

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 2 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	28	54
1	30	26	56
2	31	34	65
3	30	32	62
4	35	30	65
5	32	34	66
6	29	35	64
7	39	39	78
8	38	44	82
9	57	85	142
10	69	68	137
11	71	71	142
12 or higher	57	77	134
Total Students	544	603	1147

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 10 % Asian
 - 14 % Black or African American
 - 27 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2016	1147
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 2%
19 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Creole, Farsi, French, Greek, Spanish, Italian, Panjabi, Portuguese, Russian, Thai, Urdu, Haitian/Creole

7. Students eligible for free/reduced-priced meals: 33%
Total number students who qualify: 380

8. Students receiving special education services: 5 %
61 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>20</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	11

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	96%	97%	97%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	122
Enrolled in a 4-year college or university	97%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	2%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2004

15. In a couple of sentences, provide the school's mission or vision statement.

To provide a unique educational setting that empowers students to excel academically, and to become well-rounded, lifelong learners in a developmental, research environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

K-8 Admissions

Florida Statute 1002.32 Developmental Research (Laboratory) Schools requires that a laboratory school's population must be a representative sample of state-wide, public school enrollment based on gender, race, socioeconomic status, and academic ability. For this reason, A.D. Henderson's K-8 program uses a lottery system to select students. Annually, A.D. Henderson receives in excess of 3,000 new applications for approximately 60 available spots.

Students new to A.D. Henderson complete an online application by February 1st of each year for admission consideration. Lottery selections and enrollment invitations are contingent upon receipt of the required enrollment documentation and subsequent school review. Students are randomly selected to most closely represent the public school student population of the state of Florida. Should the random lottery fall short of a representative sample of public school enrollment, the Office of PK-12 Schools and Educational Programs is authorized to select from the pool of applicants in order to meet the necessary state criteria for admissions. State statute also permits a laboratory school to provide priority selection for students in identified categories; however, priority status does not guarantee selection or admission. The priority categories are as follows:

1. Faculty & Staff Children – Children of full-time faculty and staff at A.D. Henderson University School will be admitted on a first priority basis for the length of the parent's full-time employment at A.D. Henderson University School.

2. Siblings – A sibling in the applicant pool is defined as a natural, adopted, or foster brother, sister, half-brother, half-sister, stepbrother, or stepsister living in the same household as a student who is currently attending A.D. Henderson University School/FAU High School and will continue to attend the school

during the next school year.

3. Active Military Duty Personnel – Dependent children of active duty military personnel currently serving in any branch of the U.S. Armed Forces (Army, Navy, Marine Corps, Air Force, and Coast Guard).

4. Alumni – Children of A.D. Henderson University School Alumni will be admitted on a priority basis, provided an opening exists within the appropriate category.

High School Admissions

FAU High School was established as a developmental research, fully-immersed, dual-enrollment high school that serves academically talented students. As such, a rigorous selection process is required.

FAU High School admissions criteria are based on the competitiveness of applicants. To be eligible for consideration for admissions, an applicant must meet minimum academic requirements. The criteria for admissions shall not have the effect of restricting access by persons of a particular race, color, ethnicity, religion, sex, sexual orientation, national origin, gender identity, disability, socioeconomic status, or any other characteristic protected by law.

Applying to FAU High School requires completing an online application and providing the required documentation. There are two rounds of selection every school year, the Early Selection Round and the Regular Selection Round. Students applying to FAU High School are evaluated individually. Consideration is given to the following factors, including but not limited to:

Next Generation ACCUPLACER (Reading, Writing, Quantitative Reasoning, Mathematics) Test Scores; WritePlacer College Readiness Test Scores; State Standardized Test Scores; Grade Point Average (GPA) and current semester grades; Recommendation Letters; State and National Recognition; Interview; Résumé and Personal Statement; and Student Attendance, Behavioral, and Discipline Records.

FAU High candidates with complete application packets and documentation are reviewed by the admissions committee comprised of the Principal/Director, High School Associate Director, faculty, school counselors, and select high school and district staff. Select candidates are invited for a face-to-face interview with an FAU alumnus, FAU High faculty member, and FAU Lab School District staff member.

Factors assessed during the interview include maturity, organizational skills, communication skills, motivation, and a holistic assessment of any attributes the applicant possesses that would add to the diversity of the class.

