

The School District of Palm Beach County

# Suncoast Community High School



2019-20 Schoolwide Improvement Plan

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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: 7/24/2019

<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>	N/A

\* 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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>High School 9-12</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>36%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>64%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	A	A	A	A

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## 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 and position title 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 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 choice program.
Keevey, Aaron	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in the Math/Science/Engineering choice program and supporting the work of Counseling Services as they monitor progress toward graduation and post secondary success.
Raiford, Lisa	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Mathematics and the International Baccalaureate Diploma Program choice program.
Oddi, Randal	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Mathematics and the MSE choice 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.
Erienne, Kelli	Teacher, K-12	Department Instructional Leader responsible for ensuring that students receive the opportunity to learn balance through involvement in athletics and school activities.
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.
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.



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.
McLawrence, Attallah	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in Social Sciences and the International Baccalaureate Career Program choice program.

**Early Warning Systems**

**Current Year**

**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	0	431	390	401	364	1586
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	9	5	8	27	
One or more suspensions	0	0	0	0	0	0	0	0	0	16	2	6	11	35	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	100	71	43	23	237	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	31	14	9	1	55	

**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	30	12	7	6	55

**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	3	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

135

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

Thursday 9/19/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	4	3	3	15
One or more suspensions	0	0	0	0	0	0	0	0	0	9	6	7	1	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	78	65	19	31	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	27	7	8	2	44

**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	21	3	5	3	32

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	4	3	3	15
One or more suspensions	0	0	0	0	0	0	0	0	0	9	6	7	1	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	78	65	19	31	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	27	7	8	2	44

**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	21	3	5	3	32

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	90%	57%	56%	89%	55%	53%
ELA Learning Gains	62%	51%	51%	66%	50%	49%
ELA Lowest 25th Percentile	59%	43%	42%	65%	45%	41%
Math Achievement	71%	54%	51%	84%	48%	49%
Math Learning Gains	42%	45%	48%	67%	44%	44%
Math Lowest 25th Percentile	34%	43%	45%	51%	38%	39%
Science Achievement	91%	73%	68%	93%	71%	65%
Social Studies Achievement	96%	74%	73%	96%	70%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	431 (0)	390 (0)	401 (0)	364 (0)	1586 (0)
Attendance below 90 percent	5 (5)	9 (4)	5 (3)	8 (3)	27 (15)
One or more suspensions	16 (9)	2 (6)	6 (7)	11 (1)	35 (23)
Course failure in ELA or Math	100 (78)	71 (65)	43 (19)	23 (31)	237 (193)
Level 1 on statewide assessment	31 (27)	14 (7)	9 (8)	1 (2)	55 (44)

#### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	89%	56%	33%	55%	34%
	2018	88%	56%	32%	53%	35%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	91%	54%	37%	53%	38%
	2018	90%	55%	35%	53%	37%
Same Grade Comparison		1%				
Cohort Comparison		3%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	69%	22%	67%	24%
2018	92%	67%	25%	65%	27%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	96%	69%	27%	70%	26%
2018	95%	68%	27%	68%	27%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	64%	-11%	61%	-8%
2018	68%	62%	6%	62%	6%
Compare		-15%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	60%	15%	57%	18%
2018	80%	57%	23%	56%	24%
Compare		-5%			

**Subgroup Data**

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

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
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
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	67	35		58	59		87			100	80
ASN	95	80	80	88	67		100	96		100	98
BLK	70	49	51	69	53	45	78	88		100	85
HSP	94	71	80	84	70	57	96	97		100	100
MUL	92	83		94	82		87	100		100	100
WHT	96	67	69	93	77	52	99	98		100	99
FRL	80	59	63	73	57	48	87	93		100	92

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
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	740
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
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
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	84
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	91
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	90
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - 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	86
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance component was Algebra I EOC (71%) and (Math Learning Gains (42%) and Math Lowest 25th Percentile Learning gains (34%). Students who take Algebra I at Suncoast also performed at levels 1,2, and some level 3 in FSA ELA and Biology EOC in 2019. These students were lacking pre-requisite skills in Math prior to arrival at Suncoast. The change in Math scores is just a two year trend.

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

Math Learning Gains and Low 25th percentile Learning gains dropped from 2018: 15 point drop (57% to 42%) in Learning Gains and 12 point drop (46% to 34%) in Low 25th percentile Learning gains. According to EDW SIP Online 2020 from report A0197, Algebra I EOC proficiency performed at 64% proficiency in 2019, dropping from 78% in 2018; a 14% decline. Historical data suggests that these students were consistently performing below grade level and were part of the Suncoast Lowest 25% in Reading, Math, or both.

