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# Suncoast Community High School

1717 AVENUE S, Riviera Beach, FL 33404

<https://suh.palmbeachschools.org>

## Demographics

**Principal: Kathryn Koerner**

Start Date for this Principal: 7/25/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	<i>[Data Not Available]</i>
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Native American Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (74%) 2017-18: A (79%) 2016-17: A (81%) 2015-16: A (80%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	[not available]

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.**

To provide a safe, welcoming environment that delivers challenging, innovative programs of the highest standard for a diverse student population, empowering each student to apply their knowledge to be competitive and balanced global citizens that are resilient by leading them to post-secondary education and beyond.

#### **Provide the school's vision statement.**

All students will gain a career perspective and graduate college-ready so life choices are limited only by their imaginations.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Koerner, Kathryn	Principal	Instructional leader responsible for all personnel and actions related to student achievement goals as outlined in the School Improvement Plan.
Blumner, Karen	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Science and the Computer Science program.
Gordon, Dawn	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in English and Fine Arts and the Middle Years Program.
Keevey, Aaron	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in World Language and the Math/Science/Engineering program.
McLawrence, Attallah	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Social Sciences, Innovative, Interactive, Technology program and the International Baccalaureate Career Program.
Raiford, Lisa	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Math and the International Baccalaureate Diploma Program.
Morton, Caron	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in World Languages.
Russo, Stephanie	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they achieve academically through involvement in the arts, journalism and debate.
Lackovic, Michele	Teacher, K-12	Department instructional leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Literacy and the IB Diploma Program.
Seidel, Gavin	Teacher, K-12	Department instructional leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Social Sciences.

Name	Title	Job Duties and Responsibilities
Deluera, Liesl	Teacher, K-12	Department instructional leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Sciences.
Del Ponte, Amanda	Guidance Counselor	Department Instructional Leader responsible for leading school counseling team as they monitor students' progress toward graduation and preparing them for post secondary success.
	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Math.

### Demographic Information

**Principal start date**

Thursday 7/25/2019, Kathryn Koerner

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

97

**Total number of students enrolled at the school**

1,598

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

12

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

13

**Demographic Data**

### Early Warning Systems

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	459	441	384	314	1598
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	1	1	4	5	11
One or more suspensions	0	0	0	0	0	0	0	0	2	2	2	2	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	47	46	25	127
Course failure in Math	0	0	0	0	0	0	0	0	0	9	67	50	34	160
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	8	8	5	5	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	5	34	29	15	83

**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	0	0	0	0	0	0	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Tuesday 7/20/2021

**2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	473	429	341	349	1592
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	1	3	4	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	1	1	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	26	53	21	101
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	32	44	36	116
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	8	2	6	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	9	5	4	7	25
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	24	34	0	0	58

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	7	15	30	12	64

**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	0	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	473	429	341	349	1592
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	3	1	3	4	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	14	1	1	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	26	53	21	101
Course failure in Math	0	0	0	0	0	0	0	0	0	0	4	32	44	36	116
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	8	2	6	0	16
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	9	5	4	7	25
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	0	0	0	0	24	34	0	0	58

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	7	15	30	12	64

**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	0	0	0	0	0	0	1	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	90%			90%	57%	56%	89%	57%	56%
ELA Learning Gains	67%			62%	51%	51%	69%	53%	53%
ELA Lowest 25th Percentile	68%			59%	43%	42%	66%	46%	44%
Math Achievement	69%			71%	54%	51%	77%	54%	51%
Math Learning Gains	36%			42%	45%	48%	57%	47%	48%
Math Lowest 25th Percentile	20%			34%	43%	45%	46%	43%	45%
Science Achievement	89%			91%	73%	68%	92%	72%	67%
Social Studies Achievement	94%			96%	74%	73%	95%	73%	71%

**Grade Level Data Review - State Assessments**

**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
09	2021					
	2019	89%	56%	33%	55%	34%
Cohort Comparison						
10	2021					
	2019	91%	54%	37%	53%	38%
Cohort Comparison						
		-89%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	91%	69%	22%	67%	24%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	96%	69%	27%	70%	26%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	53%	64%	-11%	61%	-8%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	75%	60%	15%	57%	18%

