

## 2024-2025 School Improvement Plan Summary

**Mission Statement:** The Alexander 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 Statement:** The Alexander D. Henderson University School and 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.

The 2024-2025 School Improvement Plan is comprised of four (4) areas of focus:

**Area of Focus 1:** English Language Arts Instructional Practice

**Intended Outcome:** At least 84% of students in grades 1-10 will make learning gains as indicated on the 2025 F.A.S.T. English Language Arts Progress Monitoring 3 (PM3) Assessment.

**Action Steps**

- Identify student needs through a variety of progress monitoring systems.
- Provide tutoring and/or classroom interventions for students needing support.
- Use intervention programs for students in Tier 2 and/or Tier 3 interventions.
- 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 to support instruction.

**Area of Focus 2:** Mathematics Instructional Practice

**Intended Outcome:** At least 87% of students will make learning gains as indicated on the 2025 F.A.S.T. Progress Monitoring 3 (PM3) mathematics assessments.

**Action Steps**

- Utilize F.A.S.T data, iReady, and ALEKS for progress monitoring and informing instruction.
- Conduct data chats to identify students not meeting grade level standards.
- Provide tutoring and/or classroom interventions for students needing support.
- Provide professional development and classroom release time for teachers to participate in classroom walkthroughs, classroom-level data analysis, and grade level and team meeting feedback to monitor progress on the implementation of strategies and assessments.

**Area of Focus 3: Character Education – Student Behavior**

**Intended Outcome:** Administrative referrals will decrease by 10% in the 2024-2025 school year, when compared to 2023-2024 results.

**Action Steps**

- Review discipline reports to identify trends.
- Implement the Character Counts! program schoolwide with fidelity.
- Behavior interventions will be implemented when necessary.
- Expected behaviors will be reinforced through interventions and small group lessons.
- Recognize students who exemplify the Character Counts! pillars each month.

**Area of Focus 4: On-Time School Attendance**

**Intended Outcome:** The number of students absent from school more than 10% of total school days will decrease by 30%, while increasing overall students' on-time attendance by 25% when compared to 23-24 data.

**Action Steps**

- Review attendance and tardy reports bi-quarterly.
- Utilize early warning alert systems to identify at-risk attendance.
- Contact parents through phone, email, and other messaging systems to determine the cause(s) of absences and/or late arrivals to school.
- Ensure correct level administrator has access to attendance information needed for possible interventions.