The admissions committee reconvenes to review all of the students' data and determines the candidates who will be invited to enroll into FAU High School. Annually, approximately 900 students from local school districts apply for 145 available openings.

PART III – SUMMARY

Alexander D. Henderson University School (K-8) was founded in 1967 on the Boca Raton campus of Florida Atlantic University (FAU) as a public developmental research school (Florida Statute 1002.32). In 2004, A.D. Henderson University School (ADHUS) expanded to include Florida Atlantic University High School (FAU High) grades 9-12 and forms Florida Atlantic University Schools (FAUS). FAUS is funded by the state of Florida as a public school district, and operates under state of Florida and Florida Department of Education statutes and regulations, including state standardized assessments.

Located in southeast Florida, ADHUS/FAU High is a choice school embedded within an urban/suburban community and draws students from Broward, Miami-Dade, and Palm Beach counties. Due to a statutory research requirement, ADHUS/FAU High must have a representative sample of the state's student demographic profile. To ensure a diverse student population, students in grades K-8 are chosen from a lottery system, and in grades 9-12 students are selected through a competitive application process. Both selection processes include consideration of gender, race, ethnicity, and family income. Thus, ADHUS/FAU High is a Title I school, and is representative of our community and state student populations.

Recognized in 2004 by the state of Florida as a Blue Ribbon School of Excellence for academic innovation, this highly successful K-8 program led ADHUS to further expand the boundaries of originality and strengthen the synergy of the university's partnership in creating FAU High as a fully immersed dual enrollment early college program on the FAU campus serving talented high school students in grades 9-12.

Since the high school's inception, FAU has granted 36 bachelor's degrees to students concurrently with their high school diploma. One hundred percent (100%) of our students graduate from high school with an average of 95 university credits earned. These motivated and talented students begin their college experience with a rigorous college-preparatory ninth grade foundational year before advancing in tenth grade to full-time course schedules at FAU. Nearly 73% of these students earn their bachelor's degrees within four semesters of high school graduation. Our students are true scholars. During the 2017-18 school year alone, seven students were recognized as National Merit Semi-Finalists and another seven were designated as Commended. Based on our eleventh graders' PSAT scores, we anticipate that 16 students may be National Merit Semi-Finalists next year.

ADHUS/FAU High also demonstrates cutting edge student research programs that offer mentoring to guide students through learning widely-used research skills and provide support throughout their research experiences to develop relevant solutions to societal challenges. Teachers and students together engage in research, and ADHUS/FAU High serves as a research site for FAU's colleges and departments as well as public and private sector research institutions such as SCRIPPS and Max Planck. Since 2004, there have been 17 senior student publications including *The New England Journal of Medicine*, 33 research grants awarded to FAU high school students, and over 100 research presentations by students nationwide.

Additionally, ADHUS & FAU High School is a national exemplary model for schools and teacher preparation programs, improving education for diverse populations through innovative, faculty-developed research and curriculum. As a part of FAU's College of Education, ADHUS & FAU High faculty teach university courses, provide school-based professional learning, and mentor pre-service teachers for observation and practicum experiences.

Students also benefit from a comprehensive system of opportunities and support through the FAU partnership that encompasses all areas of a student's life: academic, social and emotional, career development and extracurricular activities. This educational partnership provides students, families and school staff with opportunities to collaboratively engage in athletic events, theater performances, and community activities.

Academically, FAU also supports our expansion of STEM initiatives. As we expand our clubs, curricula, and competitions to further cultivate STEM programs, including coding, environmental science, and research, we engage with university professors, and use laboratories and workspaces that allow students to

deepen their interests and learning.

As a school that draws students from three counties, there is also great emphasis on fostering a sense of community; therefore, we are steeped in traditions including the forty-year Thanksgiving Feast tradition, the fall Halloween Howl, and Family Fun evenings such as movie nights, STEM nights, art, and choral events. Additionally, secondary students enjoy dances, gaming nights, and open mic nights.

Parent and community outreach is critical to our students' success. The Parent Teacher Organization (PTO) reaches the parent base through the PTO website, allowing parents to log over 10,000 volunteer hours as well as providing ways to support school fundraising through various organizations such as Target Stores, Amazon, and the Humane Society. Our military is also embraced through guest speakers, visits by active Navy and Coast Guard personnel, and philanthropy efforts for military organizations.