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring allows teachers and administration to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning. In grades 9-10 for ELA, we will use USA's and Reading Plus. For Reading Plus, a baseline test will be given in the beginning of the year and again in Winter and Spring to ensure students are making adequate progress. In Math, USAs and FSQs will be monitored for student progress. Unit Standardized Assessments (USAs), give teachers data on how well students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	88.6	87.2	87.2
	Economically Disadvantaged	84.3	84	84
	Students With Disabilities	75	87.5	87.5
	English Language Learners	50	75	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	81.7	68.1	65.8
	Economically Disadvantaged	75.4	56.8	54.7
	Students With Disabilities	100	60	60
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	91.5	95.7	95.1
	Economically Disadvantaged	85.3	91.9	90.9
	Students With Disabilities	80	93.8	93.8
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	90.9	94.2	92.1
	Economically Disadvantaged	87.5	92.4	90.1
	Students With Disabilities	69.2	76.9	69.2
	English Language Learners	50	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58.6	43.8	46.9
	Economically Disadvantaged	47.6	27.3	36.4
	Students With Disabilities	50	0.00	0.00
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	100	100	100
	Economically Disadvantaged	100	100	100
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	100	0.00	100
	Economically Disadvantaged Students With Disabilities English Language Learners	100	0.00	100
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD	76	60	57				85			100	100
ELL	77	76	69				74				
ASN	97	79	85	73	54		96	94		100	100
BLK	82	61	63	53	25	16	76	86		100	93
HSP	90	61	70	71	35	30	87	91		100	100

2021 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 2019-20	C & C Accel 2019-20
MUL	91	68					100			100	92
WHT	93	70	69	88	50		95	100		99	100
FRL	85	61	66	60	26	19	81	87		99	97
2019 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 2017-18	C & C Accel 2017-18
SWD	65	48	33	45	30		60	91			
ELL	58	63	56	61	33		55				
ASN	97	64		90	40		98	98		100	98
BLK	75	51	51	53	26	25	79	87		100	88
HSP	94	66	71	83	56		93	97		100	96
MUL	94	64					94	100		100	94
AMI	90	90									
WHT	95	67	69	90	61		99	99		100	97
FRL	83	56	54	59	34	30	83	94		100	93
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	69	58	55	56	50		81			100	77
ASN	94	81	81	91	80		96	100		100	100
BLK	73	59	54	62	47	40	82	84		100	83
HSP	94	66	74	84	67	64	93	96		100	98
MUL	92	72		85	59		91			100	87
AMI	80						92				
WHT	96	74	76	90	61		99	99		100	99
FRL	82	63	60	69	55	51	87	89		100	91

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	730
Total Components for the Federal Index	10
Percent Tested	97%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	80
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	74
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	90
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	85
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	68
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

**Analysis**

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

Across grade levels, math scores continue to need improvement. Progress monitoring data from the previous year shows that math scores were consistently low with 9th grade and declined from 81.7 in the beginning of the year to 65.8 by the spring. For 10th grade, the scores were 58.6 in the beginning of the year and dropped to 46.9 by the spring. This decline was consistent among all subgroups. Overall math proficiency has declined over the past four years to 69%. There was a slight increase in our Algebra 1 and Geometry scores, from 53% to 65% and 76% to 77%, respectively. Math learning gains dropped significantly to 36% down 6 and learning gains of the L25 were down 14 to 20%.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Math continues to show the greatest need for improvement. From 2019 to 2021, math proficiency dropped 2 points to 69%, while learning gains overall dropped 6 points to 36%. The largest decrease was in learning gains for the L25, which showed a 14 point loss to 20%. The progress monitoring data shows that 9th and 10th grade scores declined from fall to spring with the biggest drop in 9th grade of 15.9 points from fall to spring.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Virtual learning for math was especially difficult for all students. Students were offered virtual tutoring opportunities, but they were not as well attended as the face to face sessions. In person tutoring has resumed this school year and the administrator over math is working closely with the math tutors to ensure all students who need additional support are at each of the tutoring sessions offered. Additional student tutors from Mu Alpha Theta will be at these tutoring sessions to provide one on one support to struggling students in math.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Learning Gains for the Low 25 for ELA showed the greatest gain of 9 points to 68%.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

ELA teachers worked collaboratively with the Intensive Reading teacher to provide additional support to struggling students. The Intensive Reading teacher and the 9th and 10th grade ELA teachers had data chats with their students so they would know what they needed to do to make learning gains. All 9th and 10th grade ELA and Intensive Reading teachers worked with students on all benchmarks and utilized USA data to drive instruction and remediation.

