarly large positive gaps.

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

There were 10 students in grades K-8 who were absent for 10% or more school days in 2026-2027. Through a variety of efforts focused on positive reinforcement and improved parental notice, absenteeism and tardiness were reduced from the previous school year. Although improved, absenteeism remains a key area to monitor.

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

1. Improve student learning gains in English/Language Arts.
2. Improve student learning gain in Mathematics.
3. Reduce the number of students who are absent or tardy to school.
4. Reduce the number of administrative and teacher-issued student referrals.

Planning for Improvement

Area of Focus 1 Instructional Practice: English Language Arts	
Description and rationale	Schoolwide achievement in English Language Arts is significantly elevated: 98% of students in grades one through ten scored Level 3 or above, with 87% scoring Level 4 or Level 5. In all, 86% of students made learning gains. However, learning gains in grades 1-8 were 80%. A focus on learning gains is warranted to ensure all students achieve at least one year's academic growth.
Measurable outcome	At least 88% of students in grades K-10 will achieve learning gains on the 2027 FAST ELA PM3 Assessment. Sub goal by grade band: • At least 91% of students in grades K through 2 • At least 83% of students in grades 3 through 5 • At least 86% of students in grades 6-8 • At least 91% of students in grades 9 and 10
Describe how this area of focus will be monitored for the desired outcome.	School administrators, instructional facilitators, and team leaders will monitor progress on the implementation of strategies and assessments through classroom walkthroughs, data chats, and grade-level and team meetings. The school's comprehensive, evidence-based reading plan decision tree will guide instruction, progress monitoring, and intervention. Progress toward this goal will be measured by the results of the ELA FAST PM-1 and PM-2 assessments, along with district progress monitoring data (iReady and CommonLit) and other grade-specific data.
Person responsible for monitoring outcome	Dr. Lauren Robinson, Principal
Evidence-based strategy being implemented for this area of focus.	K–12 teachers will use a systematic, data-driven intervention process aligned with the district's Comprehensive Evidence-Based Reading Plan (CERP) to identify student needs, provide targeted intervention and enrichment, and monitor progress. In grades K–5, the daily "What I Need" (WIN) intervention/enrichment period provides dedicated time for differentiated instruction based on student performance and ongoing MTSS progress monitoring. In grades 6–12, standards-aligned assessment data are used to identify individual learning gaps and determine appropriate remediation, intervention, or enrichment during and beyond the regular school day. Intervention practices, selection of appropriate instructional supports, and progress monitoring will follow the processes and practices outlined in the district's CERP.

Rationale for strategy	Many studies support the use of an explicit, systematic, and multisensory approach to instruction in phonological awareness and phonics; see two IES meta-analyses that support this claim here and here . In addition to the research cited, these essential skills are highlighted in Florida's ELA B.E.S.T. Standards as part of the cornerstones of reading.
Action Steps <u>Kindergarten through Grade 5</u> 1. Use the FAST PM-1 assessment data and iReady diagnostic data to establish a baseline and monitor student progress. 2. Implement Foundations in kindergarten through 3rd grade classrooms. 3. Focus on small group instruction in Tier 1. 4. Identify student needs through the MTSS process, including: a. Monthly school-based team (SBT) meetings b. Daily WIN groups that target remediation and acceleration c. Continuous progress monitoring 5. Use Lexia Core5 for students in Tier 2 and/or Tier 3 interventions and for students in grades 3-5 who need additional phonics instruction. 6. Continue coaching cycles, literacy walks, and administrative classroom walkthroughs to support instruction. 7. Engage parents in their children's literacy (Literacy Night, Read-at-home project, New Worlds Reading Initiative). 8. Strengthen K-5 vertical alignment in ELA to ensure instructional practices and skills build intentionally across grade levels and support continued growth in student achievement. <u>Grades 6-8</u> 1. Utilize multiple data points from CommonLit for progress monitoring. 2. Continue book clubs in ELA classes that incorporate higher-level critical thinking skills. 3. Increase opportunities for cross-curricular instruction. 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. 5. Utilize Lexia's PowerUp to support Tier 2 and Tier 3 interventions. 6. Strengthen 6-9 vertical alignment in ELA to ensure instructional practices and skills build intentionally across grade levels and support continued growth in student achievement. <u>Grades 9 and 10</u> 1. Utilize progress monitoring data along with classroom data and grades to assess progress and plan for support. 2. Utilize CommonLit in the ELA class. 3. Use FAST progress monitoring data to identify students who may be at risk of dropping a level of achievement in ELA and to offer targeted support. 4. Continue data chats with teachers, administration, and school counselors to initiate an intervention plan that includes tutoring.	
Person responsible for implementation	Rebecca Kasten, Elementary Assistant Principal McCrae Chapman, Middle School Assistant Principal Kimberly Hallstrom, High School Assistant Principal