At A. D. Henderson University School & Florida Atlantic University High School, our philosophy, "Ignite the Future by Building a Culture of Innovation" is embodied in our rich tradition of creating a vibrant, research-based learning community for young scholars, educators, leaders, and parents. Our dedicated and talented educators and incredible students make ADHUS & FAU High a unique, educational environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our core curriculum is aligned to the Florida State Standards and provides a well-rounded approach to instruction. At ADHUS/FAU High, the curriculum is central to providing students the knowledge and skills to master and exceed the standards through a variety of techniques and strategies in an engaging and rigorous context. The standards set learning goals that are monitored and assessed by both teachers and students to determine progress and identify opportunities for additional support or enrichment. Based on the standards, we have developed a scope and sequence and unit plans outlining core and supplemental resources, assessments, high yield engagement strategies, and technology integration.

A.D. Henderson (K-8) is committed to ensuring that all students acquire the foundational skills of language and literacy that are critical for learning to read and write. A.D. Henderson (K-8) participates in a balanced literacy approach to reading. We use Reader’s Workshop Units of Study and teacher-developed units integrating content area standards. Authentic content specific literature is infused into instruction through mentor texts and novel studies. Teachers use a gradual release model to teach the standards, engage students through mini-lessons and allow students to work in pairs, groups or independently while teachers facilitate deepening student content knowledge. Students are encouraged to use reading strategies independently to tackle difficult concepts and words within a text.

Foundational language and literacy skills are also acquired through the use of Foundations, a research-based approach to phonics instruction in Kindergarten through 2nd grade. This approach aligns with rigorous college and career ready standards, and when combined with our core literacy curriculum provides a comprehensive approach to reading and spelling.

ADHUS uses Engage NY mathematics curriculum in grades K-5. Curriculum modules in mathematics are marked by in-depth focus on fewer topics. These modules integrate the mathematics standards, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. Students are encouraged to think critically and employ multiple strategic approaches to each topic.

In grades 6-9, students are placed into mathematics classes based on performance on multiple diagnostic measures. Each mathematics course includes online differentiated resources for supplemental instruction that allow students to progress at their own pace. These online resources provide practice and remediation as well as acceleration based on each student’s needs. Additionally, accelerated coursework is offered for students surpassing the mathematics classes offered at A.D. Henderson and FAU High. Regardless of a student’s age, if the student has the ability, we eliminate barriers to their progression by providing the opportunity to enroll in FAU college courses.

Our science curriculum is aligned to the Next Generation Sunshine State Standards (NGSSS), and offered through hands-on, lab-based experiences for students. Students focus on solving real-world problems and exploring science content. Our science curriculum is bolstered by our STEAM specials and electives. Science curriculum is planned with a vertical approach in mind; starting in kindergarten we prepare students for the content they will need for the 5th and 8th grade science state assessments.

Based on the Florida Social Studies NGSSS, the social studies curriculum is designed to enable our students to develop inquiry-based critical skills to understand how their local, state, and national communities and the global society function, and how people interact within these societies. The curriculum integrates history, economics, geography, and civics to provide a well-rounded understanding and global view of an intricate network of complex culturally diverse societies. Our teachers facilitate integration with ELA to further develop students’ language, literacy writing, and critical thinking skills. Students start in kindergarten discussing civic duty and community service, and how these ideals impact their community and the world. Students delve deeper into their own state’s history in grade 4 where they learn about and visit places that have shaped the history and culture of Florida. Throughout grade 7, students spend the year on civics

curriculum, concentrating on topics relating to democracy, government, and current events.

As a Google Reference District, the only district in Florida and one of only 109 districts world-wide, the core curriculum is strengthened through the use of the full complement of Google Classroom tools for students to create, reflect and share their learning. Students use the tools to assess their learning, create and demonstrate projects and videos to share with their parents, and to display for visitors using Quick Response (QR) codes placed outside of teachers' classrooms.

FAU High's curriculum is uniquely designed for an accelerated college experience. In grade 9, students complete rigorous coursework, including research courses, to prepare for the level of rigor and expectations in grades 10-12 when they complete all of their coursework on FAU's campus. This fully immersed, dual-enrollment experience is the ultimate college and career readiness preparation. It provides students opportunities to fulfill their high school requirements while earning a free bachelor's degree and engaging in research with professors, exploring careers, and developing the knowledge and skills necessary to be productive citizens.