ELA Learning Gains and Low 25 percentile Learning gains dropped from 2018: seven point drop in Learning Gains (69% to 62%) and seven point drop (66% to 59%) in Low 25th percentile Learning Gains. We believe that teachers and students do not value results of state assessments at the same level as advanced coursework assessments (AP/AICE), which reward students with high grade point averages and college credit. Therefore, although our students are largely proficient, they do not exert the effort needed to demonstrate learning gains.

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

In the area of Math Learning Gains (Suncoast 42%/State 48%) and Math Low 25% Learning Gains (Suncoast 34%/State 45%) we believe that some students require differentiated instruction due to lack of foundation skills needed for achievement. It is important to note that most gaps between state and Suncoast occur because Suncoast outcores the state: Math Achievement- Suncoast 72%/State 51%; ELA- Suncoast 90%/State 56%; ELA Learning Gains- Suncoast 62%/State 51%; ELA Low 25 Learning Gains- Suncoast 59%/State 42%; Science- Suncoast 91%/State 68%; Social Studies- Suncoast 96%/State 73%. We believe that our high achievement can be attributed to the abundance of exposure students receive to advanced coursework, highly knowledgeable teachers, and students who are serious about learning.

#### Which data component showed the most improvement? What new actions did your school take in this area?

Most improvement was 3% gain in ELA proficiency by grade the grade 10 cohort. There were also improvements in: ELA proficiency- 89% to 90%; Grade 9 ELA- 88% to 89%; Grade 10 ELA-90% to 91%; Social Studies- 95% to 96%. Students in specific subgroups also demonstrated improvement: ELA Achievement: Asian- 94% to 97%; Black-73% to 75%; FRL- 82% to 83%. Science Achievement: Asian- 96% to 98%. Social Studies Achievement: Black -84% to 87%;Hispanic- 96% to 97%FRL- 89% to 94%. We believe these gains occur because teachers spend time outside of class(lunch time, after school) working with students, and students take responsibility for their learning by seeking the help they need. We also increased the number of google Chromebook classrooms, which allows students to collaborate and teachers to easily monitor student work and provide feedback.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Course failure in ELA or Math is an area of concern with 193 students failing in ELA of Math, especially for grade 9 and 10 students where the most failures were concentrated.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math Achievement, Learning Gains and Low 25%tile Learning Gains
2. ELA Learning Gains and Low 25%tile Learning Gains
3. Course failure for grade 9 and 10 students

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	To ensure effective and relevant instruction to increase ELA Learning Gains and Low 25th percentile Learning Gains in alignment to LTO 3, high school graduation rate and LTO 4, post graduate success.
<b>Rationale</b>	While our proficiency rate for ELA increased by one percentage point and is historically high, we struggle to maintain and increase ELA Learning Gains (62%) and Low 25th percentile Learning Gains (59%) as measured by the state test; both areas dropped 7 percentage points. The high proficiency rate indicates that most students demonstrate proficiency on state standards. We have learned that it can be difficult to motivate high achieving students to find value in the state testing because they have so many opportunities to earn college credit through rigorous coursework assessments. Our students with disabilities (65%), English Language Learners (58), and Black students (75%) meet proficiency at a lower rate than white students (95%). Additionally, our students with disabilities (48%) and Black students (51%) demonstrate learning gains at a lower rate than white students(67%). While our goal is to increase proficiency and learning gains for all students, we will offer differentiated support to students in these subgroups.
<b>State the measureable outcome the school plans to achieve</b>	<p>ELA Learning Gains will increase 10 percentage points to exceed to 72%</p> <p>ELA Low 25th percentile Learning Gains will increase 10 percentage points to 69%</p>
<b>Person responsible for monitoring outcome</b>	Kathryn Koerner (kathryn.koerner@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<p>Immerse students in advanced coursework while</p> <p>Differentiating instruction through small group work,</p> <p>Technology (Chrome books, google classroom, Reading Plus)</p>
<b>Rationale for Evidence-based Strategy</b>	<p>Immersion in advanced coursework ensures that students will receive rigorous and challenging instruction.</p> <p>Differentiating instruction through small group work provides opportunities for individualized instruction.</p> <p>Use of technology provides opportunities for individualized learning and specific feedback.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide opportunities for student selected and targeted teacher directed tutoring, peer tutoring, and Writing Lab at lunch and after school. Tutorial programs are monitored by content area assistant principals through attendance records and walk-throughs.</li> <li>2. Provide reading intervention to non-proficient students through Reading Plus and phonics based instruction (Just Words). Reading interventions will be monitored by assistant principal responsible for ELA through observations, conferencing with teacher, monitoring Reading Plus data, and lesson plans.</li> <li>3. Embed explicit instruction and practice of skills required for success on State Standards in English classrooms, focus on academic vocabulary. Monitor student progress using state and district resources. Standards Based Instruction and assessments will be monitored by assistant principal responsible for ELA through PLCs, observations, and data chats with teachers.</li> <li>4. Continue to support AICE/AP/MYP/IB courses and assessments by providing materials necessary for rigorous, individualized instruction, using ManageBac to monitor progress and provide personalized feedback to students working on MYP and IB projects and</li> </ol>

assessments, and opportunities to experience learning outside the walls of Suncoast. These activities will be monitored and approved by the principal through review of needs and requests.