Area of Focus 2 Instructional Practice: Mathematics	
Description and Rationale	Schoolwide achievement in mathematics is excelling; 97% of students in grades K-8 scored 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.
Measurable outcome	At least 89% of students will make learning gains as indicated on the 2027 FAST PM3 mathematics assessments. Sub goal by grade band ➤ At least 93% of students in grades K through 2 ➤ At least 87% of students in grades 3 through 5 ➤ At least 88% of students in grades 6-8
Describe how this area of focus will be monitored for the desired outcome	FAST progress monitoring data, as well as iReady and ALEKS data, will be used to monitor students' grade-level progress. School administrators and team leaders utilize quarterly data chats, classroom walkthroughs, classroom-level data analysis, and grade-level and team meeting feedback to monitor progress on the implementation of strategies and assessments.
Person responsible for monitoring outcome	Dr. Lauren Robinson
Evidence-based Strategy being implemented For this area of focus.	Data from classroom math assignments and assessments, FAST progress monitoring, and 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 (<u>IES Practice Guide</u>). In grades 4 through 8, ALEKS provides a comprehensive description of students' competence in math, identifying topics that students are ready to learn. Students in grades 6-8 identified as struggling to meet grade level expectations will be provided with in-class assistance, interventions, and after-school tutoring.
Rationale for strategy	Targeted mathematics instructional strategies using rich contexts, discovery, and explicit instruction that are individualized based on student needs are aligned with evidence-based, best practices for struggling learners.

Action StepsKindergarten through Grade 5

1. Use math assessment data from FAST, iReady, and classroom assessments to monitor progress.
2. Identify student needs through the MTSS process, including:
 - a. Monthly SBT meetings
 - b. Daily WIN groups that target remediation and acceleration
 - c. Continuous progress monitoring
3. Continue using the workshop approach to teach math to provide multiple opportunities to address the diverse needs of learners.
4. Hold a parent engagement night to support parent involvement.
5. Strengthen math fact fluency through the intentional use of Reflex & Frax to provide students with regular opportunities for practice and gain automaticity.
6. Use ALEKS in 4th and 5th grade to reinforce grade-level math content, address individual student needs, and provide opportunities for enrichment and acceleration.

Grades 6-8

1. Analyze FAST progress monitoring assessment data to identify student deficiencies across grade-level mathematics standards.
2. Use ALEKS placement/diagnostic data to place students on a pathway to master the grade-level content and beyond.
3. Identify students struggling in math and provide small group settings to support comprehension.
4. Provide immediate feedback and additional learning opportunities to students through reteaching.

Person responsible for implementation

Rebecca Kasten, Elementary Assistant Principal
McCrae Chapman, Middle School Assistant Principal

Positive Culture and Environment
Targeted Element: Student On-Time Attendance

Description and Rationale	In 2025-2026, 10 students were absent from school for 10% or more days with a schoolwide average daily attendance of 96%. There was also an average of 13 late arrivals (tardy to school) per day, for students in kindergarten through grade 9. Reducing absences and increasing on-time attendance will remain a focus for the 2026-2027 school year. Research has shown that chronic absenteeism impacts students' learning opportunities and, therefore, their achievement.
Measurable outcome	In the 2026-2027 school year, we will reduce student tardiness by 10% and improve our average daily attendance rate to 97%, including reducing chronic absenteeism from 10 students to 6 students.