2. Other Curriculum Areas:

The acquisition of essential skills and knowledge in other areas of the curriculum are delivered in a multitude of ways. Elementary specials classes are 40 minutes daily, and follow the same instructional practices as classroom teachers using the Marzano Causal Model for instruction. Skill acquisition is taught and assessed in the same manner as academic content which allows consistency of expectations throughout the school day. These specials are on a rotation of music, STEAM, physical education/swimming and Special Project Enrichment Curriculum (SPEC). Within the SPEC classes students are offered a variety of choices in multiple disciplines including robotics, coding, Legos, theater, track and field, swim safety, and competitive swimming. Elementary teachers partner with specials teachers to instruct the students during this time. Students are given the freedom to register for whichever elective they desire, and the elective options are rotated by quarter.

In STEAM, students are exposed to a wide variety of science, technology, engineering, art and mathematics principles. Students are introduced to coding in kindergarten and continue to build upon the skills throughout their middle school years. Elementary STEAM students use multiple technological components including Ozobots, Dot and Dash Wonder Workshop robots, 3-D Printers and Printing Pens, as well as Google Expedition glasses and other virtual reality programs. Students participate in project, research-based learning that is correlated to content taught in their homeroom classrooms. The students participate in art shows and create pottery as part of the arts curriculum taught during STEAM. Often these worlds are joined as in our "My Garden" project where students combine ELA concepts, art and technology to create an augmented reality graphic.

Our music instruction also engages K-8 students with the musical experience through singing, writing, and reading music, learning to play instruments, and generally awakening musical imagination, curiosity, and appreciation. Through music, our students learn to express themselves in a variety of creative ways, helping them gain confidence and self-esteem through practice and discipline as they prepare for and present formal grade level performances.

Middle school students are offered elective pathways that provide them opportunities to develop their interests and skills. Competition teams such as speech and debate, and theater are offered as well as Southeastern Consortium for Minorities in Engineering (SECME), SeaPerch and other competitive STEM based classes. Students are also provided arts electives such as musical theater, chorus, digital arts and creative writing. These electives are selected on an annual basis, and students are offered the opportunity to choose their preferences throughout their middle school experience.

Foreign language begins in sixth grade as an elective class. Foreign language is taught by a native speaker, and students explore all cultural aspects of the language. Students use this language in multiple presentation-based activities to show mastery of foreign language content. Students progressing to FAU High continue with dual enrollment Spanish I and II courses and are able to advance in Spanish or pursue other foreign

language college courses at FAU.

Physical education is a required course in grades 6-8. Students receive instruction in specific sports-based units, and in health and nutrition. Students are expected to set fitness goals and track their progress throughout each unit. In the elementary grades students spend two semesters of their P.E. time on swimming curriculum. The students are taught water safety as well as swimming skills during this time.

Digital Citizenship curriculum is introduced in STEAM beginning in kindergarten. Students are introduced to proper internet-based practices and apply their skills in units developed by Google to teach the content. Students interact with technology daily. Technology curriculum is taught in the classroom and through coaching opportunities with outside technology consultants. These technology consultants work with teachers to develop a class specific implementation plan for each individual classroom.

Character development curriculum is an integral part of our students' everyday lives. Our curriculum is built around our O.W.L. Agreements. These three agreements include, attentive listening, mutual respect and appreciation. Students use this common language through grades K-12 and are redirected to the three pillars when their choices fall out of line with them. These three pillars guide all of our classroom practices, and the agreement is posted and reinforced in common gathering areas. Character development is interwoven throughout the curriculum, and is reinforced by visits from our school counselors to individual classrooms to discuss positive interactions between students as well as peer resolution strategies.

3. Instructional Methods, Interventions, and Assessments:

ADHUS/FAU High focuses on purposeful and intentional teaching and learning. Evidence-based strategies such as project-based learning, whole and small group instruction, inquiry-guided instruction, student-led team instruction, experiential learning, and individualized instruction using technology are a few approaches used to ensure we meet the needs of all learners. School leaders and instructional facilitators provide support through establishing high expectations, ensuring equity of rigorous instruction, and providing appropriate academic and social emotional supports.

Using the Marzano Causal Model for instruction and lesson planning, teachers focus on student outcomes and the instructional, high yield practices that contribute to student success. Technology is a vital instructional component for engagement, interventions, enrichments and assessments. ADHUS/FAU High uses one-to-one devices as an integral instructional approach. Teachers use the devices to differentiate learning and practice through adaptive technology that increases or decreases levels based on student responses. Additionally, Chrome Books, iPads, Google VR glasses and Apple TVs among many technologies are utilized throughout instruction. Together, students and teachers access digital resources for engaging, purposeful, effective and rigorous learning.