**What strategies will need to be implemented in order to accelerate learning?**

Students in the L25, as well as struggling students, were scheduled in the same class with the same teacher who will continue to work collaboratively with the Intensive Reading teacher. Both teachers will assess students strengths and weakness and will monitor their progress regularly to ensure satisfactory growth. Data chats with students and among the teachers will help bring a focus to areas of need. Tutors will utilize this information as they work with students at lunch or afterschool.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be able to participate in multiple professional development opportunities throughout the year. Teachers will work together during PLCs and on PDD days to discuss students strengths and weaknesses in order to have meaningful data chats with students. Teacher led professional development will be available for all English teachers to share ideas for utilizing technology, simplifying the teaching of writing and literature and supporting all students in advanced English classes.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Students will continue to have multiple tutoring opportunities both at lunch and after school. Regular data chats with students will ensure all students stay focused on their goals. Teacher meet regularly with their cohorts and as an English team, to share ideas and discuss upcoming assessments and how to best support all students.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Math**

**Area of Focus**  
**Description and Rationale:** The area of focus will be to increase Algebra 1 scores and learning gains for math students enrolled in the course. Algebra 1 EOC scores improved from the last administration from 53% (FY19) to 65% (FY21). However, the overall learning gains were 36% in FY21.

**Measureable Outcome:** Algebra 1 scores will increase from 65% to 75%. Overall learning gains will increase from 36% to 50%.

**Monitoring:** Working through data analysis of iXL reports and PM data with the Algebra 1 team during PLCs. Monitoring the lunch time tutorials and making student recommendations to join. Motivating teachers to keep parent involvement at the forefront of their efforts. Action planning for students based on Liberal Arts Math 1 performance.

**Person responsible for monitoring outcome:** Lisa Raiford (lisa.raiford@palmbeachschools.org)

**Evidence-based Strategy:** Student performance on Algebra 1 benchmarks will be monitored through completion of school district designed FSQs and USAs. Students will have the opportunity to attend lunchtime tutorials with dedicated Math Honor Society peer tutors. All students taking Algebra 1 are also enrolled in Liberal Arts Math 1 and are enrolled in iXL (diagnostic and remediation database that provides immediate feedback to teachers) to help students gain proficiency in basic math skills.

**Rationale for Evidence-based Strategy:** Data collection on Algebra 1 benchmark performance and iXL reports will inform and direct re-teaching for the Liberal Arts Math 1 teachers. Algebra 1 teachers are involved in PLC meetings each week. Tutorials also serve as a support system for math remediation.

**Action Steps to Implement**

All students enrolled in Algebra 1 are also enrolled in Liberal Arts Math 1 in an effort to diagnose specific math skill deficiencies and develop action plans to assist the students.

**Person Responsible** Lisa Raiford (lisa.raiford@palmbeachschools.org)

Provide opportunities for students to attend lunchtime or after school tutorials.

**Person Responsible** Lisa Raiford (lisa.raiford@palmbeachschools.org)

Algebra 1 teachers, Math Department Chair, and Math Assistant Principal will meet in regular PLCs to monitor student progress.

**Person Responsible** Lisa Raiford (lisa.raiford@palmbeachschools.org)

Monitor FSQs and USAs and remediate as needed

**Person Responsible** Lisa Raiford (lisa.raiford@palmbeachschools.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** The area of focus will be ELA learning gains and the learning gains for the L25. Although there was an increase in both learning gains and the learning gains of the L25, with a proficiency rate of 90%, the expectation is that they both the learning gains, as well as the learning gains of the L25 would be higher. Learning gains showed a 5 point increase in FY21 to 67% and the learning gains of the L25 showed a 7 point gain to 68%.

**Measureable Outcome:** ELA learning gains will increase from 67% to 72%.  
 ELA learning gains for the L25 will increase from 68% to 73%.

**Monitoring:** Students' progress will be monitored using USA's, FSQ's and Diagnostics. Additionally, students who are below grade level and are enrolled in Intensive Reading and will be actively monitored using Reading Plus.

**Person responsible for monitoring outcome:** Dawn Gordon (dawn.gordon@palmbeachschools.org)

**Evidence-based Strategy:** Immerse students in advanced coursework while differentiated instruction through small group work. Teachers will utilize student data on USA's and Diagnostics to drive instruction and to provide additional support to students based on their needs.

**Rationale for Evidence-based Strategy:** Immersing students in advanced coursework, while differentiating instruction through small group work, ensures that students receive instruction based on their needs. Utilizing the data from multiple sources will allow teachers to structure their teaching to meet the needs of their students.

**Action Steps to Implement**

Tutorial opportunities provided at lunch and after school.

**Person Responsible** Dawn Gordon (dawn.gordon@palmbeachschools.org)

Planning for instruction during PLCs for specific cohorts.

**Person Responsible** Dawn Gordon (dawn.gordon@palmbeachschools.org)

Provide reading interventions to those students struggling academically utilizing technology, including Reading Plus.

