

The School District of Palm Beach County

Suncoast Community High School



2018-19 Schoolwide Improvement Plan

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Suncoast Community High School

1717 AVENUE S, Riviera Beach, FL 33404

<https://suh.palmbeachschools.org>

School Demographics

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

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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 and position title for each member of the school leadership team.:

Name	Title
Whetsell, Karen	Principal
Blumner, Karen	Assistant Principal
Keevey, Aaron	Assistant Principal
Oates, Kevin	Assistant Principal
Raiford, Lisa	Assistant Principal
Doran, Dawn	Teacher, K-12
Kaplan, Stephen	Guidance Counselor
Oddi, Randal	Teacher, K-12
Slattery, Lee	Teacher, K-12
Morton, Caron	Teacher, K-12
Erienne, Kelli	Teacher, K-12
Russo, Stephanie	Teacher, K-12
meachran-todd, amy	Assistant Principal
Lackovic, Michele	Teacher, K-12
Seidel, Gavin	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal, Mrs. Karen Whetsell, will provide a common vision for the use of data-based decision-making; ensure that the school-based leadership team is implementing the SIP; conduct assessment of Multi-Tiered System of Supports skills of school leadership staff; ensure implementation of intervention support and documentation; ensure adequate professional development to support MTSS and SIP implementation; and communicate with parents regarding SIP plans and activities.

Assistant Principals, will participate in the MTSS process; track and utilize data to make decisions and identify areas of strengths and weaknesses; develop and utilize MTSS skills to make decisions; train and model how to use the MTSS process with staff and students; research and discuss potential strategies to improve data and implement the SIP effectively; monitor, document and/or implement interventions and support teachers during the process; and communicate with faculty regarding SIP plans and activities.

Department Chairs and Choice Program Coordinators will participate in a monthly MTSS process; utilize data to make decisions and identify areas of strengths and weaknesses; utilize MTSS skills to make decisions; monitor, document and/or implement interventions and support their team during the process; and communicate with students about their progress.

School Advisory Council (SAC) will utilize Collaborative Partnering and Shared Decision Making to assist in the reflection implementation of the SIP.

Exceptional Student Education (ESE) Teacher, Mrs. Sweets, will participate in student data collection; integrate interventions and modifications into instruction; and collaborate with general education teachers through such activities as co-teaching and training.

The Principal, Mrs. Karen Whetsell, along with Assistant Principal, Kevin Oates and support from the Reading Literacy Team, and administrative team will develop, lead, and evaluate school core content standards programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk”; assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides for support for assessment and implementation monitoring.

The School Psychologist will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

Speech Language Pathologist, Wanda Watts, will educate the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Student Services Personnel (School Counselors, School Police, Support Staff and Nurse): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors will continue to link child-serving and community agencies to the schools and families to support the child’s academic, emotional, behavioral, and social success.

Early Warning Systems

Year 2017-18

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 identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	21	3	5	3	32

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	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 9/6/2018

Year 2016-17 - 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	1	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	8	4	6	2	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	73	80	29	19	201
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	20	12	2	51

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	16	14	8	0	38

Year 2016-17 - 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	1	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	8	4	6	2	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	73	80	29	19	201
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	17	20	12	2	51

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	21	3	5	3	32

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Black students are consistently among the lowest performing subgroups in Math and ELA. Black ELA proficient: 73%, Learning Gains: 59%, L25 Learning Gains: 54%, Math proficient: 62%, Learning gains: 47% , L25 Learning Gain: 40%

Which data component showed the greatest decline from prior year?

Math Learning Gains is greatest decline from FY17 67% to FY18 57%, a 10 percentage point decline. Some areas of AP scores declined also: AP Literature (54% to 42%) and AP Biology (84% to 69%). Hispanic students declined 5 percentage points(FY17-71%; FY18 66%) in ELA Learning Gains and 6 percentage points (FY17-80%; FY18-74%) in ELA Low 25 Learning Gains.

Which data component had the biggest gap when compared to the state average?

All components are well above the state average except Math Lowest 25th percent which is 1 percentage point above the state average. State: 45%; Suncoast 46%

Which data component showed the most improvement? Is this a trend?

ELA Learning Gains increased 3 percentage points (FY17-66%; FY18 69%). SWD increased 25 percentage points in ELA Learning Gains(FY17-35%; FY18 58%).

Describe the actions or changes that led to the improvement in this area.