Another key instructional approach we utilize is engagement in academic, athletic, and art and music competitions to provide students opportunities to further develop their college and career readiness and life skills. The competitions such as mock trials, science fairs, coding events, eMERGE Americas Hackathon, Model United Nations, LEGO League, Governor's writing and art challenges, spelling bees provide students with opportunities to work as a team, to showcase their skills, to analyze and evaluate outcomes, and to apply their learning.

To ensure enhanced differentiation and engagement, we provide students an array of opportunities in the summer such as the JROTC summer leadership camp, TechGarage summer robotics and engineering camps, and H2O to Go summer institutes at Pine Jog Environmental Center to explore the field of environmental research and tools engineered by FAU to test solutions. The activities complement our curriculum while providing students with experiences to deepen their knowledge and challenge their creativity and critical thinking.

For students needing interventions, teachers follow the Response to Intervention (RtI) tiered instructional process within their classrooms. Our School Based Team Coordinator ensures that data in these tiers are tracked and communicated with parents on a 3-week cycle. Instruction is customized in small group settings.

Students move within the tiers based on their data, and decisions are made collaboratively during the school based team meetings.

In the middle grades, students scoring below proficiency on state assessments are scheduled in an intervention Learning Strategies course. The class is used to intervene and assist the students' areas of deficit. This class is instructed by an exceptional student education (ESE) certified teacher who delivers targeted instruction to each student, thereby assisting each student in moving towards proficiency.

The school uses a myriad of sources when looking at student data. Data is tracked by cohort as well as by individual teachers by content area and grade level. All students in the state of Florida participate in state testing in reading (grades 3-10), math (grades 3-8), writing (grades 4-10) and science grades 5 and 8. Students also participate in End of Course (EOC) exams in Civics, Algebra 1, Geometry and Biology. Additionally, the school administers multiple diagnostic assessments three times a year in reading, language arts and math. These diagnostics are reviewed carefully by teachers to identify student strengths and weaknesses. Teachers also give grade level summative and formative assessments within their own classrooms. These data are stored in a data warehouse for review by teachers and the school leadership team. The data inform the development of action plans to drive instruction.

Data used for actionable improvements is critical to improving outcomes for students. Teachers, instructional facilitators, administration and staff are immersed in a culture of data. Our "data room" is a place where all staff members go to interact, discuss and disaggregate data. Data is part of everyday life, driving instructional practice by identifying trends, gaps, and strengths. These findings are shared both horizontally among the grade level as well as vertically. Discussion between grade levels strengthens the level of instruction as educators are able to diminish replication efforts and truly focus on deepening the rigor and problem solving process behind the content. Students are driven to think critically and self-assess their progress daily.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our philosophy, “Ignite the Future by Building a Culture of Innovation,” focuses on eliminating barriers and providing students with an environment that nurtures their passions, customizes their learning and provides a support structure that ensures their personal and educational development.

Engagement is enhanced through a variety of evidence-based strategies. At the elementary level, whole-brain teaching strategies, Thinking Maps, flexible seating, and integration of technology are utilized. Beginning in kindergarten, students also engage in STEM activities that build a strong foundation in science, mathematics, engineering and computing principles. In the middle grades, project-based learning, smaller class sizes, and exposure to a wide-variety of electives enhance their learning and interests. The STEM pathways and experiences in-school and extracurricular opportunities continue.

The high school provides a rigorous, customized dual-enrollment program. In the sophomore year, students matriculate to FAU’s campus. Students pursue their interests, register for courses at the times in which they learn best, and learn and develop in a college environment that provides them opportunities to study, research, and explore real-world issues.

Social emotional supports are a valued aspect of our students’ educational experience beginning with a comprehensive K-12 school counselor program that includes peer counseling with student mediators, and social skill development in kindergarten. Several initiatives have been implemented to proactively address social emotional issues, in partnership with FAU’s Counseling Center; we have hired a dedicated mental health counselor for students in grades 10-12. We were recently awarded a United States Department of Education Javits Gifted and Talented Education \$2.2 million grant to further develop social emotional student supports and near peer mentoring.