**Person Responsible** Dawn Gordon (dawn.gordon@palmbeachschools.org)

Continue to support AICE/AP/MYP/IB courses and assessments by providing materials necessary for rigorous, individualized instruction.

**Person Responsible** Dawn Gordon (dawn.gordon@palmbeachschools.org)

Students with similar learning gaps were placed in a cohort class in an effort to remediate while continuing to offer rigorous higher level coursework.

**Person Responsible** Dawn Gordon (dawn.gordon@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Suncoast Community High School reported 0.1 incidents per 100 students. When compared to all high schools statewide, it falls into the very low category. Suncoast Community High School is ranked #3 out of 505 high schools statewide. The school is ranked #1 out of 28 high schools in Palm Beach County. When looking at the number of violent incidents, again Suncoast has a very low ranking of 0.06 per 100 students; #42 out of 505 for the state and #2 out of 28 for the county. Property incidents is also very low at 0.00 and Suncoast is ranked #1 both statewide and in the county. Drug/Public Order Incidents is very low at 0.06 per 100 students with a statewide rank of 11 out of 505 and #1 in the county. Finally, the total number of suspensions, using the most recent data, was 0.00 per 100 students and again, Suncoast is ranked #1 both statewide and for the county. As a full choice school, our students must sign a behavior contract and students are actively monitored to ensure they fulfill the requirements of the contract. We will continue with our SwPBS initiative to encourage and support students' positive behavior.**

**In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:**

**(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.**

**(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.**

**(p) Study of Hispanics contributions standards prioritize listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.**

**(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.**

**(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.**

**These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Communication with all stakeholders is the key to building a positive school culture and climate. Quarterly PTSA meetings are held to bring parents, students and teachers together to share information about upcoming events. Also, weekly Charger Updates are sent out to all parents and staff, as well as posted on our school's website, in an effort to ensure all students, staff and parents are aware of upcoming events and it also provides timely information about things going on around campus.

School-wide Positive Behavior will be updated and implemented to encourage and reward students' academic and behavioral success. All of these incentives will continue to create a positive school culture and climate. Students will participate in Suite 360 for mental health, substance abuse and child trafficking prevention to encourage students to "see something, say something" or to self-report any behavioral health needs to school counselor, behavioral mental health professional, or any other member of the staff who can assist in finding appropriate interventions to assist students.

All Suncoast students complete a Personal Project as a component of the IB MYP that spans their freshman and sophomore years. This project provides students an opportunity to experience personal growth with an emphasis on community and service. Their work is celebrated on Personal Project Community Night where students with outstanding projects are selected to showcase their work for the community and our IB continuum school students.

Various parent workshops are held throughout the year. The topics include financial aid for college, college planning and an IB Parent night. The financial aid and college planning workshops are sponsored by business partners and all parents and students are encouraged to attend. The IB Parent Night is an informational session for junior and senior students pursuing an IB Diploma.

As an International Baccalaureate World School offering IB Middle Years Program (IBMYP), IB Career Program (IBCP) and IB Diploma Program (IBDP), international mindedness is at the core of instructional and extracurricular programs for our students. A key event in our school culture is Heritage Week, which is celebrated in February with daily cultural activities and culminating in an International music and dance performance produced and performed by our students. The performance is viewed by all students and is open to the community in an evening performance.

Students in the iMentor program work with students at neighboring schools to provide additional academic support and tutoring to help students gain necessary prerequisite skills needed to be successful in middle school, high school and beyond.

As an IB world school, our culture is wrapped around the IB Learner profile and opportunities to strengthen these traits are embedded in instruction and student of the month is named based on a specific learner attribute each month.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Principal-Kathryn Koerner  
 Assistant Principal over School wide Positive Behavior Support-Dawn Gordon  
 SwPBS Chair-TBD  
 PTSA President-Carolyn Santamaria  
 Foundation Chairman-Michael DeBock  
 SAC Chair-Ty Penserga  
 Professional Development Chair-TBD  
 Department Chairs: Gavin Seidel, Stephanie Russo, Michele Lackovic, Valerie Newcomer, Leisl DeLeura, Caron Morton, Amanda DelPonte  
 Business Partner-Nina Kessel  
 Volunteer Coordinator-Barbara Willett  
 Behavior Health Professional-Andrea Smith

**Part V: Budget**

1	III.A.	Areas of Focus: Instructional Practice: Math				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0151 - Suncoast Community High School			\$4,000.00
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0151 - Suncoast Community High School			\$4,000.00
					<b>Total:</b>	<b>\$8,000.00</b>