

The School District of Palm Beach County

Suncoast Community High School



2020-21 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: 7/6/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (74%) 2017-18: A (79%) 2016-17: A (81%) 2015-16: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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 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.
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.
Eriane, 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.
Deluera, Liesl	Teacher, K-12	Department Instructional Leader responsible for leading curriculum development and supporting teachers as they move students toward achievement in Sciences.

Name	Title	Job Duties and Responsibilities
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.
Gordon, Dawn	Assistant Principal	Instructional leader responsible for supporting personnel and actions related to student achievement in English and the Middle Years Program (MYP).
	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

Saturday 7/6/2019, 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

65

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: A (74%) 2017-18: A (79%) 2016-17: A (81%) 2015-16: A (80%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	473	429	341	349	1592
Attendance below 90 percent	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	14	1	1	0	16
Course failure in ELA	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	4	32	44	36	116
Level 1 on 2019 statewide ELA assessment	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	9	5	4	7	25
FY20 ELA Winter Diag Levels 1 & 2	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	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

Date this data was collected or last updated

Wednesday 10/7/2020

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	
Number of students enrolled	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	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Number of students enrolled	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	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	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

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	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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	2019	89%	56%	33%	55%	34%
	2018	88%	56%	32%	53%	35%
Same Grade Comparison		1%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State 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
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
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	
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.

Using FY19 FSA data, the component that showed the lowest performance was Algebra I EOC. The data shows that 42% of students showed learning gains on the Algebra I EOC while 34% of the L25 showed learning gains. 43% of students showed proficiency (C or Above) on the winter diagnostic. USA data from FY20 midyear showed 28% of students performed at or above the threshold. Students at Suncoast enrolled in Algebra 1 sometimes lack the prerequisite skills needed to be successful in math. This decline in math has been a trend for the past three years.

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

Using FY19 FSA data, the greatest decline was in Math Learning Gains and L25 Learning Gains. Math learning gains went from 57% to 42% (down 15 percentage points) and L25 learning gains went

from 46% to 34% (down 12 percentage points). Historical data suggests these students were consistently performing below grade level and were part of the Suncoast Lowest 25% in Reading, Math or Both.

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

The component that had the greatest gap when compared to the state average was ELA achievement. Suncoast was 34 percentage points above the district's average. Suncoast is a full choice school with a very rigorous curriculum that attracts high achieving students.

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

The data components that showed the most improvement was ELA Achievement (89% to 90%) and Social Studies Achievement (95% to 96%). Suncoast is a full choice school with a very rigorous curriculum that attracts high achieving students. The one percentage point increase in both subject areas shows a slight increase in our already high scores.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Course failure in ELA or Math is an area of concern with 140 students failing ELA and 157 failing math. The most failures were concentrated in grades 9 and 10. Teachers will monitor students grades and report failing students in English or Math to their guidance counselor or assistant principal so interventions can be implemented before a failing grade is posted.

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

1. Math Learning Gains
2. Math Lowest 25th Percentile
3. ELA Learning Gains
4. ELA Lowest 25th Percentile
5. Math Achievement

Students at Suncoast enrolled in Algebra 1 sometimes lack the prerequisite skills needed to be successful in math. This year we have added a Liberal Arts math class. Students enrolled in Algebra 1 will take this class, as well as Algebra I, in an effort to help them build the skills needed to be successful. Math and ELA teachers will receive a list of students to target in each of these categories so they can monitor their progress. Administration and school counselors will also be monitoring the target list closely.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus The area of focus will be ELA learning gains and learning gains for L25 which will align with the district's strategic plan: LTO 3, high school graduation rate and LTO 4; post graduate success.

Description and Rationale: ELA learning gains and learning gains for L25 have been fluctuating for the past few years. Learning Gains dropped 7 percentage points from 69% to 62% in FY19, and learning gains for the L25 dropped 7 percentage points from 66% to 59%. On the FY20 diagnostic test, 9th grade achievement increased 5 percentage points from 89% to 94% from FY19 FSA to Winter Diagnostics and 10th Grade stayed the same 91% achievement.

Measureable Outcome: ELA learning gains will increase from 62% to 72%
 ELA learning gains for L25 will increase from 59% to 69%

Person responsible for monitoring outcome: Kathryn Koerner (kathryn.koerner@palmbeachschools.org)

Evidence-based Strategy: Immerse students in advanced coursework while differentiating 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

1. Tutorial opportunities provided at lunch and after school to be monitored by the content Assistant Principal
2. Planning for instruction during PLCs for specific cohorts to be monitored by the content Assistant Principal
3. Provide reading interventions to those students struggling academically utilizing technology including Reading Plus
4. Monitor student progress through data chats utilizing data from Reading Plus, USA's, FSQ's and diagnostics
5. Continue to support AICE/AP/MYP/IB courses and assessments by providing materials necessary for rigorous, individualized instruction

Person Responsible Kathryn Koerner (kathryn.koerner@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus The area of focus will be to increase Algebra I scores.

Description and Rationale: Algebra I scores have been declining for the past three years. 56% of students did not pass the mid year diagnostic (30 students scored a C or less). Algebra I EOC dropped from 68% to 53% in FY19.

Measureable Outcome: Algebra I scores will increase from 53% to 69%

Person responsible for monitoring outcome: Kathryn Koerner (kathryn.koerner@palmbeachschools.org)

Evidence-based Strategy: Student performance on Algebra I benchmarks will be monitored through completion of school district designed FSQ's and USA's. Students will have the opportunity to attend lunchtime tutorials, 3 times per week, remotely or in person. All students taking Algebra I will also be enrolled in Liberal Arts Math, to help students gain proficiency in basic math skills.

Rationale for Evidence-based Strategy: Data collection on Algebra I benchmark performance will inform and direct re-teaching. Lunchtime tutorial serves as a support system for math remediation

Action Steps to Implement

1. All students enrolled in Algebra I will also be enrolled in Liberal Arts Math in an effort to help students gain proficiency in basic math skills.
2. Provide opportunities for students to attend lunchtime or after school tutorials. Assistant Principal will monitor student participation in tutorial programs.
3. Algebra I teachers, Math Department Chair, and Math Assistant Principal will meet in regular PLCs to monitor student progress
4. Monitor FSQ's and USA's and remediate as needed

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

School-wide Positive Behavior will be updated and implemented to encourage and reward students' academic and behavioral success, as well as a system to reward teachers. All of these incentives will continue to create a positive school culture and climate.

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.

As an International Baccalaureate World School offering IB Middle Years Program (IB MYP), IB Career Program, and IB Diploma Program, 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 an 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. This year, we will continue to have the production virtually and all students and parents will be able to view the performance.

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.

We instill appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS implementation. Additionally, our plan for supporting students through Social Emotional Learning strategies is discussed, and monitored. Teachers follow a research based SEL curriculum to support students beyond academics.

All students will participate in Suite 360 for mental health, substance abuse and child trafficking prevention. Students are encouraged 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.

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 ensuring all stakeholders are involved.

Communication with all stakeholders is the key 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 the campus.

School-wide Positive Behavior will be updated and implemented to encourage and reward students' academic and behavioral success as well as a system to reward teachers. 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. Students are encourage 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 IBMYP 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.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$4,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5000	120-Classroom Teachers	0151 - Suncoast Community High School	School Improvement Funds		\$4,000.00	
2	III.A.	Areas of Focus: Instructional Practice: Math				\$4,000.00
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
5000	120-Classroom Teachers	0151 - Suncoast Community High School	School Improvement Funds		\$4,000.00	
Total:					\$8,000.00	