In addition to high expectations for learning, students are provided multiple ways of developing their interests and passions through a broad choice of elective classes and extra-curricular options such as academic games; student government; creative writing; speech and debate; robotics; environmental STEM; global studies; research; digital design; leadership, and countless after-schools clubs and service learning opportunities.

At the core of the learning culture are dedicated and highly motivated educators. Teachers are instructional leaders, and collaborate and plan through grade level and grade bands to develop curriculum based on Florida and national standards and alignment to student needs.

Unlike other public settings, educators may complete advanced degrees at FAU at no cost. Through the Henderson Foundation funding, teachers avail themselves of professional learning, conduct presentations at conferences, and collaborate with professors on research projects, resulting in recognition and financial gains. Accomplishments are highlighted in the weekly staff newsletter, at meetings, and within the community. Additional recognition comes in various forms, including financial incentives for continuing development, conducting research, and engaging in professional learning and coursework resulting in positive classroom results, and professional growth.

2. Engaging Families and Community:

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 newsletter to families and the local community with student and teacher accomplishments, outreach activities, and upcoming events. Additionally, our Parent Teacher Organization (PTO) actively volunteers in classrooms, organizes school and community events and assists with K-5 Friday Folders sent home to update parents on classroom and school events. Other mechanisms are used to keep families informed such as FOCUS student/parent portal, Parent Event Calendar,

Blackboard Connect, Google Classroom, Facebook and Twitter.

Engaging families in the education process is encouraged through academic events in the evenings and on weekends such as literacy nights; STEM curriculum nights; academic competitions; parent trainings, and family math night.

Additionally, we survey parents to determine the school engagement activities that are most impactful, and solicit ways to improve the educational experience 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. For example, we host a 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.

ADHUS/FAUHS also 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 Plank Florida Institute for Neuroscience, the Rotary Club, and Boca Raton Chamber of Commerce.

A first-of-its kind pipeline has been established with FAU's College of Medicine to directly admit FAU High School students into medical school. Four students were selected in 2017, and another five students are being considered this year. Additional collaborations are underway with the Colleges of Science and Engineering. These strategic partnerships have yielded great success. 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.

3. Professional Development:

The approach at ADHUS/FAU High is to utilize our student achievement data, teacher survey and performance data, and classroom observation data to identify areas of strength and opportunities for growth and instructional enhancements. Annually, the professional development team, comprised of school leaders and teachers, evaluates the previous year's data, and develops the school's professional development plan.

Professional development (PD) opportunities are incorporated into planning days and monthly professional development sessions, and focus on a variety of multi-year initiatives such as data collection through Performance Matters, Thinking Maps, technology integration, Foundations, and Lucy Calkins reading and writing workshop.

Teachers also have annual individualized goals that are realized through professional learning communities (PLCs). Teachers join a specialized learning community based on their goals. The groups are chosen based on data and a needs-assessment, or based on a new initiative, technology, and pedagogy being studied or implemented. A unique feature of the high school PLC is that our teachers partner with FAU professors to discuss course content to ensure improved content acquisition and skills necessary for our tenth grade students' transition to university coursework.

As a laboratory school, our teachers are provided support by administration and the instructional facilitators to research and evaluate the latest educational trends. In recent years, as we transitioned to one-to-one devices, teachers participated in EdTech PD. The on-going training allowed for PD that was tailored to each grade level and device specific. For example, trainings were provided for Chromebooks, iPads, and Kindles. To extend job embedded support, we utilize on-staff teacher experts and instructional facilitators

to model and offer technology professional development.

This year, as a result of being designated a Google Reference School, many of the PLCs incorporated elements of Google training to enhance engagement and technology integration, including advanced student creations. While teachers learn and discuss as a PLC team, each teacher creates their own Google Slide presentation to capture how they use the PLC materials and concepts in their own class. Teachers ultimately showcase how their PLC work has helped them to reach their professional growth plan goals.

Our school environment also fosters the development of teacher leaders. We encourage teacher-led workshop PD days. Each session, six to eight teachers develop and present workshops for the faculty. On an even larger scale, during the summer, we coordinate and host a multi-school Drive-In Conference that allows laboratory school teachers from Florida to converge on our campus to present on the latest and greatest techniques and resources in K-12. In addition to having the Florida Teacher of the Year and a Florida Atlantic University education professor as the keynote speakers, we also provide 30 individual sessions offered to more than 300 attendees.