Describe how this area of focus will be monitored for the desired outcome	During each quarterly data meeting, which includes the principal, district administrators, instructional facilitators, behavior coordinator, and counselors, level administrators will present attendance data. Students who have surpassed or are approaching the 10% threshold for absences and tardies will also be discussed. Trends may be identified and interventions put in place if necessary.
Person responsible for monitoring outcome	Dr. Lauren Robinson
Evidence-based strategy being implemented for this area of focus.	Character Counts! will continue to be implemented schoolwide with fidelity to reinforce a positive school climate, strong relationships, and high expectations for students. Administrators will monitor attendance through the Focus early warning system and proactively communicate with families when students approach the 10% absence or tardy threshold to address barriers and support improved attendance.
Rationale for strategy	Research indicates that positive school climate, strong student-adult relationships, and proactive attendance monitoring and family engagement can support improved student attendance. Consistent implementation of Character Counts! and early intervention with students and families are intended to strengthen students' connection to school and promote regular, on-time attendance.
Action Steps Administrators and staff members will: 1. Continue the <i>Owls Who Show Up</i> incentive for on-time student attendance. 2. Support the <i>Owls Who Show Up</i> program with weekly recognition and parent communication. 3. Leverage the CC! curriculum and philosophy to foster a positive schoolwide climate that motivates students to attend school on time each day. 4. Utilize the early warning alert in Focus when the student nears the 10% threshold for absences or late arrivals. 5. Assign the attendance manager to ensure the correct level administrator has the information needed to intervene. 6. Contact parents through phone, email, and other messaging systems to determine the cause(s) of the absences and/or late arrivals to school.	
Person responsible for implementation	Rebecca Kasten, Elementary Assistant Principal McCrae Chapman, Middle School Assistant Principal Kimberly Hallstrom, High School Assistant Principal

Positive Culture and Environment Targeted Element: Student Discipline	
Description and Rationale	A second area of focus impacting a positive school culture is student discipline referrals. Using Character Counts! as a foundation for schoolwide expectations, we will focus on respect, responsibility, and citizenship to address student behavior, resulting in fewer student referrals.
Measurable Outcome	In the 2026-2027 school year, we will decrease teacher referrals (321) and administrative referrals (34) by 10%.
Describe how this area of focus will be monitored for the desired outcome.	During each quarterly data meeting, which includes the principal, district administrators, instructional facilitators, behavior coordinator, and counselors, level administrators will present discipline reports that include the total number of referrals (minor infractions and administrative referrals) issued during the prior quarter.
Person responsible for monitoring outcome	Dr. Lauren Robinson, Principal
Evidence-based Intervention	Character Counts! will continue to be implemented schoolwide with fidelity, using consistent language, expectations, and reinforcement of core values across grade levels. Administrators, faculty, and staff will use structured communication and collaborative decision-making to consistently address student behavior and reinforce positive choices.
Rationale for strategy	Research indicates a positive relationship between character education and student outcomes. Character education has been associated with fewer suspensions, increased respect, and fewer behavioral concerns (Jeynes, 2017). Consistent, schoolwide implementation of Character Counts! is intended to strengthen positive behavior, reinforce shared expectations, and reduce student referrals.
Action Steps 1. Continue Character Counts! schoolwide implementation. 2. Ensure alignment of high behavioral expectations across the school by monitoring students in classrooms and common areas to ensure they exhibit appropriate and expected behavior. 3. Reinforce and reward expected behaviors throughout the school day in a variety of contexts 4. Recognize students who exemplify the CC! pillars each month. 5. Track administrative referrals weekly to identify behavior trends, and implement targeted interventions when necessary (e.g., additional support, peer mediation, or behavior contracts).	
Person Monitoring	Rebecca Kasten, Elementary Assistant Principal McCrae Chapman, Middle School Assistant Principal Kimberly Hallstrom, High School Assistant Principal