Increased focus on state standards and addition of AICE General Paper in grade 9, access to after school and lunch time tutorial support, implementation of Writing Lab.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	89%	57%	56%	89%	56%	52%
ELA Learning Gains	69%	53%	53%	65%	51%	46%
ELA Lowest 25th Percentile	66%	46%	44%	57%	42%	38%
Math Achievement	77%	54%	51%	83%	45%	43%
Math Learning Gains	57%	47%	48%	60%	40%	39%
Math Lowest 25th Percentile	46%	43%	45%	56%	37%	38%
Science Achievement	92%	72%	67%	94%	70%	65%
Social Studies Achievement	95%	73%	71%	96%	70%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	5 (1)	4 (0)	3 (0)	3 (0)	15 (1)
One or more suspensions	9 (8)	6 (4)	7 (6)	1 (2)	23 (20)
Course failure in ELA or Math	78 (73)	65 (80)	19 (29)	31 (19)	193 (201)
Level 1 on statewide assessment	27 (17)	7 (20)	8 (12)	2 (2)	44 (51)

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	2018	88%	56%	32%	53%	35%
	2017	88%	54%	34%	52%	36%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	90%	55%	35%	53%	37%
	2017	91%	51%	40%	50%	41%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

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
2018	92%	67%	25%	65%	27%
2017	93%	66%	27%	63%	30%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	68%	27%	68%	27%
2017	96%	68%	28%	67%	29%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	68%	62%	6%	62%	6%
2017	80%	59%	21%	60%	20%
Compare		-12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	80%	57%	23%	56%	24%
2017	84%	55%	29%	53%	31%
Compare		-4%			

Subgroup Data

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

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To deliver effective, rigorous, relevant instruction to meet the needs of all students to foster post graduate success.
Rationale	<p>-Although the gap is narrowing between black and white students, black students score lower in all ELA and -Math cells.</p> <p>- Hispanic students dropped in ELA Learning Gains cells from FY17 to FY18</p> <p>- Pass rate in some areas of advanced course work declined IB Chemistry, IB Mathematics, AP Literature, AP Physics</p>
Intended Outcome	<p>-Narrow gap between black and white students for ELA proficiency by 3% points to ensure graduation</p> <p>-Narrow gap between black and white students for ELA Learning Gains and Low 25% Learning gains by 10% points to ensure graduation</p> <p>-Increase ELA Learning Gains and Low 25% Learning Gains for Hispanic students by 5% points to ensure graduation</p> <p>-Increase pass rate in advanced course(AP/IB/AICE/Industry Certification) work for all students</p>
Point Person	Karen Whetsell (karen.whetsell@palmbeachschools.org)
Action Step	
Description	<p>Pillars of Effective Instruction, IB and MYP Approaches to Learning and Teaching are embedded in rigorous coursework encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 and S.B. Policy 2.09(8)(b). These approaches sustain our single school culture of high academic achievement and college preparation through MYP/IB/AP/AICE, in a climate centered around IB learner characteristics/behaviors and appreciation of multicultural diversity through a world view.</p> <p>-Provide scaffolded opportunities for support, remediation, and enrichment during lunch, after school, and over the summer.</p> <p>-Provide transitional, organizational and academic support to at-risk freshmen throughout the school year through after school and lunch sessions.</p> <p>-Provide individualized support for writing across all curriculum areas, including IB/MYP related activities , through after school Writing Lab staffed by teachers and peer tutors.</p> <p>-Use ManageBac to monitor individual progress and provide personalized feedback to students working on MYP and IB projects.</p> <p>-Provide materials to supply content rich classrooms for rigorous, engaging, individualized instruction.</p> <p>-Provide individualized support in after school World Languages Lab.</p>
Person Responsible	Karen Whetsell (karen.whetsell@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	<p>-Assistant Principals will monitor progress of IB internal assessments, MYP personal projects, PBPA results, diagnostic test data, semester exam results, and student grades.</p> <p>-Principal will meet quarterly with assistant principals to monitor progress toward goals.</p> <p>-Assistant principals will monitor at risk students at midterm and nine weeks, meeting with students and parents to develop success plans.</p> <p>-School counselors will monitor at risk students targeted for small group support.</p>
Person Responsible	Karen Whetsell (karen.whetsell@palmbeachschools.org)

Activity #2	
Title	To provide targeted professional development for teachers to increase capacity to deliver effective, rigorous, engaging, individualized, standards-based instruction
Rationale	-Curriculum and assessment requirements for some IB courses are being updated by the IB -Teachers who change courses need professional development -Scores in some subject areas have declined
Intended Outcome	-All teachers will be equipped with knowledge and practical application skills to deliver strong instruction -Achievement results of all assessments will be maintained or increased
Point Person	Karen Whetsell (karen.whetsell@palmbeachschools.org)