5. Prepare incoming students for rigor of high school through summer Freshmen Orientation Experience. This program will be developed and monitored by the counseling services coordinator.

**Person  
Responsible**

Kathryn Koerner (kathryn.koerner@palmbeachschools.org)

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<b>#2</b>	
<b>Title</b>	To ensure effective and relevant instruction to increase Math Achievement, Learning Gains and Low 25th percentile Learning Gains in alignment to LTO 3, high school graduation rate and LTO 4, post graduate success.
<b>Rationale</b>	At Suncoast, the Algebra 1 passing rate declined by 14% from 2018 to 2019 school years. We need to increase Algebra I EOC proficiency as a gateway to future math achievement and to satisfy this high school graduation requirement.

<b>State the measureable outcome the school plans to achieve</b>	To improve Algebra I passing rate by 16% on the FY20 exam. To improve the Black, White, and Hispanic subgroup Learning Gains by 10%.
<b>Person responsible for monitoring outcome</b>	Kathryn Koerner (kathryn.koerner@palmbeachschools.org)
<b>Evidence-based Strategy</b>	Student performance on Algebra I benchmarks will be monitored through completion of school district designed FSQs and USAs (common assessments) through Performance Matters. Students will attend lunch tutorial, 3 times per week to gain proficiency in basic math skills and Algebraic thinking. Tutorial will be conducted by the Suncoast math faculty on a rotational basis.
<b>Rationale for Evidence-based Strategy</b>	Data collected on Algebra 1 benchmark performance will inform and direct re-teaching in the classroom. Lunch tutorial serves as a support system for basic math skill acquisition that under-girds Algebra 1 performance in the classroom. Students live in various areas of the county and do not have full access to after school tutorial programs. According to EDW, 62% of the Algebra 1 cohort are in the lowest 25% of the school population in Reading, Math or both subjects.

<b>Action Step</b>	
<b>Description</b>	1. Assistant Principal responsible for Math and Math Department Chair will monitor Algebra 1 lunch tutorial curriculum for pacing and progression in basic math skill acquisition. 2. Assistant Principal will monitor student performance in Algebra 1 benchmarks through Performance Matters. 3. Algebra 1 teachers, Math Department Chair and Math Assistant principal will meet in weekly Algebra 1 PLC to monitor student data and class performance. 4. Utilize school district Algebra 1 EOC semester exams for benchmark monitoring to inform instruction.
<b>Person Responsible</b>	Kathryn Koerner (kathryn.koerner@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Pillars of Effective Instruction: Students are immersed in rigorous task 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 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:

The History of the Holocaust

The History of Black and African Americans

The Contributions of Latino and Hispanics

The Contributions of Women

The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

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 of each year with daily cultural activities and culminating in a International music and dance performance produced and performed by our students. The performance is viewed by all students and open to the community in an evening performance.

Another key component of Single School Culture is wrapped around the IB Learner Profile attributes: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring Risk Takers, Balanced, and Reflective. Opportunities to strengthen these traits are embedded in instruction, and a student of the month is named based on a specific Learner Attribute each month.

All Suncoast students complete a Personal Project as a component of the IBMYP that spans their freshman and sophomore year. This project provides students an opportunity to experience personal growth with an eye toward 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.

Suncoast students are involved in extra curricular activities through athletics, arts, and clubs, which supports the Single School Culture of balance and leadership.

Every student at Suncoast is enrolled in a choice program: IBDP, IBCP, MSE, IIT, or CS. Acceptance into these programs is considered an honor and offers opportunities for students to earn college credits and certificates that can lead to employment. The combination of these factors, as well as the offering of Dual Enrollment college course on our campus result in a collegiate culture on our high school campus. Students are serious about the learning and focused on preparation for their post secondary options.

## Part IV: Title I Requirements

**Additional Title I Requirements**

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

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

N/A

**PFEP Link**

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

N/A

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

N/A

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

N/A

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: To ensure effective and relevant instruction to increase ELA Learning Gains and Low 25th percentile Learning Gains in alignment to LTO 3, high school graduation rate and LTO 4, post graduate success.</b>				<b>\$5,676.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3336	120-Classroom Teachers	0151 - Suncoast Community High School	School Improvement Funds	1522.0	\$5,676.00
<i>Notes: Used for all areas of focus.</i>						
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: To ensure effective and relevant instruction to increase Math Achievement, Learning Gains and Low 25th percentile Learning Gains in alignment to LTO 3, high school graduation rate and LTO 4, post graduate success.</b>				<b>\$0.00</b>

	<b>Total:</b> <b>\$5,676.00</b>
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