4. School Leadership:

John Dewey, psychologist and philosopher, was an avid proponent of the laboratory school philosophy. The intent of laboratory schools is to capitalize on the synergy of being part of a university, and provide an environment for innovation and risk-taking. At ADHUS/FAU High, school leaders ascribe to a transformational and shared decision-making approach to leadership; thereby, ensuring equity of voice and unified accountability.

This leadership approach requires high expectations, clear goals and path to achieve the goals in an open, fair and encouraging environment. The tone is established with the governing body, college of education and school leadership.

ADHUS/FAU High legislatively is under the auspices of FAU's College of Education. The Dean of the College of Education serves as the Superintendent of Schools and provides overarching guidance and support for the district. Reporting to the Dean is the Assistant Dean of PK-12 Schools and Educational Programs who oversees district operations and provides support to the principal/director. The School Advisory Body (SAB) serves as the governing board. The SAB is comprised of parents, faculty, staff, students, and representatives from the business/community and FAU's College of Education. The SAB meets monthly to review and approve policies, discuss issues, and provide valuable input to school leadership.

Oversight of the school operations is effected by the principal/director with support from the leadership team comprised of the high school associate director, and two assistant principals. The school leadership team meets weekly to focus on school-wide goals, instructional and curricular decisions as well as professional development needs. The team is responsible for academics, teacher evaluation and feedback, data monitoring, and support services.

School administrators work as instructional leaders by providing teachers with actionable feedback, opportunities to observe their colleagues, and individual conferences to help teachers reach their full potential. Instructional coaches serve as liaisons between teachers and school leadership and work with teachers in the classroom through modeling, feedback, and co-teaching opportunities.

To further ensure improved student outcomes, the leadership team collaborates with the school support team. The support team, along with the leadership team, is comprised of the instructional coaches, school counselors, exceptional student education coordinator, assessment and programs coordinator, research director, athletic director, science coordinator, high school associate director, and two district associate directors. The support team meets monthly for clear communication to ensure alignment of K-12 resources, and to discuss continuous improvement efforts such as teacher research, FAU and school partnerships, social emotional supports, and academic interventions.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Early and frequent STEM engagement in the form of project-based learning has been instrumental to student success. Student early engagement in co-curricular STEM Pathway clubs and activities, as well as STEM elective courses, leads to stronger critical thinking skills, higher self-confidence, the ability to work well in groups, and the development of future career skills. Our students are learning computer programming skills, Computer Aided Design (CAD) skills, laser cutting, and 3D printing skills as early as elementary school through both STEM Pathway clubs and our SPEC electives.

STEM Pathway clubs are clubs that begin in early elementary and provide a pathway to high school and beyond. STEM Pathway clubs include Science Olympiad, SECME, SeaPerch Underwater Remotely Operated Vehicles, Science Fair, and Robotics. Pathway clubs allow for unique cascade-learning and near-peer mentoring opportunities. For example, our high school SeaPerch club members are mentored by the FAU Marine Robotics Club from the College of Ocean and Mechanical Engineering. Our high school students mentor our middle school SeaPerch club members who in turn mentor our elementary school students. This has led to recognition at the international level for innovative engineering and design as well as awards for science fair projects and undergraduate research projects by our middle and high school students. Pathway clubs also encourage elementary, middle, and high school teachers to collaborate together while meeting with students from various grade levels, developing relationships with those students, and communicating high expectations among those students.

STEM electives begin with our elementary SPEC program which include elementary FIRST Lego League, Wonder Workshop robotics, Exploravision and Science Olympiad competition class, the Science of Sound, elementary programming, among others. Middle school STEM electives include Marine Industries, Competitive Robotics, Robots in Art, Introduction to STEM, Programming, Research, and more. High school STEM electives include Competitive Robotics, Machine Perception and Cognitive Robotics, Cryptography and Cybersecurity, Fundamentals of Engineering, and Research. All of our STEM electives focus on project-based learning and the development of STEM career skills.

The project-based learning in both the STEM Pathway clubs and STEM electives better prepare our students for engaging in real-world research. Our high school students are engaging in undergraduate research in all colleges at Florida Atlantic University. High School STEM Pathway clubs and STEM electives allow collaborations with university faculty, and serve as direct pipelines to related labs and faculty-mentored research opportunities. To date, 17 students have co-authored peer-reviewed journal articles, 33 have been awarded research grants, and our high school students have delivered 109 research presentations nationwide.