Action Step	
Description	-Support the organic development of voluntary Professional Learning Communities by providing opportunities for teachers to meet outside of school hours -Provide opportunities for teachers to attend district, state, national, and international workshops as aligned with SIP focus and action steps
Person Responsible	Karen Whetsell (karen.whetsell@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Assistant principals, program coordinators, department instructional leaders, and principal will work together to assess the professional development needs of teachers. They will work together to determine priorities for professional development, monitor attendance and implementation through state, AP/IB/AICE, and industry certification data results. Assistant principals, department instructional leaders, and principal will monitor PLC meetings by attending meetings and reviewing notes and attendance.
Person Responsible	Karen Whetsell (karen.whetsell@palmbeachschools.org)

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 Pilot SIP 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.

Our school aims to increase parent awareness of activities and events in order to increase attendance at activities. Parents will be notified through weekly "Charger Updates," monthly newsletters sent home with students, and quarterly newsletters that will be sent home with report cards. Also, the marquee is updated with information, as are our Edline and social media sources.

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.

Twice monthly the school based team meets to discuss students with barriers to academic and social success. Early indicators of possible academic or social-emotional difficulty are addressed proactively through SBT, including monthly monitoring of attendance and other leading indicators. Twice yearly, all teachers meet with administrators to address concerns they may have with students.

Each quarter administrators and counselors meet with struggling students, identified by test scores or GPA. Freshman students who are identified at the mid-point of quarter one as in need of tier 2 supports are incorporated into a 7 session small group intervention co-led by a school counselor and a member of the Safe School Ambassadors. Additionally, all freshmen are eligible to participate in the peer mentoring program, and are paired with a trained peer coach to provide academic and social support.

Identified staff (i.e. school counselor, school-based team leader, administrators, ESE Coordinator and teachers) provide a differentiated delivery of services based on student/school need. Services include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Staff utilizes data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. These groups allow teachers to establish common practices and ease the transition between grade levels. Further, teachers are able to identify student strengths and weaknesses through these meetings.

Also, our Suncoast Success Academy allows teachers and staff to expose students to the learning strategies they need to be successful in a particular grade level and/or subject area. Students will also be exposed to the "soft skills": work ethic, positive attitude, good communication skills, time management ability, problem-solving skills, teamwork skills, self-confidence, ability to accept criticism, flexibility and adaptability, and working well under pressure.

Counseling Services identifies incoming students who are demonstrating difficulty adjusting to rigorous course work. The students are given the opportunity to meet with small groups to develop relationships and skills for success. School Counselors also support incoming students on a one on one basis, providing tiers of support.

Suncoast students participate in the iMentor program, working two to three times per week at the elementary and middle feeder schools. iMentors support academics and develop positive relationships that support social emotional growth and preparation for the rigorous coursework at Suncoast High School.

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.

The Leadership Team data-based problem solving process focuses around one question: What strategies, programs and professional development will enhance the performance of our students, our teachers, and our school?

The team meets monthly to reflect on universal screening data and make instructional decisions to ensure the implementation of the school improvement plan and meet our annual measurable objectives (AMO). The team reviews progress monitoring data and classroom level data to identify students who are meeting/exceeding benchmarks or at moderate risk or at high risk for not meeting benchmarks. Based on the data, the team identifies areas of strength and weakness. Next, the team brainstorms reasons for the weakness; focusing on one possible cause and discussing possible solutions. The solutions may include professional development, new strategies and/or resources, and additional programming or activities. The team will utilize consensus building to narrow the solutions and develop an action plan. The action plan will include a clear plan to communicate the information to the stakeholders, an implementation period and time for reflection to determine if the action plan is successful or needs further revision.

The Principal is responsible for tracking and applying resources to ensure the highest impact.

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

Suncoast High School hosts a College Fair in October, bringing in over 85 college recruiters from across the county for students to meet and explore their post-secondary options. In December, the Career Showcase presents over 100 different careers to students, aiming to increase their knowledge about the kinds of career pathways available to them. Prior to each event, students attend seminars such as resume building, career exploration, using social media as a job search tool, college essay writing, just to name a few.

The Counseling Services Department is utilizing Naviance, a college and career search engine and communication tool with students. It allows the school counselors to guide students through choosing the right college or career for them and allows parents to interact in the process from home. The school counselors utilize the information from the program to help students select programs and courses that enable them to meet their future goals.

Part V: Budget

Total:	\$18,298.00
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